



AGENDA STATE BOARD OF EDUCATION

April 10, 2014

Arkansas Department of Education

10:00 AM

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Consent Agenda

C-1 Minutes -March 20, 2014

Presenter: Deborah Coffman

C-2 Minutes -March 21, 2014

Presenter: Deborah Coffman

C-3 Minutes -March 28, 2014

Presenter: Deborah Coffman

C-4 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. The information is needed to measure the effectiveness of the Department's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the Department to compile statistical information about applicants for employment.

Presenter: Dr. Karen Walters and Ms. Clemetta Hood

C-5 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Application – 1 Second Lien. With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package: Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education. Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.

Presenter: Cindy Hollowell and Amy Woody

C-6 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 23 school districts covering a total of 38 waivers. There were also requests for long-term substitutes from 23 school districts requesting a total of 63 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, have either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Dr. Karen Walters

C-7 Consideration for Awarding Waiver Days - Bergman School District

On March 20, 2014 the State Board of Education approved an inclement weather waiver for two (2) days for the Bergman School District. The Bergman School District had missed a total of 15 days due to inclement weather. The district requested a waiver for two (2) days making the 2013-2014 school year a total of 176 instructional days. The Bergman School District is requesting an additional waiver. The district missed one additional day due to recent inclement weather. The Bergman School district has missed a total of 16 days due to inclement weather. The district is requesting a waiver for one (1) additional day making the 2013-2014 school year a total of 175 instructional days.

Presenter: Dr. Tom W. Kimbrell

C-8 Consideration for Awarding Waiver Days - North Little Rock School District

The North Little Rock School District is requesting a waiver of the 178 days of instruction by allowing the district to make up 1.5 instructional days at an alternative time.

Presenter: Dr. Tom W. Kimbrell

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-029 – Dannie Michelle Williams Abernathy

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics subcommittee is recommending probation of the license of Dannie Michelle Williams Abernathy for three (3) years and a fine of \$75. Ms. Abernathy was notified by letter, dated February 12, 2014, of the recommendation of the Ethics subcommittee. Ms. Abernathy accepted the recommendation on February 18, 2014.

Presenter: Michael Smith

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-158 – Louis Henry Wallman

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics subcommittee is recommending probation of the license of Louis Henry Wallman for two (2) years and a fine of \$75. Mr. Wallman was notified by letter, dated February 12, 2014, of the recommendation of the Ethics subcommittee. Mr. Wallman accepted the recommendation on March 4, 2014.

Presenter: Michael Smith

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-173 – Douglas Otto Caldwell

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure

Standards Board Ethics subcommittee is recommending probation of the license of Douglas Otto Caldwell for two (2) years, a fine of \$75, and professional development in sexual harassment, bullying, and cultural sensitivity that is conducted by a provider approved by the Ethics subcommittee and completed before August 1, 2014. Mr. Caldwell was notified by letter, dated February 13, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on March 7, 2014.

Presenter: Michael Smith

C-12 Consideration of the Voluntary Surrender of Arkansas Educator’s License – Case #13-181 and Case No. 14-092 – Jacqueline Nichole Winberry

Jacqueline Nichole Winberry surrendered her teaching license as evidenced by her signed consent form, dated February 21, 2014. Arkansas law does not provide for the mere surrender of a teaching license. As a result, the Board’s acceptance of the surrender of Ms. Winberry’s license will result in its permanent revocation.

Presenter: Michael Smith

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T14-001– James Eric Henry

Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed by law. The Professional Licensure Standards Board Ethics subcommittee is recommending that a written warning be issued to James Eric Henry. Mr. Henry was notified by letter, dated February 12, 2014, of the recommendation of the Ethics subcommittee and he accepted the recommendation on March 1, 2014.

Presenter: Michael Smith

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-032 – Christopher Bradley Thompson

Violation of Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students. The Professional Licensure Standards Board Ethics subcommittee is recommending the Board issue a written reprimand to Christopher Thompson and assess a fine of \$50. Mr. Thompson was notified by letter, dated February 19, 2014, of the recommendation of the Ethics subcommittee and he accepted the recommendation on March 3, 2014.

Presenter: Michael Smith

C-15 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-044 – Callie Marie Langley

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board Ethics subcommittee is recommending the State Board issue a written warning to Callie Marie Langley. Ms. Langley was notified by letter, dated February 19, 2014, of the recommendation of the Ethics Subcommittee and she accepted the recommendation on February 19, 2014.

Presenter: Michael Smith

Action Agenda

A-1 Consider Removal of Western Yell County School District from Fiscal Distress Classification effective April 10, 2014

The Western Yell County School District was classified in Fiscal Distress for the 2012-13 school year. The Department

conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Western Yell County School District. The Department is reporting that the Western Yell County School District has currently corrected all criteria for being removed from Fiscal Distress. Attached is a letter from the Western Yell County School District petitioning the State Board for removal of Fiscal Distress status. The Department recommends that the Western Yell County School District be removed from Fiscal Distress effective April 10, 2014. The Board is requested to accept and approve this petition in compliance with Ark. Code Ann. §6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

Presenter: Hazel Burnett and Mike Hernandez

A-2 Petition by the Augusta School District to Close the Cotton Plant Elementary School

On February 19, 2014, the Augusta School District petitioned the State Board of Education for an order closing the Cotton Plant Elementary campus. The State Board of Education may consider this petition pursuant to Ark. Code Ann. § 6-20-602(b)(2) and the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

Presenter: Jeremy Lasiter

A-3 Consideration of the Involuntary Administrative Consolidation of the Stephens School District into One (1) or More School Districts

Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the State Board of Education shall administratively consolidate the Stephens School District with or into one (1) or more school districts by May 1, 2014 to be effective July 1, 2014. The Stephens School District's average daily membership fell below three hundred fifty (350) students for the 2011-2012 and 2012-2013 school years. The Stephens School District did not submit a voluntary petition for administrative consolidation or annexation.

Presenter: Jeremy Lasiter

A-4 Consideration of Report and Recommendations from the Special Board Committee- Lee County School District

On March 28, 2014 at the Special Board Meeting, Chair Gullett appointed a special committee to study chronically underperforming school districts. Chair Gullett requested Ms. Saviers, Ms. Newton, and Mr. Ledbetter serve on the special committee, with Ms. Saviers serving as chair of the committee. Dr. Kimbrell requested the committee initially focus on the academic distress districts. The special committee will meet Monday, April 7 to examine data and make recommendations. The special committee will bring a report and recommendations to the Board meeting regarding Lee County School District.

Presenter: Ms. Vicki Saviers, Chair of Special Board Committee

A-5 Consideration to Decrease the School Board Membership for Ouachita School District

On March 21, 2014, the Ouachita School District petitioned the State Board of Education to reduce the size of its board of directors from seven (7) members to five (5) members pursuant to Ark. Code Ann. § 6-13-634. Upon a showing that the decrease in the number of Board members will be for the benefit of the Ouachita School District, the State Board of Education may enter an order to decrease the number of directors for the Ouachita School District to five (5) members.

Presenter: Jeremy Lasiter

A-6 Consideration of Adoption of the Next Generation Science Standards

A comprehensive timeline and a set of the Next Generation Science Standards (NGSS) are respectfully submitted to the Arkansas State Board of Education (SBE). In 2011, the SBE voted to delay the state-required revision of the Arkansas Science Curriculum Frameworks for two years in lieu of the development of the NGSS and the commitment Arkansas made to engage in this work as a NGSS lead state. While working throughout the development of the NGSS, the ADE facilitated a broad-based committee to provide input, feedback, and suggestions on drafts of the work. The final version of the NGSS was released in April 2013. After this release, the Curriculum and Instruction Unit seated another committee of educators to review the final NGSS and complete tasks to inform our state-level work when moving forward with a request for adoption. A majority of this committee (88%) felt that these standards were better than the current Arkansas Science Curriculum Frameworks and all of the committee noted that these standards were supportive of the work in Arkansas around STEM. This same committee noted that Arkansas will need to see more science education in the earlier grades, more emphasis on engineering and technology, and more focus on developing scientifically literate students. A request is made by the Curriculum and Instruction Unit in the Division of Learning Services to the SBE to consider the NGSS for adoption in Arkansas. If adopted, Arkansas educators, led by our ADE Science Program Advisors in the Curriculum and Instruction Unit, the Professional Development Unit, and the Assessment Unit, will begin additional work with the standards to create a new set of K-12 science curriculum frameworks that will replace the current Arkansas Science Curriculum Frameworks. The included timeline also references the work schedule to prepare for implementation of these new standards: creating professional development for educators to prepare for the new standards, constructing supporting tools and materials for schools to assist in implementation, developing high school courses aligned to the new standards, and updating assessments to measure the new standards.

Presenter: Dr. Tracy Tucker

A-7 **End-of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff**

Ark. Code Ann. § 6-23-406 requires the Department of Education to conduct an end-of-semester review of each open-enrollment public charter school in its initial school year of operation and report to the State Board of Education on the charter school's overall financial condition and condition of student enrollment. At the March 20, 2014 State Board of Education meeting, the Board pulled the report from the consent agenda and requested a follow-up discussion.

Presenter: Mary Perry

A-8 **Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendments: Arkansas Virtual Academy (ARVA)**

The State Board of Education approved the application for ARVA on October 13, 2004. The charter is approved to serve students in grades K-12 with a maximum enrollment of 3,000. On March 21, 2014, ARVA appeared before the Charter Authorizing Panel and requested amendments to the current charter. The panel unanimously approved the amendments. No request for the State Board of Education to review the decision made by the panel was submitted.

The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Presenter: Mary Perry

A-9 **Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendments: Benton County School of the Arts**

The State Board of Education approved the application for Benton County School of the Arts on November 13, 2000. The charter is approved to serve students in grades K-12 with a maximum enrollment of 825. On March 21, 2014, Benton County School of the Arts appeared before the Charter Authorizing Panel and requested amendments to the

current charter. The panel unanimously approved the amendments. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Presenter: Mary Perry

A-10 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendment: Northwest Arkansas Classical Academy

The State Board of Education approved the application for Northwest Arkansas Classical Academy on November 1, 2012. The charter is approved to serve students in grades K-12 with a maximum enrollment of 685. On March 21, 2014, Northwest Arkansas Classical Academy appeared before the Charter Authorizing Panel and requested an amendment to the current charter. The panel unanimously approved the amendment. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Presenter: Mary Perry

A-11 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendment: Premier High School of Little Rock

The State Board of Education approved the application for Premier High School of Little Rock on November 1, 2012. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 240. On March 21, 2014, Premier High School of Little Rock appeared before the Charter Authorizing Panel and requested an amendment to the current charter. The panel unanimously approved the amendment. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Presenter: Mary Perry

A-12 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendment: Quest Middle School of West Little Rock

The Charter Authorizing Panel approved the application for Quest Middle School of West Little Rock on November 14, 2013. The charter is approved to open in the 2014-2015 school year and to serve students in grades 6-12 with a maximum enrollment of 490. On March 21, 2014, Quest Middle School of West Little Rock appeared before the Charter Authorizing Panel and requested an amendment to the current charter. The panel unanimously approved the amendment requested by Quest Middle School of West Little Rock. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the Little Rock School District and the Pulaski County Special School District request that the State Board of Education conduct a hearing at a future meeting to review the decision made by the Charter Authorizing Panel.

Presenter: Mary Perry

A-13 Charter Authorizing Panel Action on Request for Open-Enrollment Public Charter School Amendment: Quest Middle School of Pine Bluff

The State Board of Education approved the application for Quest Middle School of Pine Bluff on November 1, 2012. The charter is approved to serve students in grades 5-12 with a maximum enrollment of 460. On March 21, 2014, Quest Middle School of Pine Bluff appeared before the Charter Authorizing Panel and requested an amendment to the current charter. The panel unanimously approved the amendment. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a

determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Presenter: Mary Perry

A-14 Consider Recommendation of New Praxis Physical Education and Health Test

Educational Testing Service (ETS) facilitated a test review for Arkansas physical education and health faculty on Thursday, February 27, 2014. Representatives from ETS, including one physical education and health specialist, reviewed test data from a 2013 ETS multi-state standard setting study for the Praxis™ Health and Physical Education: Content Knowledge (5857) and from a 2010 ETS multi-state standard setting study for the Praxis™ Physical Education: Content and Design (5095). At its January 2014 meeting, the State Board of Education (SBE) followed the ADE recommendation to replace the Praxis™ Health and Physical Education: Content Knowledge (5856) with the Praxis™ Health and Physical Education: Content Knowledge (5857) with a passing score of 160 effective September 1, 2014; however, after reviewing test data, the PE and health faculty recommend adopting the -1 standard error of measurement (SEM) score of 155 as the passing score for PE and Health educator licensure. An SEM represents the uncertainty associated with a test score allowing states flexibility to choose a score higher or lower than the study value (passing score). At its September 2010 meeting, the SBE adopted the Praxis™ Physical Education: Content and Design (5095) with a cut score of 169 that went into effect January 1, 2011. Representatives from ETS suggested that using both the Praxis™ Health and Physical Education: Content Knowledge (5857) and the Praxis™ Physical Education: Content and Design (5095) was unnecessary since both tests covered the same general physical education and health content competencies. Two recommendations resulted from the PE and health faculty meeting: 1. Adopt the -1 Standard Error of Measurement (SEM) score of 155 (on a 100 - 200 scale) instead of the study value of 160 for the Praxis™ Health and Physical Education: Content Knowledge (5857), and 2. Drop the Praxis™ Physical Education: Content and Design (5095).

Presenter: Michael Rowland

A-15 Consider Recommendation of New Praxis Music Licensure Test

At its February 2012 meeting, the State Board of Education followed the ADE recommendation to replace three (3) Praxis™ music tests, the Praxis™ Music: Concepts and Processes (0111)*, the Praxis™ Music: Analysis (0112), and the Praxis™ Music: Content Knowledge (0113), with the Praxis™ Music: Content and Instruction (5114) effective September 1, 2012. Arkansas's current pass rate on the Praxis™ Music: Content and Instruction (5114) is 50.27%. To address the low pass rate, Educational Testing Service (ETS) facilitated a test review for Arkansas music education faculty on Thursday, January 9, 2014. The following consensus was reached as the best option for Arkansas's educator licensure exam in music: Drop the current Praxis™ Music: Content and Instruction (5114), which contains 84 multiple-choice questions, 22 based on recorded musical excerpts, and 3 constructed response questions, and Adopt the Praxis™ Music: Content Knowledge (5113), which contains 120 four-option multiple-choice questions; 30 based on recorded musical excerpts. The study value (recommended passing score) from a 2011 ETS multi-state standard setting study for the Praxis™ Music: Content Knowledge (5113), which included three Arkansas music educators, is 161 with a -1 Standard Error of Measurement (SEM) score of 157 (on a 100 - 200 scale). An SEM represents the uncertainty associated with a test score allowing states flexibility to choose a score higher or lower than the study value. The ADE recommends dropping the Praxis™ Music: Content and Instruction (5114) and adopting the Praxis™ Music: Content Knowledge (5113) with a cut score of 157 effective immediately. Candidates may continue to take the current Praxis™ Music: Content and Instruction (5114) with a cut score of 162 until December 31, 2014.

Presenter: Michael Rowland

A-16 Consideration for Emergency Adoption: Proposed Revisions to the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program

Acts 600, 1073, 1081 and 1429 of 2013 resulted in several revisions to Arkansas laws related to the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program. The proposed revisions include revisions made necessary by the above-listed acts. Additionally, the rules include relevant language from the current Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation. ADE staff recommends the combination of the ACTAAP and End-of-Course rules and that the existing End-of-Course rules be repealed. ADE staff respectfully requests that the State Board of Education grant emergency adoption to the proposed rules.

Presenter: Jeremy Lasiter

A-17 Consideration for Emergency Adoption: Rules Governing Professional Development

The Department recommended changes to the Arkansas Department of Education Rules Governing Professional Development to implement changes made to the Arkansas Code regarding professional development under Act 2 of the First Extraordinary Session of 2013. Because the effective date of the rule is July 1, 2014, and school districts are planning now for the 2014-2015 school year professional development, Department staff respectfully requests the State Board grant emergency adoption of the proposed rule.

Presenter: Cheryl Reinhart and Dr. Megan Witonski

A-18 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program

Acts 600, 1073, 1081 and 1429 of 2013 resulted in several revisions to Arkansas laws related to the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program. The proposed revisions include revisions made necessary by the above-listed acts. Additionally, the rules include relevant language from the current Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation. ADE staff recommends the combination of the ACTAAP and End-of-Course rules and that the existing End-of-Course rules be repealed. ADE staff respectfully requests the State Board of Education approve the proposed rules for public comment.

Presenter: Jeremy Lasiter

A-19 Consideration for Public Comment: Proposed Repeal to the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation

Acts 600, 1073, 1081 and 1429 of 2013 resulted in several revisions to Arkansas laws related to the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Academic Distress Program, and End-of-Course Assessments and Remediation. ADE staff recommends the combination of the ACTAAP and End-of-Course rules and that the existing End-of-Course rules be repealed. ADE staff respectfully requests the State Board of Education approve the proposed repeal for public comment.

Presenter: Jeremy Lasiter

A-20 Consideration for Public Comment: Proposed Revisions to the Arkansas Department of Education Rules Governing the Fiscal Assessment and Accountability Program

Act 600 resulted in several revisions to Arkansas laws related to fiscal distress. The proposed rules include revisions made necessary by Act 600 of 2013. ADE staff respectfully requests the State Board of Education approve the proposed rules for public comment.

Presenter: Jeremy Lasiter

A-21 Consideration for Public Comment: Arkansas Department of Education Rules Governing Public Charter Schools

The proposed revisions establish a procedure for parties that request State Board review of Charter Authorizing decisions. The revisions also change the timeline for submission of amendment requests by current charter holders. Department staff respectfully requests the State Board release these revisions for public comment.

Presenter: Kendra Clay

A-22 Consideration for Public Comment: Proposed Rules Governing Professional Development

The Department recommended changes to the Arkansas Department of Education Rules Governing Professional Development to implement changes made to the Arkansas Code regarding professional development under Act 2 of the First Extraordinary Session of 2013. Department staff received public comments on the proposed rules and after careful consideration of the public comments made revisions to the proposed rules. Because of time limitations, Department staff requested the rules be adopted as emergency rules. The Department staff respectfully requests the State Board approve these rules for public comment.

Presenter: Cheryl Reinhart and Dr. Megan Witonski

A-23 Consideration for Final Approval: Arkansas Department of Education Rules Governing the School Worker Defense Program Advisory Board

Act 1073 of 2013 made non-substantive revisions to the laws pertaining to the School Worker Defense Program. The proposed rules include revisions made necessary by Act 1073 of 2013. The State Board of Education approved the proposed rules for public comment on February 13, 2014. ADE Staff conducted a public hearing regarding the proposed rules on March 10, 2014. The public comment period expired on March 18, 2014. ADE staff received public comments on the proposed rules. ADE staff respectfully requests the State Board of Education grant final approval of the proposed rules, pending legislative review.

Presenter: Jeremy Lasiter

A-24 Consideration for Final Approval: Arkansas Department of Education Rules Governing the Digital Learning Act of 2013

Act 1280 of 2013 established the Digital Learning Act of 2013. Act 1280 of 2013 provides for the expansion of digital learning opportunities to Arkansas public school students. The State Board of Education approved an earlier version of these rules for public comment during its September 2013 meeting. ADE Staff substantially modified the proposed rules based upon comments received from the public. On February 13, 2014, the State Board of Education approved the revised version of the rules for a second public comment period. ADE staff conducted a public hearing regarding the proposed, revised rules on March 10, 2014. The second public comment period expired on March 18, 2014. ADE staff received public comments on the proposed, revised rules. ADE staff respectfully requests the State Board of Education grant final approval from the proposed, revised rules pending legislative review.

Presenter: Jeremy Lasiter

A-25 Consideration for Final Approval: Arkansas Department of Education Rules Governing Instructional Materials

Act 511 of 2013 amended Ark. Code Ann. § 6-21-401 et seq. relating to instructional materials. Revisions to these rules include the necessary changes based on Act 511 of 2013. The State Board approved these revisions for public comment on February 13, 2014. Public comments were received and additional revisions were made to the rules.

Department staff respectfully requests the State Board give final approval to these rules.

Presenter: Kendra Clay

A-26 Consideration for Final Approval: Arkansas Department of Education Rules Governing Schools of Innovation

Act 601 of 2013 created the Schools of Innovation program, which is codified at § 6-15-2801, et seq. These rules were approved for public comment on February 13, 2014. Public comments were submitted, considered and appropriate changes were made. The Department staff respectfully requests the State Board adopt these rules as final.

Presenter: Dr. Megan Witonski and Valerie Bailey

A-27 Consideration for Final Approval: Proposed Rules Governing Nontraditional Licensure Programs

The Department recommended changes to the Arkansas Department of Education Rules Governing Nontraditional Licensure Programs to implement Acts 413 and 454 of the 2013 Regular Session of the Arkansas General Assembly and to update other provisions. The State Board released the proposed rules for public comment on August 12, 2013. Department staff received public comments on the proposed rules and after careful consideration of the public comments and State Board member concerns made revisions to the proposed rules. The Department staff respectfully requests the State Board adopt these rules as final.

Presenter: Cheryl Reinhart

A-28 Consideration for Final Approval: Code of Ethics for Arkansas Educators

The Department recommends changes to the Rules Governing the Code of Ethics for Arkansas Educators adopted by the Professional Licensure Standards Board to revise the wording of Standard 2 and its accompanying guideline, revise Standard 6 and create a new Standard 7 out of the former Standard 6 and revise the wording of the accompanying guidelines, renumber and revise the wording and accompanying guideline of Standard 8, implement a technical change made in Act 454 of the 2013 Regular Session, and implement new provisions in the Code of Ethics under Act 1323. Department staff received public comments on the proposed rules and after careful consideration of the public comments and State Board member concerns made revisions to the proposed rules. The Department staff respectfully requests the State Board adopt these rules as final.

Presenter: Cheryl Reinhart

A-29 Consideration for Final Approval: Proposed New Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas

The Department recommends the promulgation of this new rule to replace outdated policies for Department approval of teacher education programs. Department staff received public comments on the proposed rules and after careful consideration of the public comments and State Board member concerns made revisions to the proposed rules. The Department staff respectfully requests the State Board adopt these rules as final.

Presenter: Cheryl Reinhart and Dr. Mike Lucas

A-30 Consideration of Revocation of Teaching License – Heather Eshenbaugh

Heather Eshenbaugh has requested a renewal of her teaching license, which expired in 2009. Ms. Eshenbaugh was investigated by the Department of Education Licensure Unit in 2011 for fraud relating to her teaching license. Under Ark. Code Ann. § 6-17-410(d), the State Board of Education may revoke, suspend, or place a license on probation for obtaining a license fraudulently and for providing false or misleading information to the Department of Education or the State Board of Education. The Department recommends the revocation of Ms. Eshenbaugh's license. Ms. Eshenbaugh was notified and advised of her right to seek a waiver from the State Board. Ms. Eshenbaugh signed for

the certified mail, but has not responded within the time required by law.

Presenter: Cheryl Reinhart

Minutes
State Board of Education Meeting
Thursday, March 20, 2014

The State Board of Education met Thursday, March 20, 2014, in the auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 10:05 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Mireya Reith; Joe Black; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner.

Ms. Reith joined the meeting, in progress, at 10:34 a.m.

Absent: none

Ms. Gullett announced a Special State Board meeting, March 28, 2014 at 8:30 a.m. via teleconference.

Ms. Newton recognized Ms. Gullett for her inclusion in the About You (AY) magazine as one of AY's Powerful Women of 2014. Ms. Gullett was featured in the magazine for her contribution and dedication to education.

Consent Agenda

Ms. Gullett requested C-5 be pulled from the consent agenda. Ms. Saviers requested C-18 and C-64 be pulled from the consent agenda.

Ms. Mahony asked if this year of inclement weather permits an opportunity to have conversations regarding possible legislation pertaining to school calendars. Dr. Kimbrell said the weather this year may be a reason to move forward with the conversation. Five inclement weather days must be built into a school calendar as a result of previous legislation.

Ms. Saviers asked about the acceptable range of number of days of instruction per year due to inclement weather. Dr. Kimbrell said previously the State Board has permitted schools to seek waivers if the school missed more than 10 days due to inclement weather. Dr. Kimbrell said 73 of the districts requesting an inclement weather waiver met the ten-day recommendation.

Dr. Barth moved, seconded by Ms. Newton, to approve the consent agenda less

C-5, C-18, and C-64. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes: February 13-14, 2014
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Declaration of Critical Academic Shortage Areas of Licensure for 2014-2015
- Consideration for Awarding Waiver Days - Alpena School District
- Consideration for Awarding Waiver Days - Batesville School District
- Consideration for Awarding Waiver Days - Bentonville Public Schools
- Consideration for Awarding Waiver Days - Bergman School District
- Consideration for Awarding Waiver Days - Berryville Public Schools
- Consideration for Awarding Waiver Days - Calico Rock Public Schools
- Consideration for Awarding Waiver Days - Cave City School District
- Consideration for Awarding Waiver Days - Cedar Ridge School District
- Consideration for Awarding Waiver Days - Clinton Public Schools
- Consideration for Awarding Waiver Days - Concord Public School
- Consideration for Awarding Waiver Days - Corning Public Schools
- Consideration for Awarding Waiver Days - Cotter Public Schools
- Consideration for Awarding Waiver Days - Deer/Mt. Judea School District
- Consideration for Awarding Waiver Days - Elkins School District
- Consideration for Awarding Waiver Days - Eureka Springs School District
- Consideration for Awarding Waiver Days - Farmington Public Schools
- Consideration for Awarding Waiver Days - Fayetteville Public Schools
- Consideration for Awarding Waiver Days - Flippin School District
- Consideration for Awarding Waiver Days - Gentry School District
- Consideration for Awarding Waiver Days - Gravette Public Schools
- Consideration for Awarding Waiver Days - Green Forest School District
- Consideration for Awarding Waiver Days - Greene County Technical School District
- Consideration for Awarding Waiver Days - Greenland Public Schools
- Consideration for Awarding Waiver Days - Haas Hall Academy
- Consideration for Awarding Waiver Days - Harrisburg School District
- Consideration for Awarding Waiver Days - Harrison School District
- Consideration for Awarding Waiver Days - Hector School District
- Consideration for Awarding Waiver Days - Highland School District
- Consideration for Awarding Waiver Days - Hillcrest School District
- Consideration for Awarding Waiver Days - Hoxie School District
- Consideration for Awarding Waiver Days - Huntsville School District
- Consideration for Awarding Waiver Days - Imboden Area Charter School
- Consideration for Awarding Waiver Days - Izard County Consolidated

School District

- Consideration for Awarding Waiver Days - Jackson County School District
- Consideration for Awarding Waiver Days - Jasper School District
- Consideration for Awarding Waiver Days - Jonesboro Public Schools
- Consideration for Awarding Waiver Days - Lawrence County School District
- Consideration for Awarding Waiver Days - Lead Hill School District
- Consideration for Awarding Waiver Days - Lincoln School District
- Consideration for Awarding Waiver Days - Mammoth Spring School District
- Consideration for Awarding Waiver Days - Marmaduke School District
- Consideration for Awarding Waiver Days - Maynard Public Schools
- Consideration for Awarding Waiver Days - Melbourne School District
- Consideration for Awarding Waiver Days - Midland School District
- Consideration for Awarding Waiver Days - Mountain Home Public Schools
- Consideration for Awarding Waiver Days - Mountain View School District
- Consideration for Awarding Waiver Days - Mountainburg School District
- Consideration for Awarding Waiver Days - Norfolk School District
- Consideration for Awarding Waivers Days - Northwest Arkansas Classical Academy
- Consideration for Awarding Waiver Days - Omaha School District
- Consideration for Awarding Waiver Days - Ozark Mountain School District
- Consideration for Awarding Waiver Days - Pangburn Public Schools
- Consideration for Awarding Waiver Days - Paragould School District
- Consideration for Awarding Waiver Days - Pea Ridge Schools
- Consideration for Awarding Waiver Days - Piggott School District
- Consideration for Awarding Waiver Days - Pocahontas Public Schools
- Consideration for Awarding Waiver Days - Prairie Grove School District
- Consideration for Awarding Waiver Days - Rector School District
- Consideration for Awarding Waiver Days - Rogers Public Schools
- Consideration for Awarding Waiver Days - Salem Public Schools
- Consideration for Awarding Waiver Days - Searcy County School District
- Consideration for Awarding Waiver Days - Shirley Public Schools
- Consideration for Awarding Waiver Days - Siloam Springs School District
- Consideration for Awarding Waiver Days - Sloan-Hendrix School District
- Consideration for Awarding Waiver Days - South Side Public Schools - Bee Branch
- Consideration for Awarding Waiver Days - Southside School District – Batesville
- Consideration for Awarding Waiver Days - Trumann School District
- Consideration for Awarding Waiver Days - Valley Springs Public Schools
- Consideration for Awarding Waiver Days - Viola Public Schools
- Consideration for Awarding Waiver Days - West Fork School District
- Consideration for Awarding Waiver Days - West Side School District

- Consideration for Awarding Waiver Days - Westside Consolidated School District
- Consideration for Awarding Waiver Days - Yellville-Summit Public Schools
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-064 – Rebecca Ann Seels
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-082– Clifton Kristopher DeJarnette
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-169 – Sara Kristine Kemp (Eisenburg)
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-007 – Jeffrey Bob Israel
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-010– Jeremy Paul Baker
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-022 – Phyllis Moring Stedman
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-026– Brett Louis Difani
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-036G– Tonya Michelle May
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-039– Amy Renee Milliken

Ms. Zook requested to be informed before the testing calendar is confirmed for next year. She also recognized West Fork’s inclement weather make-up plan as exceptional. Dr. Kimbrell did caution schools to ensure the make-up days meet the time requirement of 6 or more instructional hours. The Board recognized the work of Doug Bradberry and Deborah Coffman for preparation of the inclement weather waiver requests.

Action Agenda

C-5 End-of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff

Charter School Director Mary Perry said data was provided for this item to meet the requirement of Ark. Code Ann. § 6-23-406 that requires the Department of Education to conduct an end-of-semester review of each open-enrollment public charter school in its initial school year of operation and report to the State Board of Education on the charter school’s overall financial condition and condition of student enrollment.

The Board tabled C-5, End-of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine

Bluff, for more information. The information will be presented at the April Board Meeting.

C-18 Consideration for Awarding Waiver Days - Decatur Public Schools

Larry Ben, Superintendent of Decatur, said Decatur Public Schools would amend the inclement weather waiver request to make up ten days.

Mr. Ledbetter made a motion, seconded by Ms. Saviers, to approve an inclement weather waiver of six days for Decatur Public Schools. The motion carried unanimously.

C-64 Consideration for Awarding Waiver Days - Quitman Public Schools

Quitman High School Principal, Brett Bunch, said the district would amend the inclement weather waiver request to make up ten days.

Mr. Ledbetter made a motion, seconded by Ms. Newton, to approve an inclement weather waiver of three days for Quitman Public Schools. The motion carried unanimously.

Ms. Gullett recognized Senator Wilson, Representative Perry and former Representative Bonds for their attendance at the Board meeting.

Consideration of Order for Election on Proposition of Detachment of the Proposed Jacksonville-North Pulaski School District from the Pulaski County Special School District

Department General Counsel Jeremy Lasiter said on July 8, 2013, the State Board of Education declared as valid the petition for detachment filed by the Jacksonville Community Group. On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case approved a settlement agreement that permitted the State of Arkansas to immediately authorize the creation of a Jacksonville/North Pulaski School District consistent with state law. The Jacksonville Community Group requested the State Board of Education order an election on the proposed detachment.

Patrick Wilson, attorney for Jacksonville patrons, requested the Board order an election. Mr. Lasiter explained the process for transition if the Jacksonville vote is successful.

Mr. Ivory Tillman, member of the NAACP, said the organization supports the

separation of Jacksonville. Mr. Tillman requested a meeting with Dr. Guess, Dr. Kimbrell and the State Board to discuss equal minority representation on the appointed Board for Jacksonville prior to election for Board members.

Ms. Zook moved, seconded by Ms. Saviers, to order an election on the proposed detachment of the Proposed Jacksonville-North Pulaski School District from the Pulaski County Special School District. The motion carried unanimously.

The Board recognized the Jacksonville Community for their dedication.

Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal Application: Jacksonville Lighthouse Charter School

Charter School Director Mary Perry said the State Board of Education approved the application for Jacksonville Lighthouse Charter School on November 3, 2008. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,019. Representatives of the Jacksonville Lighthouse Charter School appeared before the Charter Authorizing Panel on February 19, 2014, and requested a 10-year renewal for the charter. The panel unanimously approved the renewal for a three-year period. No request was submitted for the State Board of Education to review the decision made by the panel. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Ms. Mahony moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal Application: Jacksonville Lighthouse Charter School. The motion carried unanimously.

Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal Application: Little Rock Preparatory Academy

Charter School Director Mary Perry said the State Board of Education approved the application for Little Rock Preparatory Academy on November 4, 2008. The charter is approved to serve students in grades K-8 with a maximum enrollment of 432. Representatives of the Little Rock Preparatory Academy appeared before the Charter Authorizing Panel on February 19, 2014, and requested a five-year renewal for the charter, an increase in the enrollment cap, and additional waivers to laws and rules. The panel unanimously approved the renewal for a three-year period without an enrollment cap and the waiver requests as revised. No request was submitted for the State Board of Education to review the decision made by the panel. The State Board of Education may exercise a right of review of a determination made by the Charter Authorizing

Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Ms. Reith moved, seconded by Ms. Newton, to not review the Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal Application for Little Rock Preparatory Academy. Ms. Mahony voted no. The motion carried.

Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: Academics Plus Charter School

Charter School Director Mary Perry said the State Board of Education approved the application for Academics Plus Charter School on May 14, 2001. The charter is approved to serve students in grades K-12 with a maximum enrollment of 650. Representatives of Academics Plus Charter School appeared before the Charter Authorizing Panel on February 19, 2014, and requested a charter amendment to increase the enrollment cap from 650 to 750 for the 2014-2015 school year and from 750 to 850 for the 2015-2016 school year. The panel unanimously approved the amendment request. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at a future State Board of Education meeting.

Ms. Reith moved, seconded by Ms. Newton, to not review Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments for Academics Plus Charter School. The motion carried unanimously.

Consideration of Adoption: K-12 English Language Proficiency Standards

Curriculum and Instruction Director Dr. Tracy Tucker said a committee of English as a Second Language (ESL) practitioners, administrators and university professors from across the state met on January 27 and 28 to review English Language Proficiency (ELP) standards and to consider their appropriateness for Arkansas's ESL program. This committee examined the alignment of these supportive standards to the Common Core State Standards (CCSS) and the resources currently available and forthcoming to support school districts in the development of curriculum. On behalf of this committee, the Curriculum and Instruction Unit in the Division of Learning Services recommended the adoption of the English Language Proficiency Standards. By voting to adopt these ELP standards now, teachers have time to begin implementation in the 2014-2015 school year, with full implementation expected in the 2015-2016 school year. This committee of educators is committed to aiding both the Curriculum Unit and

the Student Assessment Unit in the process of full implementation of these standards and aligned assessments. Dr. Tucker recognized the work of the educator committee and Dr. Andre Guerrero, ELL Coordinator. At the request of the Board, the 2013 ELDA report was sent to Board members for review.

Ms. Reith moved, seconded by Dr. Barth, to adopt the K-12 English Language Proficiency Standards. The motion carried unanimously.

Presentation of Revised Library Media Frameworks for Consideration and Approval

Curriculum and Instruction Director Dr. Tracy Tucker said Arkansas Law and ADE rules require the periodic revision of all curriculum frameworks. Content areas are due for revision every six years. Because the Arkansas frameworks for library media were last revised in 2007, ADE convened a revision committee during the summer of 2013 to develop recommendations to revise the frameworks, ensuring alignment to the Common Core State Standards (CCSS). In accordance with Arkansas law and ADE rules, the committee consisted of representatives of urban, suburban, and rural districts and all five ACTAAP regions. The group included instructors ranging from kindergarten through the university level. The Curriculum and Instruction Unit recommended the adoption of the K-12 Library Media Curriculum Frameworks. These curriculum frameworks will guide instruction in the 2014-2015 school year.

Ms. Saviers moved, seconded by Ms. Newton, to approve the Revised Library Media Frameworks. The motion carried unanimously.

Consideration for Final Approval: Proposed Rules Governing the Master Principal Program

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said the Department recommended changes to the Rules Governing the Master Principal Program to implement the changes to the Arkansas Code under Act 459 of the 2013 Regular Session and to update the rules. No public comments on the proposed rules were received. The Department requested the Board adopt these rules.

Ms. Newton moved, seconded by Ms. Zook, to approve the Rules Governing the Master Principal Program. The motion carried unanimously.

Consideration for Public Comment: Rules Governing Parental Involvement

Plans

Department Attorney Kendra Clay said revisions to these rules were necessary based on changes made by Act 1423 of 2013. The Department requested the Board release the rules for public comment.

Dr. Barth moved, seconded by Mr. Black, to approve the Rules Governing Parental Involvement Plans for public comment. The motion carried unanimously.

Consideration for Public Comment: Proposed Rules Governing How to Meet the Needs of Children with Dyslexia

Department Deputy General Counsel Lori Freno-Engman said Act 1294 of 2013 created an additional subchapter in Ark. Code Ann. Title 6, Chapter 41, to add §6-41-601, et seq., an Act to ensure that children with dyslexia have their needs met by the public school system. She said the promulgation of these rules was based on legislative action and this is the first time this rule has been presented to the Board. The Department requested the Board approve the proposed rules for a public comment period.

Ms. Mahony moved, seconded by Ms. Newton, to approve the Proposed Rules Governing How to Meet the Needs of Children with Dyslexia for public comment. Ms. Zook abstained. The motion carried.

Consideration of Revocation of Teaching License – Melvin T. Ewart

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said Melvin T. Ewart holds a lifetime teaching license. The Department notified Mr. Ewart that a background check conducted for the purpose of his employment at an Arkansas school district as a substitute teacher revealed a disqualifying offense for licensure and employment under Ark. Code Ann. § 6-17-410(c). Mr. Ewart requested a hearing before the State Board to seek a waiver of the offense, but has withdrawn that request. The Department recommended revocation of his teaching license.

Ms. Saviers moved, seconded by Dr. Barth, to revoke the teaching license for Melvin T. Ewart. The motion carried unanimously.

Consideration of Waiver Request for Teaching License - Darren Wyatt

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said Darren Wyatt is a pre-service teacher. The Department notified Mr. Wyatt that a

background check conducted for the purpose of his employment at an Arkansas school district as a pre-service teacher revealed a disqualifying offense for licensure and employment under Ark. Code Ann. § 6-17-410(c). Under Act 455 of 2013, a pre-service teacher may request a waiver of the disqualifying offense and Mr. Wyatt has requested that waiver. The Department recommended the waiver.

Mr. Ledbetter moved, seconded by Ms. Newton, to grant a waiver for teaching license for Darren Wyatt. The motion carried unanimously.

Follow-up to Previous Board Request

Ms. Reinhart reminded the Board that at the meeting of the State Board, February 13, 2014, the Board requested the Department research a method of reviewing waiver requests that do not require the educator to plead his or her case in person, but preserves due process and legal requirements. Ms. Reinhart reported that going forward a new process would be used, which Jeremy Lasiter and Sam Ledbetter also reviewed. The Department will advise the educator of whether the Department will make a recommendation on the waiver request. If the educator agrees with the recommendation, the matter will be handled on the consent agenda. If the educator does not agree with the recommendation, it will go to a hearing. The Board will always have the opportunity to pull an item off the consent agenda and require the hearing.

Work Session

FOIA and Ethics Training for State Board Members

Department Attorney Kendra Clay presented information regarding conflicts of interest, gifts, open meetings, and financial disclosure forms. The presentation also addressed the Freedom of Information Act (FOIA).

Reports

Chair's Report

Ms. Gullett attended the Chairs and Chiefs meeting in Washington D. C. last weekend with Dr. Kimbrell and Emily Jordan Cox, Director of Policy to Governor Mike Beebe.

Commissioner's Report

Commissioner Kimbrell said Kathy Powers, former Arkansas Teacher of the

Year, presented at the Chairs and Chiefs meeting. Dr. Kimbrell said teachers shared examples of instruction aligned to the Common Core State Standards (CCSS) for Mathematics. The teachers clarified some of the misunderstandings that are being reported about CCSS. He clarified that students will be expected to know their multiplication facts by third grade.

Mr. Ledbetter shared that he recently heard teachers on NPR sharing how engaged their students are in the Common Core Standards.

Ms. Gullett attended the session on professional development. Ms. Coffman will send the Professional Development Standards Assessment Inventory data to Board members.

Dr. Kimbrell said he attended the first meeting of the Common Core Cabinet. Business and industry leaders formed the cabinet to communicate the grassroots efforts in support of Common Core. The group has hired a public relations firm to assist.

Dr. Kimbrell said some Arkansas schools are preparing to field test the PARCC assessment. The field test is an opportunity to see how the technology works and for educators to continue to be part of Arkansas assessments. Dr. Witonski clarified procedures for the field test.

Arkansas Teacher of the Year Report

2013 Teacher of the Year Ali Weimer provided a report, *What's Going on Inside AR Schools*. She shared an example of how an elementary teacher taught Common Core State Standards by using research and technology in an elementary classroom. Ms. Gullett asked Ms. Weimer if she had any tips for teachers for teaching Common Core. Ms. Weimer recommended speaking about the specific standards.

Arkansas Teacher Cadets Program Receives Gold Medal Givers 2014 Award

Assistant Commissioner Dr. Karen Walters said KARK presented the Arkansas Department of Education with the Gold Medal Givers 2014 award January 16, 2014, during the KARK 4 Today morning show. The Department was honored for giving back to the community with its Arkansas Teacher Cadets Program. Three Arkansas school districts are piloting the teacher preparation program this year: Warren, Conway and Southside (Batesville). The Teacher Cadet program identifies students that may become future teachers.

2012-2013 Grade Inflation Report

Assistant Commissioner John Hoy said Arkansas Annotated Code §6-15-421 required the Division of Public School Accountability to create a report of the percentage of students who received a letter grade of "B" or above in courses for which the State Board has adopted a corresponding end-of-course test and who passed the end-of-course assessment on his or her first attempt; and create a report of the percentage of students who received a letter grade of "B" or above in the corresponding course and did not pass the end-of-course assessment on the first attempt.

Mr. Hoy announced that he would be assuming the superintendent position at Helena-West Helena, effective July 1.

Ms. Zook recognized the work of Mr. Hoy and Dr. Witonski and for the contribution they will make in schools.

Report on Critical Shortage Areas

Assistant Commissioner Dr. Karen Walters said the federal government asks states to identify teacher shortage areas. In accordance with this request, teachers may achieve financial benefits such as loan cancellation within the regulations of the Stanford Loan Program, the TEACH Grant Program and/or Federal Perkins Loans.

Dr. Walters said the 2014 Educator Career Fair, scheduled for April 5 at Clear Channel Metroplex, would target current educators looking for new employment opportunities, teachers interested in returning to the classroom, and individuals interested in becoming teachers.

Dr. Walters recognized the work of Misty Harp for her work in teacher recruitment.

Adjournment

The meeting adjourned at 3:40 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Meeting
Friday, March 21, 2014

The State Board of Education met Friday, March 21, 2014, in the auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 9:03 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Mireya Reith; Joe Black; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner

Absent: none

Reports

Office of Intensive Support Quarterly Report

Superintendent of the Office of Intensive Support Andrew Tolbert answered questions from the Board regarding the Office of Intensive Support report, provided February 14, 2014.

The Board requested Lee County and Strong-Huttig superintendents and school board presidents provide reports to the State Board at a future meeting.

Ms. Saviers recognized Mr. Tolbert and team for their hard work. She said it is the responsibility of the superintendent and school board to ensure students are progressing.

Report on Dollarway School District

Bobby Acklin, Superintendent of Dollarway School District, gave a brief history of Dollarway School District and the involvement with parents and community. Ms. June Haynie reported on the progress the district is making toward increased student achievement.

Mr. Ledbetter recognized the work of the Dollarway leadership team. Mr. Acklin recognized that students are taking leadership roles in the rebuilding of Dollarway School District. He also thanked the Office of Intensive Support for ongoing support.

School Improvement Report

School improvement Director Elbert Harvey said focus and priority schools set interim measurable objectives (IMO) in four areas: 1.) Change in Teacher and Leader Practice; 2.) Student Achievement and Progress; 3.) Student Safety and Discipline; and 4.) Parent and Community Engagement.

Mr. Harvey identified areas of concern: 1.) teacher retention and the lack of recruitment plans; 2.) lack of capacity building; 3.) lack of targeted professional development and feedback of implementation progress; and 4.) a continuing culture of status quo.

Mr. Harvey identified areas of positive growth: 1.) use of IMO; 2.) leadership teams in place and functioning; 3.) true buy-in; 4.) transparency inside the school and district related to the school improvement process; and 5.) instructional facilitators targeting support for teachers.

Mr. Harvey said Augusta High School is making progress. He said the principal is involved in Arkansas Leadership Academy, leadership teams are working, and SREB recognized the implementation of MDC.

Mr. Harvey said Strong High School is also making progress. He said they are working with LDC and MDC and Dr. Tucker is providing direct support. The school is celebrating student success and the students are buying into the changes.

The Board recognized the efforts of Mr. Harvey and his team.

Update on Common Core State Standards, PARCC, Schools of Innovation and School Improvement

Assistant Commissioner Dr. Megan Witonski said the Educator Leader Cadre continues to work on sample units. She said schools are signing on to LDC and MDC training. Course code approval is due May 1.

Digital Learning providers are approved. Districts will make determination if the provider is best for the district and students. Dr. Witonski cautioned districts to read contracts carefully. The Department is putting out a digital learning resource guide.

Schools of Innovation applications are due May 1.

The PARCC field-testing begins on March 23 for some districts. Other districts will field test after spring break. Support teams are assisting schools with testing internal technology infrastructure readiness. The National Center and State

Collaborative (NCSC) will provide a phase one pilot assessment on April 14.

Dr. Barth asked about assessments for home school. Dr. Kimbrell said home school would continue to use a norm-referenced assessment. Dr. Kimbrell said that plan might need to be reviewed in the future.

Reports from Board Members

Mr. Ledbetter recognized Jeremy Lasiter, Department General Counsel, for his promotion to Lieutenant Colonel in the National Guard.

Ms. Zook recognized the Sonora Elementary School in the Springdale School District as the recipient of this year's Timothy R. Stephenson Founder's Award for its Environmental and Spatial Technology program, also known as East. The students are the youngest winners of this award.

Ms. Newton recently visited the Dumas School District. She recognized the diversity of problem solving by the students.

Adjournment

The meeting adjourned at 11:48 a.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Meeting
Friday, March 28, 2014

The State Board of Education met Friday, March 28, 2014, in the auditorium of the Department of Education building and via conference call. Chair Brenda Gullett called the meeting to order at 8:35 a.m.

Present: Dr. Tom Kimbrell, Commissioner

Present via conference call: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Mireya Reith; and Diane Zook.

Absent: Joe Black

Consent Agenda

Consideration for Awarding Waiver Days - Bay School District

Ms. Saviers moved, seconded by Ms. Newton, to approve the inclement weather waiver request for Bay School District. The motion carried unanimously.

Consideration for Awarding Waiver Days - Newport School District

Ms. Zook moved, seconded by Ms. Reith, to approve the inclement weather waiver request for Newport School District. The motion carried unanimously.

Action Agenda

Status of Pulaski County Special School District

Commissioner Kimbrell said under Act 600 of 2013, the Department is required to bring information to the Board regarding districts under state takeover. The Department requested the Board approve the continued Community Advisory Board and the Department overview and governance of the Pulaski County Special School District.

Commissioner Kimbrell said the district has made progress toward fiscal distress but continues to work to achieve unitary status, detachment of the Jacksonville-North Pulaski School District, and some audit issues. He said the Community Advisory Board has been working diligently.

Ms. Zook moved, seconded by Ms. Mahony, to approve the continued Department governance of the Pulaski County Special School District. The motion carried unanimously.

Status of Helena-West Helena School District

Commissioner Kimbrell said under Act 600 of 2013, the Department is required to bring information to the Board regarding districts under state takeover. The Department requested the Board approve the continued Community Advisory Board and the Department overview and governance of the Helena-West Helena School District.

Commissioner Kimbrell said the Helena-West Helena School District has made progress toward fiscal distress but there are still issues regarding the fiscal audit and expenditures. He said the Community Advisory Board is in place, with one position still vacant.

Ms. Saviers moved, seconded by Mr. Ledbetter, to approve the continued Department governance of the Helena-West Helena School District. The motion carried unanimously.

Special Committee to Review Chronically Underperforming Districts

Chair Gullett appointed a special committee to study chronically underperforming school districts. She requested Ms. Saviers, Ms. Newton, and Mr. Ledbetter serve on the special committee, with Ms. Saviers serving as chair of the committee. Dr. Kimbrell requested the committee initially focus on the academic distress districts.

The special committee will bring a report to the Board meeting in April regarding Lee County School District and Strong-Huttig School District.

Dr. Barth moved, seconded by Ms. Zook, to approve the appointment of a special committee to review chronically underperforming districts. The motion carried unanimously.

Adjournment

The meeting adjourned at 8:50 a.m.

Minutes recorded by Deborah Coffman.

NEWLY EMPLOYED FOR THE PERIOD OF February 19, 2014 – March 17, 2014

Christine Ackerson – Administrative Specialist II, Grade C109, Division of Fiscal and Administrative Services, Child Nutrition, effective 03/17/14.

Cassandra Barnett – Public School Program Advisor, Grade C122, Division Learning Services, Curriculum and Instruction, effective 03/05/14.

Derrick Black – ADE Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 03/03/14.

*Quincy Edwards – ADE Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 03/17/14.

*Theodore Howard – Administrative Specialist III, Grade C112, Division of Human Resources/Licensure, Office of Educator Effectiveness, effective 03/03/14.

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF February 19, 2014 – March 17, 2014

*Arijit Sarkar from a ADE Director of APSCN , Grade N908, Division of Research and Technology, to a ADE Director of Information Systems , Grade N909, Division of Research and Technology, effective 03/03/14.
Promotion

SEPARATIONS FOR THE PERIOD OF February 19, 2014 – March 17, 2014

*Stephanie Benton – Legal Services Specialist , Grade C117, Division Human Resources/Licensure, Professional Licensure Standards Board (PLSB), effective 02/21/14. 3 Years, 2 months, 1 day. 01

Patricia Conner – ADE Assistant to Director, Grade C129, Division of Learning Services, effective 02/28/14.
1 Year, 0 months, 29 days. 01

JoAnna Hamlin – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 02/28/14. 0 Years, 0 month, 14 days. 01

Cathy Tanner - Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 03/13/14, 0 Years, 6 months, 5 days. 01

*Minority

AASIS Codes:

01 - Voluntary

Section 1
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
APRIL 10, 2014
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

1 2nd Lien	\$	790,000.00
<hr/>		<hr/>
1	\$	790,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN**

RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Magnet Cove	Hot Spring	627.89	\$790,000	8.75%	\$5,825,000	Providing funds for the District's portion of the following approved Academic Partnership Program projects: (1) renovation and upgrade of elementary school roof (\$460,000) (Project #1314-3003-0004); (2) renovation and upgrade of high school roof (\$290,000) (Project #1314-3003-001); and cost of issuance and underwriter's discount allowance (\$40,000) with any remaining funds to be used for other construction, renovations, and equipment purchases.

000000Additional Licensure Waiver Requests

2013-2014

April 2014 State Board Agenda

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
	Access Schools - DDS	1	Franklin, Brittany	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
5801	Atkins School District	1	Taylor, Chris	Health/PE K-12	235	Pe/Wellness/Leisure (P-8)	13-14	Granted
	Benton County School of the Arts	1	Vasquez, Jessica	Secondary Science	230	Sp Education Instructional Specialist 4-12	13-14	Granted
	Carroll County Learning Center	2	Elkins, Debra	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Woods, Melissa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
0101	Dewitt School District	1	Morgan, C. LeeAnn	English/Language Arts 7-12/Oral Communications	108	Journalism	13-14	Granted
7001	El Dorado School District	1	Skaggs, Andrew	Special Education, Social Studies	271	Coaching	13-14	Granted
7201	Elkins School District	1	Hipps, Kelley	English/Language Arts 7-12	300	Guidance & Counseling	12-13 13-14	Granted
7203	Fayetteville School District	2	Givens, Janice	English/Language Arts 7-12	296	Library Media Science 7-12	13-14	Granted
			Kennett, Lori	English 7-12; 5th/6th Endorsement	256	Mch Soc. Studies	13-14	Granted
	Friendship Community Care	1	Bell, Roland	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Denied
2303	Greenbrier School District	1	Wallace, Paula	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13 13-14	Denied

000000Additional Licensure Waiver Requests

2013-2014

April 2014 State Board Agenda

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
6602	Greenwood School District	1	Golden, Timothy A.	Secondary PE/Coaching; Science	302	Building Level Administrator 5-12	13-14	Granted
0203	Hamburg School District	1	Bates, Rebecca	ECE P-4, Elem 1-6	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
0503	Harrison School District	2	Richardson, Todd	Secondary Sciences, Coaching	169	Physical /Earth Science 7-12	13-14	Granted
			Rodden, Tiffany	ECE P-4	215	Family & Cons. Science	11-12 12-13 13-14	Granted
2603	Hot Springs School District	1	Scrivner, Peggy	Elem 1-6, MS English	256	Mch Soc. Studies	13-14	Granted
4401	Huntsville School District	1	Trahan, Darrell	Secondary Sciences	169	Physical /Earth Science 7-12	13-14	Granted
3405	Jackson Co. School District	2	Bowen, Lyndsey	ECE P-4	230	Sp Education Instructional Specialist 4-12	13-14	Granted
			Metzger, Kristy	Elem K-6	276	Build Level Admin.	13-14	Granted
5404	Marvell School District	2	McGruder, Jessie	PE/Coaching	235	Pe/Wellness/Leisure (P-8)	13-14	Granted
			McGruder, Jessie	PE/Coaching	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
1611	Nettleton School District	1	Lenards, Cheryl	ECE P-4; Middle Childhood Education	299	Guidance & Counseling	13-14	Granted
6006	Pulaski Co. Spec. School Dist.	5	Coates, Dawn	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	13-14	Granted

000000Additional Licensure Waiver Requests

2013-2014

April 2014 State Board Agenda

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Owens, Ashley Irvin	FACS, Business Technology, Career Preparation	411	Career Orientation Endorsement	13-14	Granted
			Parrish, Meagan	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
			Scroggins, Michael	English 7-12, Speech	113	Drama	13-14	Granted
			Wingfield, Jill	Life/Earth Science	169	Physical /Earth Science 7-12	13-14	Granted
0405	Rogers School District	3	Inman, Cheryl	Elem 1-6, Middle Childhood Education	305	Gifted & Talented P-8	13-14	Granted
			Inman, Cheryl	Elem 1-6, Middle Childhood Education	306	Gifted & Talented 7-12	13-14	Granted
			White, Randall	PE K-12	235	Pe/Wellness/Leisure (P-8)	13-14	Granted
4605	Texarkana School District	5	Cook, Paula	MS Math/Science; ELA, Social Studies	305	Gifted & Talented P-8	13-14	Granted
			Cook, Paula	MS Math/Science; ELA, Social Studies	306	Gifted & Talented 7-12	13-14	Granted
			Crabtree, Noel	Social Studies 7-12	254	Mch Math	13-14	Granted

000000Additional Licensure Waiver Requests

2013-2014

April 2014 State Board Agenda

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
			Crabtree, Noel	Social Studies 7-12	257	Mch Science	13-14	Granted
			Stewart, Alicia D.	Social Studies 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
5605	Trumann School District	1	Gramling, Nathan	Social Studies 7-12	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
7509	Western Yell Co. School Dist.	1	Smith, Ashley	Language Arts 7-12; Social Studies 7-12	200	Mathematics	13-14	Granted
23	# Districts Requesting Waivers This Month	38	# Waivers Requested This Month			# Waivers Granted This Month		36
						# Waivers Denied This Month		2
						Total Waivers Requested This		38

000000Long-Term Substitutes Requested
April 2014 State Board

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/Denied	Semester Granted
6302	Benton School District	1	Hallmann, Ricci	4th Grade Math	Cason, Emily	Granted	2nd
0401	Bentonville School District	1	Ross, Rena	Algebra I	Bodenstein, Nathan	Granted	2nd
0801	Berryville School District	1	Randall, David	Special Education	Brinhman-Lee, Kristi	Granted	2nd
4303	Carlisle School District	1	Perkins, Rebecca	Library Media	Bush, Barbara	Granted	2nd
5502	Centerpoint School District	1	Davis, Vicki Lynn	Library Media/Oral Communications	Carroll, Sheila	Granted	2nd
7202	Farmington School District	1	Williams, Jamie	Special Education	Swopes, Crystal J.	Granted	2nd
7203	Fayetteville School District	1	Wooldridge, Nathan	Physical Education	Plunkett, Cheyanne	Granted	2nd
4603	Fouke School District	1	Coker, Melissa	3rd Grade Math/Science	Cummings, Raymond	Granted	2nd
0404	Gravette School District	2	Pinti, Jennifer	First Grade	Knoedl, Lacey	Granted	2nd
			Vore, Adam	Kindergarten	Phillips, Autumn	Granted	2nd
5403	Helena/ W.Helena School Dist.	1	Chandler, Lakesia	Business/Computer Technology	Graham, Debra	Granted	2nd
3809	Hillcrest School District	1	Turner, Natasha	Math 7-12	Holder, Ashley	Granted	2nd
2603	Hot Springs School District	1	Jackson, Amanda	Special Education Resource	Wallace, Kathleen	Granted	2nd
6001	Little Rock School District	36	Allmon, Charlotte	5th Grade	Schneider, Rachel	Granted	2nd
			Ammel, Linda	Music	Headley, Debra	Granted	2nd
			Bean, Natalie	Gifted and Talented	None	Granted	2nd
			Boyd, Dorenda	3rd Grade	Norwood, Eurydice	Granted	2nd
			Bunting, Abram	Physical Education	None	Granted	2nd
			Cleaver, Delilah	Special Education	None	Granted	2nd
Little Rock School District Continued			Daniels, Vernita	English	Gullett, Tamara	Granted	2nd
			Eubanks, Lorria	Art	None	Granted	2nd

000000Long-Term Substitutes Requested
April 2014 State Board

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/Denied	Semester Granted
			Fisher, Lish	English	Bean, Laura	Granted	2nd
			Ghent, Paula	1st Grade	Snead, Stephanie	Granted	2nd
			Goodrick, Kaitlin	Special Education	None	Granted	2nd
			Grain, Brenda	Kindergarten	Pounders, Brittney	Granted	2nd
			Griffin, Nicole	Drama	White, Holly	Granted	2nd
			Gross, Amanda	English	Lewis, Lannice	Granted	2nd
			Hardin, Lydia	Art	West, Jonica	Granted	2nd
			Heiple, Virginia	Special Education	Earnest, Adrienne	Granted	2nd
			Henojosa, Hanna	Art	None	Granted	2nd
			Mason, Judith	Social Studies	Trimble, Betty	Granted	2nd
			Massie, Jodie	4th Grade	Talley, Leshunda	Granted	2nd
			Misenhei, Nicholas	Algebra	None	Granted	2nd
			Osenga, Leslie	Pre-school	Elledge, Jennifer	Granted	2nd
			Perry, Beverly	Spanish	None	Granted	2nd
			Perry, Ola	Special Education	Conzel, Marsha	Granted	2nd
			Prater, Roger	Special Education	None	Granted	2nd
			Resendez, Martin	Spanish	None	Granted	2nd
			Scott, Bernie	Counselor	McCollum, Demetria	Granted	2nd
			Soloman, Anna	2nd Grade	McDiarmid, Miranda	Granted	2nd
			Sterns, Beth	Pre-school	Clark, Ettatricia	Granted	2nd
	Little Rock School District Continued		Straw, Joe	Special Education	Glover, Marsha	Granted	2nd
			Taylor, Jerrilyn	Special Education	Bryant, Carolyn	Granted	2nd
			Tippen, Lawrence	Math	None	Granted	2nd

000000Long-Term Substitutes Requested
April 2014 State Board

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/Denied	Semester Granted
			Warden, Cheryl	Gifted and Talented	Fletcher, Shannon	Granted	2nd
			Wesley, Lynnise	1st Grade	Jones, Mary	Granted	2nd
			White, Victor	Math	None	Granted	2nd
			Williams, Nicholas	2nd Grade	Lamonica, Kellie	Granted	2nd
			Woods, Deanna	Kindergarten	None	Granted	2nd
1804	Marion School District	1	Fortner, Roger	5th Grade Science/Social Studies	Ray, Michelle	Granted	2nd
2105	McGehee School District	1	Meier, Katie	Social Studies	Brown, Dederick	Granted	2nd
0303	Mountain Home School District	1	Caraway, Shannon	Special Education	Lashley, Thera	Granted	2nd
7007	Parkers Chapel School Dist.	1	Rogers, Amanda	Band/Music	Riley, Kristen	Granted	2nd
6006	Pulaski Co. Spec. School Dist.	2	Martin, Chrissandra	Special Education	Myklebust, Melanie	Granted	2nd
			Smith, Courtney	Band/Music	Moore, Brandon	Granted	2nd
0406	Siloam Springs School District	3	Confer, Michelle	Math/Language Arts Co-Teacher	Asencio-Porter, Shaw	Granted	2nd
			Dye, Monica	Special Education	Patterson, Jaci	Granted	2nd
			Kidde, Diana M	Special Education	Bingham, Stacy	Granted	2nd
7207	Springdale School District	2	McKinley, Kara Jo	Mathematics	Young, Jillian	Granted	2nd
			Muller, John	6th Grade Language Arts	Holland, Heidi	Granted	2nd
4070	Star City School District	1	Studer, Jamie	K-4 Special Education	Laine, Olivia	Granted	2nd
0602	Warren School District	1	Mercer, Rhonda	Kindergarten	Griffin, Jessica	Granted	2nd

000000Long-Term Substitutes Requested
April 2014 State Board

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/Denied	Semester Granted
7208	West Fork School District	1	Howerton, Malisa	Library Media	Redman, Terri	Granted	2nd
23	# Districts Requesting Long-Term Substitutes this Month	63	# Long-Term Substitutes Requested this Month		# Long-Term Substitute Requests Granted	63	
					# Long-Term Substitute Requests Denied	0	
					Total # Long-Term Substitute Requests this Month	63	



Approved Memos: Inclement Weather Waiver



Version History

Title	Inclement Weather Waiver
Memo Number	COM-14-041
Memo Date	1/14/2014
Attention	Co-op Directors; Superintendents; Charter School Directors
Memo Type	Informational
Response Required	Yes
Section	Central Administration
Regulatory Authority	None
Contact Person	Deborah Coffman
Phone Number	501-683-0205
E-Mail	Deborah.Coffman@arkansas.gov

Memo Text

Many school districts in Arkansas have had to miss instructional days due to inclement weather. The state's Standards of Accreditation require all public school districts to offer 178 instructional days of six hours instructional time each year. School districts are also required to include five make-up dates in their school calendar.

School districts that have missed more than 10 days will be able to submit a request for a waiver for the additional days. Arkansas Department of Education staff will review the requests on a case-by-case basis and make a recommendation to the Arkansas State Board of Education, which has the authority to approve the waivers. Please reference a previous Commissioner Memo 10-131.

Before submitting a waiver request, school districts that have missed more than 10 days should make up as many days in excess of the first 10, which must be made up, as is possible. School districts should try to use any of the following options for making up missed instructional days:

- Using the five inclement weather days already built into the calendar.
- Using previously scheduled teacher workdays as instructional days.
- Holding instructional days on upcoming scheduled holidays such as President's/Bates Day, Good Friday, Memorial Day. Please review A.C.A. §6-10-106, if you plan to use Memorial Day as an alternate make up day.
- Using part or all of spring break.
- Adding days to the end of the school year.
- Other proposed options must be approved by the Department of Education.

To request a waiver, send a letter by February 28, 2014, to:

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304A
Little Rock, AR 72201

Please be sure to include in the letter the number of days for which a waiver is requested as well as a detailed outline of how missed days have been or will be made up. The first set of hearings for waivers will be heard at the March 13, 2014 meeting of the Arkansas State Board of Education.

Please direct any questions to Deborah Coffman at (501) 683-0205 or Deborah.Coffman@arkansas.gov.

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Bergman Schools

P.O. Box 1
Bergman, AR 72615
(870) 741-5213
(870) 741-6701 Fax

Joe Couch, Superintendent

jcouch@bergman.k12.ar.us

March 24, 2014

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Dr. Kimbrell,

Please allow this letter to serve as Bergman School District's request for 1 additional waiver day due to not being able to attend school on Monday March 17, 2014. In the evening of March 16 and the early morning hours of March 17, 2014 our district was covered with 6 + inches of snow. If we are granted the additional waiver day our students and staff will complete 175 days of instruction (providing there is no more inclement weather days).

Thank you for the 2 previously approved waiver days and your consideration of this additional day.

Sincerely,



Joe B. Couch, Superintendent
Bergman School District

Think
World Class
North Little Rock School District

2700 Poplar Street • P.O. Box 687 • North Little Rock, Arkansas 72115-0687
(501) 771-8000 www.nlrzd.org

March 25, 2014

Mr. Tony Wood
Deputy Commissioner
Four Capitol Mall, Room 403-A
Little Rock, AR 72201

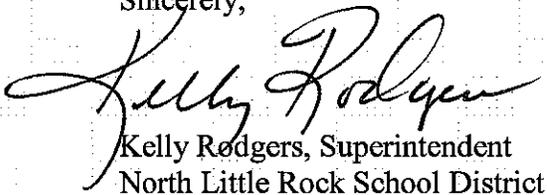
Dear Tony,

The North Little Rock School District is requesting a waiver of the 178 days of instruction by allowing our district to make up 1.5 instructional days at an alternative time. The North Little Rock School district missed a total of 4 hours and 40 minutes over three days by starting late and dismissing early. According to Arkansas Code 6-16-102 we are required to make up the 4 hours and 40 minutes with 1.5 days of instruction.

Our plan is to add the 1.5 days of instruction over a period of two weeks prior to the end of our spring semester.

Additionally, the cost to add the 1.5 additional days to our calendar could cost the district approximately \$136,000.00. We appreciate your consideration in this matter.

Sincerely,


Kelly Rodgers, Superintendent
North Little Rock School District

“World Class Schools for World Class Students”

An Equal Opportunity Employer

INCLEMENT WEATHER CALENDAR

◀ Nov. 2013		~ December 2013 ~					Jan. 2014 ▶	
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday		
1	2	3	4	5	6 SCHOOL CLOSED - INCLEMENT WEATHER	7		
8	9 SCHOOL CLOSED - INCLEMENT WEATHER	10	11	12	13	14		
15	16	17	18	19	20	21		
22	23	24	25	26	27	28		
29	30	31	Notes:					

~ January 2014 ~						
◀ Dec 2013	Monday	Tuesday	Wednesday	Thursday	Friday	Feb 2014 ▶
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9 ONE HOUR DELAYED OPENING - INCLEMENT WEATHER	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	Notes:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 SCHOOL CLOSED - INCLEMENT WEATHER	5	6	7 EARLY DISMISSAL - INCLEMENT WEATHER 2 Hrs 40 Mins	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	Notes:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
						1	
2	3 SCHOOL CLOSED - INCLEMENT WEATHER	4 SCHOOL CLOSED - INCLEMENT WEATHER	5 ONE HOUR DELAYED OPENING - INCLEMENT WEATHER	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31	Notes:					

NORTH LITTLE ROCK SCHOOL DISTRICT 2013-2014 SCHOOL CALENDAR - Board Adopted April 18, 2013

MONTH	M T W T H F							M T W T H F							Student		Teacher																
	M	T	W	T	H	F	S	M	T	W	T	H	F	S	Days	Days	Days	Days															
JULY '13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	10	15
AUGUST																																	
SEPTEMBER	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	19	20	
OCTOBER																																	
NOVEMBER																																	
DECEMBER	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	15	16	
JAN '14																																	
FEBRUARY	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	15	15		
MARCH	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	18	19		
APRIL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	19	20	
MAY																																	
JUNE	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	0	0	
													Plus five (5) required summer PD days													TOTAL		178	192				

REQUIRED SUMMER PD DAYS -
FIVE (5) DAYS TOTAL:
 - Four (4) days dedicated to the state mandated *Teacher Excellence Support System (TESS)* of which two (2) are PD-Flex Days;
 - Plus one (1) additional PD day scheduled by the building Principal.

KEY
 * = First day for students
 PC = Parent Conferences
 WB = Winter Break
 H = Holiday
 SB = Spring Break
 IW = In-clement Weather make up
 NS = No School Students/Teachers
 PD = Professional Development
 PD/F = Prof. Development / Flex
 | = Begin Grade Period
 | = End Grade Period
 # = Last Day for Students
 [] = Non-student day
 T = Testing
 W = Teacher Workday

There are five (5) required summer PD days, two of which are designated as PD/Flex days (Nov. 25 and Nov. 26). One (1) of the five (5) required Summer PD days will be scheduled by building Principals. September 23, 2013, and February 17, 2014, are full days for parent conferences (no classes for students). November 1, 2013, is a Professional Development day (no classes for students). Days missed due to inclement weather will be made up at the end of the school year, and are designated as "IW" on the calendar.

1st grade period	-	40
2nd grade period	-	42
3rd grade period	-	47
4th grade period	-	49
Student Contact Days		178
PD		10
Parent Conference Days		2
Teacher Workdays		2
Teacher Contract Days		192



Approved Memos: Inclement Weather Waiver



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Arkansas Department of Education
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Little Rock, AR 72201

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Last modified at 1/14/2014 1:19 PM by Deborah Coffman (ADE)

Western Yell County School District
LEA # 7509
Yell County

Classified in Fiscal Distress

April 9, 2012

Fiscal Distress Indicators and Additional Concerns:

* A declining balance determined to jeopardize the fiscal integrity of the school district

District Profile:	2009-10	2010-11	2011-12	2012-13
Superintendent	Brad Spikes	Brad Spikes	Brad Spikes	Brad Spikes
4 QTR ADM	494	475	451	436
Assessment	41,979,487	37,177,236	32,065,116	30,815,015
Total Mills	38.80	38.80	38.80	38.80
Total Debt Bond/Non Bond	2,857,184	2,765,638	2,981,885	2,889,133
Per Pupil Expenditures	9,635	10,162	11,126	9,667
Personnel-Non-Fed Certified FTE	44.64	49.63	47.49	40.03
Personnel-Non-Fed Certified Clsrm FTE	41.64	46.63	43.49	35.87
Avg Salary-Non-Fed Cert FTE	41,290	38,172	41,027	42,599
Avg Salary-Non-Fed Cert Clsrm FTE	38,624	35,697	38,615	40,109
Net Legal Balance (Excl Cat & QZAB)	974,010	606,769	125,827	354,716

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Mrs. Leona Cleveland was hired as Superintendent for the 2013-14 school year.

District Actions:

The District has included the following objectives in their Fiscal Distress Improvement Plan:

2012-13

- Reduced 7 licensed employees through RIF and attrition
- Reduced 2 classified employees through RIF
- Realigned licensed and classified salaries of 8 employees to utilize categorical and federal funds efficiently
- Reduced contracted days for 4 classified employees
- Reduced bus routes from 5.5 to 4

Additional Actions Not Included in Plan:

- Reduce 4 licensed employees through RIF and attrition
- Reduce 1 classified employee through attrition
- Revise the salary schedule

Western Yell County School District
LEA # 7509
Yell County

Comments:

The District was classified in Fiscal Distress on April 9, 2012. The District began their second full year of Fiscal Distress on July 1, 2013

On September 13, 2012, the District obtained a \$600,000 cash flow loan from Chambers Bank. The loan was repaid on June 7, 2013.

Western Yell County Schools



RECEIVED

MAR 21 2014

FINANCIAL STABILITY

#1 Wolverine Drive - P.O. Box 214
Havana, Arkansas 72842

Leona Cleveland, Superintendent
Phone: 479/476-4116
e-mail: clevelandl@wolverines.k12.ar.us
Fax: 479/476-4115

Joe Staton, Principal
Phone: 479/476-4100
e-mail: statonJ@wolverines.k12.ar.us
Fax: 479/476-4111

3-20-14

Arkansas Department of Education
Dr. Tom Kimbrell, Commissioner
4 State Capitol mall, Room 304-A
Little Rock, AR 72201-1019

Greetings to Dr. Kimbrell and the Arkansas State Board of Education:

The Western Yell County Public School District, its respective Board, and I, as Superintendent, respectfully and joyfully request to petition you for removal from The Fiscal Distress List. We believe we have successfully completed the activities and strategies set forth in the District's Fiscal Distress Improvement Plan as well as documented compliance with all recommendations and requirements from The Fiscal Distress Unit at The Department of Education.

We have worked diligently to resolve the financial and staffing issues which prompted the fiscal distress designation in the 2012-13 school year. When new administrators came on board this July of 2013 following the resignation of the Superintendent of 8 years, (both I, as a new Superintendent coming from retirement from the Principalship of 30 years, and our new, first year K-12 Principal), our course of action to accomplish the goal of removal from this list began with the following:

- *Reduce and reassign both certified and classified staff to offset district costs while
- *Ensuring that the district maintains the required effort without seeking waiver
- * Scrutinize all requests for purchases
- *Develop a consistent requisition/purchase order system
- *Improve the use of categorical funds
- * Develop realistic job descriptions for custodial, maintenance, office, and support staff
- *Re-work , according to ADE guidelines, and explain the ACSIP to all staff
- *Set a projected balance increase for the 2013-14 year and beyond (\$600,000)

On the afternoon of August 5, I returned to school from the AAEA conference to find the Food Service Director/Supt. Secretary forging my name to checks. During a conversation with her and the Sheriff's

MAR 21 2014

FINANCIAL ACCOUNTABILITY

Deputy, it was further discovered that other criminal acts had been completed which impaired the district's financial health. Seeking restitution for the district has been an ongoing and arduous process. Under our new administrative oversight and with great support and assistance from Hazel Burnett and staff in the Fiscal Distress Unit as well as hands-on help from the Office of Intensive Support, our team has made the following additional efforts to address our objectives and meet the goal of removal from the Fiscal Distress List. We proudly report the following objectives have been met:

- *Reduction of previous textbook expenditures utilizing our Technology staff fully
- *Reduction of 4 FTE's
- *Reduction of office personnel (HR/bookkeeper also serves as Supt. Secretary)
- *Reduction in Cafeteria Staff (Food Service Director also serves as Cook)
- *Re-coded expenditures as allowable to other sources
- *Participation in additional grant programming through ABC for District Pre-K/child care on sight
- *Host the ALE program for 2 contiguous districts
- *Application of the No Kid Hungry breakfast grant to increase food service participation rate

Ongoing objectives have been put in place to ensure the financial health of the district going forward to include strict financial oversight by all staff as well as ongoing analysis of maintenance, food service, transportation and supply costs.

This has been a very trying time for the students, staff and community, but we have come together as family, so typical of small schools in my experience, to provide the best learning environment this year and for the years to come. We believe our future is bright!

ADE personnel across the divisions have been marvelous to encourage, answer questions and listen to concerns, provide support and direct communication throughout this focused school year. We have received such valuable training and mentoring also from AAEA leadership and the staff at Arch Ford Coop, as well. To all, I give a heartfelt 'Thanks' on behalf of the Western Yell County Community.

Yours Very Truly,



Leona Cleveland



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

March 13, 2014

**State Board
of Education**

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Fayetteville
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Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
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Toyce Newton
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Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Ms. Leona Cleveland, Superintendent
Western Yell County School District
P.O. Box 214
Havana, Arkansas 72842

Dear Ms. Cleveland:

This letter is to certify that the Western Yell County School District has completed all activities and strategies as outlined in the District's Fiscal Distress Improvement Plan. The District has also complied with all department recommendations and requirements for removal from Fiscal Distress. The District may now petition the State Board for removal from Fiscal Distress status. The petition should be sent to Ms. Hazel Burnett at the address provided below. The petition will be presented to the State Board at the April 10, 2014 meeting. The Arkansas Department of Education will recommend the Western Yell County School District be removed from Fiscal Distress effective April 10, 2014. Please plan to attend this meeting and be prepared to answer any questions the State Board may have concerning your District and its programs.

We congratulate the Western Yell County School District and encourage continued diligence to sustain this improvement.

Sincerely,

Hazel Burnett, ADE Coordinator
Fiscal Distress Accountability and Reporting
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner
Mr. Tony Wood, Deputy Commissioner
Mr. Mike Hernandez, Assistant Commissioner

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

**Arkansas Department of Education
Western Yell County School District
Unrestricted Funds Report**

FY14 as of February 28, 2014			
Beginning Balance	<u>Revenue</u>	<u>Expenditures</u>	Ending Balance
<u>7/1/2013</u>			<u>2/28/2014</u>
351,466	2,392,666	1,967,125	777,007
FY14 Budget			
Beginning Balance	<u>Revenue</u>	<u>Expenditures</u>	Projected Balance
<u>7/1/2013</u>			<u>6/30/2014</u>
351,466	3,517,747	3,146,531	722,681
FY13			
Beginning Balance	<u>Revenue</u>	<u>Expenditures</u>	Ending Balance
<u>7/1/2012</u>			<u>6/30/2013</u>
125,827	4,085,642	3,860,003	351,466
FY12			
Beginning Balance	<u>Revenue</u>	<u>Expenditures</u>	Ending Balance
<u>7/1/2011</u>			<u>6/30/2012</u>
598,909	3,754,606	4,227,688	125,827

(Does not include Building, Categorical, Federal, Activity and Food Service Funds)

**Arkansas Department of Education
Western Yell County School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2218|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 2/28/14	Variance in FY14 Budget and FY14 YTD
11110	PROPERTY TAXES-CURRENT	771,122	728,988	644,588	644,588	0
11115	PROPERTY TAX RELIEF	66,367	67,733	66,950	61,187	5,763
11120	PROPERTY TAX-32% PULLBACK	288,586	262,528	258,300	33,876	224,424
11125	PROPERTY TAX REL-40% PULL	0	0	0	0	0
11140	PROPERTY TAXES DELINQUENT	49,039	63,823	79,809	86,409	(6,600)
11150	EXCESS COMMISSION	22,368	18,463	18,000	17,395	605
11160	LAND REDEMP-IN STATE SALE	7,543	7,813	8,673	8,702	(29)
13100	FROM INDIVIDUALS	17,040	2,750	2,700	1,604	1,096
13110	REGULAR DAY SCHOOL	0	0	40,000	0	40,000
13290	OTHER PROGRAMS	0	0	0	0	0
15100	INTEREST ON INVESTMENTS	3,463	4,180	4,500	2,727	1,773
19000	OTHER REV-LOCAL SOURCES	0	0	0	0	0
19120	OTHER RENT-LAND OWNED LEA	7,561	2,818	2,500	1,547	953
19130	RENT-LEA BLDG/FACILITIES	1,200	5,400	6,000	3,500	2,500
19200	PRIVATE CONTRIBUTIONS	0	4,000	37,045	37,045	0
19300	SALES OF SUPPLIES & MATER	13,607	695	179	379	(200)
19700	SVS PRVDED OTHR DIST FNDS	0	0	0	0	0
19800	REFUNDS OF PRIOR YR EXPEN	4,315	11,955	1,347	1,347	0
19900	MISC REV FR LOCAL SOURCES	26,516	44,678	596	641	(45)
31101	FOUNDATION FUNDING	1,832,951	1,833,781	1,953,272	1,247,524	705,748
31102	ENHANCED ED FUNDING	0	0	0	0	0
31103	98% TAX COLL RATE GUARANT	18,552	21,251	0	0	0
31450	STUDENT GROWTH FUNDING	0	0	0	0	0
31460	DECLINING BALANCE	73,421	76,113	39,125	39,125	0
31620	MILLAGE INCENTIVE FUNDING	15,210	11,408	7,605	7,605	0
31900	OTHER	0	0	0	0	0
32219	EISENHOWER MATH/SCIENCE	0	0	0	0	0
32232	ALTERNATIVE LEARNING	0	0	0	0	0
32250	PATHWISE MENTORING-PQE	6,200	3,000	400	400	0
32260	ARK GAME & FISH	430	378	554	554	0
32310	HAND CHILD-SUPV/EXTEND YR	1,880	1,820	0	0	0
32330	NON-HAND-RESID TREATMENT	0	0	0	0	0
32355	SPED CATASTROPHIC LOSS	36,493	30,882	0	0	0
32361	G & T-ADVANCE PLACEMENT	500	0	0	0	0
32480	VOC NEW PGM START-UP	0	0	0	0	0
32710	AR BETTER CHANCE(ABC)GRNT	130,534	135,594	145,800	109,350	36,450
32790	OTHER-PRESCHOOL	0	0	0	0	0
32912	GENERAL FACILITIES	3,848	2,886	1,924	1,924	0
32915	DEBT SERVICE FUNDING SUPP	5,380	6,141	7,510	7,510	0
42100	FOREST RESERVE	112,530	96,696	96,700	1,073	95,627
42200	FLOOD CONTROL	15,660	39,765	40,000	23,380	16,620
42300	MINERAL LEASES	127	105	100	92	8
42400	FEDERAL GRAZING	0	0	0	0	0

**Arkansas Department of Education
Western Yell County School District
Unrestricted Funds Revenue Report**

General Operating Funds:

1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2218|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000

Revenue:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 2/28/14	Variance in FY14 Budget and FY14 YTD
51100	BONDED INDEBTEDNESS	3,166	0	0	0	0
51200	REVOLVING LOANS	174,000	0	0	0	0
51400	CURRENT LOANS	0	600,000	0	0	0
51800	REFUND SAVINGS	0	0	0	0	0
52000	INTERFUND TRANSFERS	0	0	0	0	0
52300	TRANS FROM BUILDING FUND	0	0	0	0	0
53200	SALE OF BUILD & GROUNDS	0	0	53,569	53,182	388
53400	COMPEN-LOSS FIXED ASSETS	44,998	0	0	0	0
Total Revenue		3,754,606	4,085,642	3,517,747	2,392,666	1,125,081

**Arkansas Department of Education
Western Yell County School District
Unrestricted Funds Expenditure Report**

General Operating Funds:

1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2218|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 2/28/14	Variance in FY14 Budget and FY14 YTD
61110	CERT SALARY	1,819,847	1,503,381	1,391,749	815,829	575,919
61120	CLS SALARY	615,779	511,349	481,227	303,325	177,902
61210	TEMP-CERTIFIED	0	0	0	0	0
61220	TEMP-CLASSIFIED	38,890	24,089	41,395	32,280	9,115
61310	REG. OVERTIME-CRT	0	0	0	0	0
61320	OVERTIME CLS	2,414	1,018	3,297	3,801	(505)
61510	ADDL COMP-CRT	1,500	1,500	1,500	750	750
61520	ADDL COMP-CLS	0	0	0	0	0
61620	WORKSHOP CLS	1,298	1,050	1,050	0	1,050
61710	CERT SUBSTITUTES	25,002	16,577	16,400	11,268	5,132
61720	CLS SUBSTITUTES	19,099	8,421	5,600	10,704	(5,104)
61810	CERT UNUSED SICK	2,626	11,424	600	0	600
61820	CLS UNUSED SICK	0	4,079	300	0	300
62210	CERT SOC SEC	96,354	89,431	87,694	48,009	39,685
62220	CLS SOC SEC	31,792	33,700	39,151	21,596	17,555
62260	CERT MEDICARE	22,753	20,916	20,447	11,234	9,213
62270	CLS MEDICARE	7,931	7,882	7,003	5,051	1,951
62310	CERT TCH RET-MATCHING	233,176	215,621	188,515	109,024	79,491
62320	CLSS TCH RET-MATCHING	78,481	75,964	80,920	56,018	24,901
62510	CERT UNEMPLOY COMP	0	0	0	0	0
62610	CERT WKR'S COMP	(799)	4,824	839	3,094	(2,255)
62620	CLS WKR'S COMP	(623)	4,584	840	876	(36)
62710	CERT HEALTH BENEFITS	59,369	48,487	45,930	26,925	19,005
62720	CLS HEALTH BENEFITS	11,266	23,418	21,286	14,764	6,522
62920	OTHER BENEFITS-CLASSIFIED	0	0	0	0	0
Salaries & Benefits Totals		3,066,156	2,607,713	2,435,742	1,474,550	961,192
63210	INSTRUCTIONAL	50,646	62,313	59,904	12,570	47,334
63310	CERT TRAINING	0	0	0	0	0
63450	MEDICAL SRVC	3,900	0	0	0	0
63460	INFO TECH	0	0	0	0	0
63490	OTHER PROF SRVCS	2,127	1,303	1,300	1,375	(75)
63900	OTHER PURC PROF/TECH SVS	16,171	19,753	20,500	10,978	9,522
63910	TECHNOLOGY	0	0	0	0	0
64110	WATER/SEWER	13,547	12,131	18,600	10,026	8,574
64210	DISPOSAL/SANATATION	5,926	5,143	7,000	4,594	2,406
64230	CUSTODIAL	9,581	0	0	0	0
64240	LAWN CARE	4,275	2,375	2,400	0	2,400
64310	NON TECH REPAIR	155,073	55,052	49,156	48,915	241
64320	TECH REPAIR/MAINT	0	0	0	0	0
64410	RENTAL-LAND & BLDGS	0	0	0	0	0
64430	RENTAL-COMP & RELATED	14,037	12,820	13,000	8,552	4,448
64500	CONSTRUCTION SERVICES	0	0	0	4,325	(4,325)

**Arkansas Department of Education
Western Yell County School District
Unrestricted Funds Expenditure Report**

General Operating Funds:

1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2218|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 2/28/14	Variance in FY14 Budget and FY14 YTD
65210	PROPERTY INSURANCE	22,490	27,731	30,787	30,787	0
65240	FLEET INSURANCE	3,094	3,304	3,374	3,374	0
65250	ACCIDENT INS FOR STUDENTS	0	0	0	0	0
65310	TELEPHONE	13,962	12,508	14,850	9,438	5,412
65320	POSTAGE	3,067	3,114	1,885	1,390	495
65400	ADVERTISING	2,076	803	1,000	640	360
65500	PRINTING & BINDING	983	902	500	0	500
65610	TUITION-OTHER LEA	8,200	0	0	8,556	(8,556)
65690	OTHER TUITION	3,983	0	0	0	0
65820	TRVL-CLS IN DISTRICT	788	0	0	0	0
65830	TRVL CERT-OUT DISTRICT	7,471	6,351	7,700	1,240	6,460
65840	TRVL CLS OUT DISTRICT	4,200	2,307	3,570	2,247	1,323
65900	MISC PURC SVS	0	0	0	0	0
65910	SVS PURCHASED LOCALLY	0	16,920	16,000	0	16,000
66100	GEN SUPPLIES	64,625	36,916	35,502	24,644	10,858
66107	EQUIP<\$1000	0	0	0	0	0
66210	NAT.GAS	23,709	23,936	27,924	18,568	9,356
66220	ELECTRICITY	80,482	71,325	92,000	49,993	42,007
66240	OIL	46	121	500	500	0
66260	GASOLINE/DIESEL	46,521	47,719	57,469	27,606	29,863
66300	FOOD	0	0	0	0	0
66410	TEXTBOOKS	11,858	667	3,000	2,022	978
66420	LIBRARY BOOKS	0	0	0	0	0
66430	PERIODICALS	369	25	375	363	12
66510	SOFTWARE	0	0	0	0	0
66520	TECH SUPPLIES-OTHER	0	0	0	0	0
66527	TECH EQU/SUPP <1000	150	569	560	0	560
66900	OTHER SUPPLIES & MATERIAL	0	0	0	0	0
67320	VEHICLES	151,375	0	0	0	0
67330	FURNITURE & FIXTURES	0	0	0	0	0
67340	TECH EQUIP	0	0	0	0	0
67350	SOFTWARE>1000	0	0	0	0	0
67400	INFRASTRUCTURE	0	0	0	0	0
67900	DEPRECIATION	0	0	0	0	0
68100	DUES AND FEES	52,654	20,330	19,951	16,114	3,837
68300	INTEREST	75,475	111,754	99,230	94,906	4,324
68900	MISC EXPENDITURES	0	236	0	0	0
68999	MISC ATHLETIC EXPENSES	0	0	0	0	0

**Arkansas Department of Education
Western Yell County School District
Unrestricted Funds Expenditure Report**

General Operating Funds:

1000|1246|1265|1271|1365|1370|2000|2001|2002|2100|2217|2218|2219|2232|2240|2246|2250|2265|2271|2290|2365|2370|2392|2394|4000

Expenditures:

Account	Account Description	FY12	FY13	FY14 Budget	FY14 YTD as of 2/28/14	Variance in FY14 Budget and FY14 YTD
69100	REDEMPTION OF PRINCIPAL	62,753	693,863	122,753	98,853	23,900
69330	TO BUILDING FUND	245,922	0	0	0	0
69360	TO FEDERAL GRANTS FUND	0	0	0	0	0
69370	TO STUDENT ACTIVITY FUND	0	0	0	0	0
69380	TO FOOD SERVICE FUND	0	0	0	0	0
69630	STUDENT MEALS-REDU-COPAY	0	0	0	0	0
Other Expenditure Totals		1,161,532	1,252,291	710,788	492,574	218,214
Overall Expenditure Totals		4,227,688	3,860,003	3,146,531	1,967,125	1,179,406

BOARD HEARING PROCEDURES

- 4.04 The State Board shall only approve a motion to close isolated schools or parts thereof under subdivisions 4.01.2 and 4.02 of these rules if the closure is in the best interest of the students in the school district as a whole.
- 4.05 The State Board shall not close a school if the State Board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.
- 4.06 Except under subsection 4.07 of these rules, the State Board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivisions 4.01.2 and 4.02 of these rules.
- 4.07 Ark. Code Ann. § 6-20-602 and these rules shall not be construed to restrict the authority of the Department of Education and the State Board otherwise granted by law.
- 4.08 Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

5.00 STATE BOARD HEARING PROCEDURES – CLOSURE OF ISOLATED SCHOOLS

- 5.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 5.02 The spokesperson(s) for the petitioning school district shall have a total of fifteen (15) minutes to present the school district's remarks. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of fifteen (15) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.04 The spokesperson(s) for the petitioning school district shall have a total of five (5) minutes to present closing remarks to the State Board. The State Board may allow more than five (5) minutes if necessary.
- 5.05 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school district's petition.
- 5.06 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.

5.07 The State Board shall issue a written order concerning the matter.

NOTICE LETTER AND ATTACHMENTS



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

March 4, 2014

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Dr. Ray Nassar, Superintendent
Augusta School District
320 Sycamore
Augusta, Arkansas 72006

**Re: Petition for Closure of the Cotton Plant Elementary Campus (K-3)
VIA REGULAR MAIL AND CERTIFIED MAIL**

Dear Superintendent Nassar:

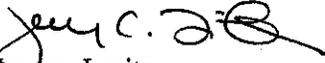
The Arkansas Department of Education is in receipt of the petition of the Augusta School District to close the Cotton Plant Elementary Campus pursuant to Ark. Code Ann. § 6-20-602(b)(2).

This letter is to notify you that the State Board of Education (State Board) will hold a hearing concerning the petition on **Thursday, April 10, 2014 at 10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas.** The State Board will conduct the hearing pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-20-602. Enclosed for your review are copies of Ark. Code Ann. § 6-20-602 and the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

You, along with any school board members and/or other representatives of your school district are requested to attend the hearing to address any questions of the State Board. Any additional materials you choose to submit to the State Board should be provided to my office **no later than 12:00 noon on Friday, March 21, 2014.**

Thank you for your attention to this matter. Please contact me at (501) 682-4227 should you have any questions or require additional information.

Respectfully,


Jeremy Lasiter
General Counsel

Enclosures

cc (with enclosures by regular mail only):

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

The Honorable Jonathan Dismang, Arkansas Senate
The Honorable Ronald Caldwell, Arkansas Senate
The Honorable Jody Dickinson, Arkansas House of Representatives
Susan Bengel, Augusta School Board
Debbie Briscoe, Augusta School Board

Janice Collier, Augusta School Board
Leslie Collins, Augusta School Board
Terry Shadwick, Augusta School Board
Robert Tripp, Augusta School Board
Angela Ryland, Augusta School Board
Dr. Tom Kimbrell, Commissioner of Education
Mr. Tony Wood, Deputy Commissioner of Education
Ms. Deborah Coffman, Chief of Staff and State Board Liaison

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A.C.A. § 6-20-602 (Copy w/ Cite)

Pages: **3**

A.C.A. § 6-20-602

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*** Legislation is current through the 2013 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** November 15, 2013. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 20 Finances
Subchapter 6 -- Local School District Isolated Funding

A.C.A. § 6-20-602 (2014)

6-20-602. Isolated schools.

(a) "Isolated school" means a school within a school district that:

(1) Prior to administrative consolidation or annexation under this section, the Public Education Reorganization Act, § 6-13-1601 et seq., and § 6-13-1405(a)(5) [repealed] qualified as an isolated school district under § 6-20-601; and

(2) Is subject to administrative consolidation or annexation under this section, the Public Education Reorganization Act, § 6-13-1601 et seq., and § 6-13-1405(a)(5) [repealed].

(b) Any isolated school within a resulting or receiving district shall remain open unless the school district board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:

(1) Unanimous vote of the full board of directors; or

(2) (A) A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education.

(B) Any school district board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section shall:

(i) No less than thirty (30) days prior to a regularly scheduled state board meeting, request a hearing on the matter before the state board and file a petition to have the motion reviewed and approved by the state board.

(ii) The petition shall:

(a) Identify the specific isolated schools or part thereof that the local board of directors has moved to close;

(b) State all reasons that the isolated schools or part thereof should be closed;

(c) State how the closure will serve the best interests of the students in the district as a whole;

(d) State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

(e) Have attached a copy of the final motion approving the closure by the local board of directors.

(C) (i) Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivision (b)(2)(A) of this section, the state board shall have the authority to review and approve or disapprove the petition.

(ii) The state board shall only approve a motion to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section if the closure is in the best interest of the students in the school district as a whole.

(iii) The state board shall not close a school if the state board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.

(D) (i) Except under subdivision (b)(2)(D)(ii) of this section, the state board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivision (b)(2)(A) of this section.

(ii) This section shall not be construed to restrict the authority of the Department of Education and the state board otherwise granted by law.

(c) Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 60, § 5; 2005, No. 1397, § 2; 2011, No. 1131, § 2.

View 

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A.C.A. § 6-20-602 (Copy w/ Cite)

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**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CLOSURE OF ISOLATED SCHOOLS
September 2012**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

2.00 AUTHORITY

- 2.01 The State Board of Education enacted these rules pursuant to Ark. Code Ann. §§ 6-11-105, 6-13-1603, 6-20-602 and 25-15-201 et seq.

3.00 DEFINITIONS

- 3.01 "Affected district" means a school district that:
- 3.01.1 Loses territory or students as a result of an administrative annexation; or
 - 3.01.2 Is involved in an administrative consolidation.
- 3.02 "Closure" means the cessation of use of an isolated school for the purpose of daily classroom instruction.
- 3.03 "Isolated school" means a school within a school district that:
- 3.03.1 Prior to administrative consolidation or annexation under Ark. Code Ann. § 6-13-1601 et seq. qualified as an isolated school district under Ark. Code Ann. § 6-20-601; and
 - 3.03.2 Is subject to administrative consolidation under Ark. Code Ann. § 6-13-1601 et seq.
- 3.04 "Partial closure" means the cessation of daily classroom instruction in one or more grade levels of an isolated school. This definition does not include the cessation of daily classroom instruction in classrooms within a particular grade level.
- 3.05 "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of an administrative annexation; and
- 3.06 "Resulting district" means the new school district created from an affected district or districts as a result of an administrative consolidation.

4.00 CLOSING OF ISOLATED SCHOOLS

- 4.01 Any isolated school within a resulting or receiving district shall remain open unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:
- 4.01.1 Unanimous vote of the full board of directors; or
 - 4.01.2 A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education (State Board).
- 4.02 Any school board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision 4.01.2 of these rules shall:
- 4.02.1 No less than thirty (30) days prior to a regularly scheduled State Board meeting, request a hearing on the matter before the State Board and file a petition to have the motion reviewed and approved by the State Board.
 - 4.02.2 The petition shall:
 - 4.02.2.1 Identify the specific isolated schools or part thereof that the local board of directors has moved to close;
 - 4.02.2.2 State all reasons that the isolated schools or part thereof should be closed;
 - 4.02.2.3 State how the closure will serve the best interests of the students in the district as a whole;
 - 4.02.2.4 State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and
 - 4.02.2.5 Have attached a copy of the final motion approving the closure by the local board of directors.
- 4.03 Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivisions 4.01.2 and 4.02 of these rules, the State Board shall have the authority to review and approve or disapprove the petition.

- 4.04 The State Board shall only approve a motion to close isolated schools or parts thereof under subdivisions 4.01.2 and 4.02 of these rules if the closure is in the best interest of the students in the school district as a whole.
- 4.05 The State Board shall not close a school if the State Board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.
- 4.06 Except under subsection 4.07 of these rules, the State Board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivisions 4.01.2 and 4.02 of these rules.
- 4.07 Ark. Code Ann. § 6-20-602 and these rules shall not be construed to restrict the authority of the Department of Education and the State Board otherwise granted by law.
- 4.08 Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

5.00 STATE BOARD HEARING PROCEDURES – CLOSURE OF ISOLATED SCHOOLS

- 5.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 5.02 The spokesperson(s) for the petitioning school district shall have a total of fifteen (15) minutes to present the school district's remarks. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of fifteen (15) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.04 The spokesperson(s) for the petitioning school district shall have a total of five (5) minutes to present closing remarks to the State Board. The State Board may allow more than five (5) minutes if necessary.
- 5.05 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school district's petition.
- 5.06 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.

5.07 The State Board shall issue a written order concerning the matter.

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CLOSURE OF THE COTTON PLANT ELEMENTARY
CAMPUS OF THE AUGUSTA SCHOOL DISTRICT IN WOODRUFF COUNTY

PETITION FOR CLOSURE OF A BUILDING OF AN ISOLATED SCHOOL

COMES NOW the Augusta School District of Woodruff County (Petitioner), acting by and through its Superintendent and the President of the Board of Directors duly authorized as indicated by their signatures below, to petition the State Board of Education to officially close the Cotton Plant Elementary School (Grades K-3) campus and hereby submit to the Board as follows:

1. Pursuant to Act 1397 of 2005, codified at Ark. Code Ann. §6-20-602 and the Rules Governing the Closing of Isolated Schools, the Petitioner hereby submits and incorporates in this Petition as Exhibit 1 attached hereto, proof of the legally binding local board action of the Augusta School District Board of Directors taken on February 18, 2014 to close the Cotton Plant Elementary campus as approved by a majority of the quorum present of the local board of education (a copy of the final motion approving the closure attached). (Exhibit A)
2. The Cotton Plant Elementary School is located at 457 West Martin L King in Cotton Plant, Arkansas, 72036.
The Cotton Plant Elementary School has a Local Education Agency (LEA) number 7401007.
The Cotton Plant Elementary School is comprised of grades Pre K through three. (P-3).
The current enrollment of the Cotton Plant Elementary School is forty-six (46) students. Of those forty-six (46) students only thirty-three (33) are K-3. (Exhibit B)
3. Based on the 2012-2013 school year figures, the cost of operating the Cotton Plant Elementary School is four hundred eighty three thousand seven hundred and ninety-eight dollars (\$483,798). (Exhibit C)
The Cotton Plant Elementary School maintains class sizes of approximately nine (9) students in kindergarten and from six (6) to eleven (11) students in the first through third grades. The average class size in the Augusta Elementary School in the Augusta School District is substantially higher than that of the Cotton Plant Elementary School.
The closing of the Cotton Plant Elementary School will allow the Augusta School District to be solvent in the future years to come.

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DEPARTMENT OF EDUCATION
GENERAL DIVISION

4. It is anticipated that all of the current Cotton Plant Elementary certified staff would be given the opportunity to continue to work for the District at the Augusta Elementary campus. In the event that staff would have to be reduced, the existing Augusta School District Personnel Policies would be utilized to determine the reduction in staff.
5. The Augusta School District has determined that it must cut its budget in order to avoid being placed into fiscal distress and meet future needs. The savings generated by the closure of the Cotton Plant Elementary School will allow the Augusta School District to have funds to build the infrastructure needed to support technology in both of its schools (Augusta High School and Augusta Elementary). The savings generated by the closure of the Cotton Plant Elementary School will also allow the Augusta School District to reallocate resources to improve student achievement throughout the District.
6. The Petitioner submits that transporting of Cotton Plant Elementary students to the Augusta elementary campus will be done in such a way as to minimize any inconvenience to current Cotton Plant Elementary students to fullest extent possible. The District will also provide transportation to allow the Cotton Plant Elementary students to fully participate in any and all academic and extracurricular programs at the Augusta Elementary campus.
7. The Annexation Agreement entered into by the Cotton Plant School District and the Augusta School District neither promised nor guaranteed the continued existence of any part of the Cotton Plant campus.
8. The Petitioner submits that the current facilities at the Augusta Elementary campus will adequately accommodate the Cotton Plant Elementary students. The closure will provide equal opportunity for all elementary students in the District to have access to all programs and provide for both academic and extracurricular activities.
9. The Petitioner submits that the Petition for Closure will not negatively impact the desegregation efforts of any school district in the State, nor any valid court order from a court of proper jurisdiction.
10. The Petitioner submits that for the stated reasons herein and for additional reasons, the closure of the Cotton Plant Elementary campus will serve the best interest of the students in the Augusta School District as a whole.
11. The Petitioner hereby submits to the State Board of Education and incorporates in its Petition all Exhibits reference in this Petition.
12. The Petitioner reserves the right to submit additional information to the State Board of Education both prior to and at the time of the hearing of this Petition.

WHEREFORE, the Petitioner request a hearing before the State Board of Education on this Petition; that after the hearing , the State Board of Education approves the closure of the Cotton Plant Elementary campus; that the Cotton Plant Elementary students be transferred to the Augusta Elementary campus as of July 1, 2014 and that the State Board of Education Issue an Order to do so and that this Order be filed with the County Clerk of Woodruff County, Arkansas.

Respectfully submitted,

Augusta School District
Woodruff County

By: Ray Nassar
Superintendent

2/19/14
Date

Debra Buscol
Board President

2/19/14
Date

Exhibit A

On February 17, 2014, The Augusta School Board Voted To Close The Cotton Plant Elementary Campus at the End of the 2013/2014 School Year.

	YES	NO
Debbie Briscoe - Presiden <u>Debbie Briscoe</u>	<u>X</u>	---
Terry Shadwick - Vice Pres. <u>Terry Shadwick</u>	<u>X</u>	---
Janice Collier - Secretary <u>Janice Collier</u>	<u>X</u>	---
Leslie Collins <u>Leslie Collins</u>	<u>X</u>	---
Susan Bengel <u>Susan Bengel</u>	<u>X</u>	---
Angela Ryland <u>Angela Ryland</u>	---	<u>X</u>
Robert Tripp <u>Robert Tripp</u>	<u>X</u>	---

Exhibit B

02/19/2014 COTTON PLANT ELEMENTARY
 Race and Sex Totals by Grade

		TOTAL	01	02	03	KF	PK
ASIAN	MALES	0	0	0	0	0	0
ASIAN	FEMALES	0	0	0	0	0	0
ASIAN	Subtots	0	0	0	0	0	0
BLACK	MALES	18	2	4	2	5	5
BLACK	FEMALES	17	6	2	3	2	4
BLACK	Subtots	35	8	6	5	7	9
HISPANIC	MALES	1	0	0	1	0	0
HISPANIC	FEMALES	0	0	0	0	0	0
HISPANIC	Subtots	1	0	0	1	0	0
NATIVE AM	MALES	0	0	0	0	0	0
NATIVE AM	FEMALES	0	0	0	0	0	0
NATIVE AM	Subtots	0	0	0	0	0	0
HAWAII/PI	MALES	0	0	0	0	0	0
HAWAII/PI	FEMALES	1	1	0	0	0	0
HAWAII/PI	Subtots	1	1	0	0	0	0
WHITE	MALES	4	0	0	0	2	2
WHITE	FEMALES	5	2	1	0	0	2
WHITE	Subtots	9	2	1	0	2	4
ALL	MALES	23	2	4	3	7	7
ALL	FEMALES	23	9	3	3	2	6
ALL	STUDENTS	46	11	7	6	9	13

02/19/2014

AUGUSTA ELEMENTARY SCHOOL
Race and Sex Totals by Grade

		TOTAL	01	02	03	04	05	06	KF	PK
ASIAN	MALES	0	0	0	0	0	0	0	0	0
ASIAN	FEMALES	0	0	0	0	0	0	0	0	0
ASIAN	Subtots	0	0	0	0	0	0	0	0	0
BLACK	MALES	63	6	5	3	9	12	7	9	12
BLACK	FEMALES	75	8	5	8	7	4	13	10	20
BLACK	Subtots	138	14	10	11	16	16	20	19	32
HISPANIC	MALES	2	0	1	0	0	0	0	1	0
HISPANIC	FEMALES	1	0	0	0	1	0	0	0	0
HISPANIC	Subtots	3	0	1	0	1	0	0	1	0
NATIVE AM	MALES	0	0	0	0	0	0	0	0	0
NATIVE AM	FEMALES	0	0	0	0	0	0	0	0	0
NATIVE AM	Subtots	0	0	0	0	0	0	0	0	0
HAWAII/PI	MALES	0	0	0	0	0	0	0	0	0
HAWAII/PI	FEMALES	0	0	0	0	0	0	0	0	0
HAWAII/PI	Subtots	0	0	0	0	0	0	0	0	0
WHITE	MALES	61	9	6	3	2	10	8	10	13
WHITE	FEMALES	49	10	3	6	3	4	4	6	13
WHITE	Subtots	110	19	9	9	5	14	12	16	26
ALL	MALES	126	15	12	6	11	22	15	20	25
ALL	FEMALES	125	18	8	14	11	8	17	16	33
ALL	STUDENTS	251	33	20	20	22	30	32	36	58

Exhibit C

Cotton Plant

Expenses

Electricity	\$14,271.98
Gas	\$ 8,860.17
Water	\$ 2,689.94
Pest Control	<u>\$ 1,431.88</u>
Total	\$27,253.97

Salaries and Benefits

Total	\$456,544.71
TOTAL	\$483,798.68

SCHOOL DISTRICT PETITION

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CLOSURE OF THE COTTON PLANT ELEMENTARY
CAMPUS OF THE AUGUSTA SCHOOL DISTRICT IN WOODRUFF COUNTY

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COMES NOW the Augusta School District of Woodruff County (Petitioner), acting by and through its Superintendent and the President of the Board of Directors duly authorized as indicated by their signatures below, to petition the State Board of Education to officially close the Cotton Plant Elementary School (Grades K-3) campus and hereby submit to the Board as follows:

1. Pursuant to Act 1397 of 2005, codified at Ark. Code Ann. §6-20-602 and the Rules Governing the Closing of Isolated Schools, the Petitioner hereby submits and incorporates in this Petition as Exhibit 1 attached hereto, proof of the legally binding local board action of the Augusta School District Board of Directors taken on February 18, 2014 to close the Cotton Plant Elementary campus as approved by a majority of the quorum present of the local board of education (a copy of the final motion approving the closure attached). (Exhibit A)
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The closing of the Cotton Plant Elementary School will allow the Augusta School District to be solvent in the future years to come.

**RECEIVED
ATTORNEY'S OFFICE**

FEB 19 2014

**DEPARTMENT OF EDUCATION
GENERAL DIVISION**

4. It is anticipated that all of the current Cotton Plant Elementary certified staff would be given the opportunity to continue to work for the District at the Augusta Elementary campus. In the event that staff would have to be reduced, the existing Augusta School District Personnel Policies would be utilized to determine the reduction in staff.
5. The Augusta School District has determined that it must cut its budget in order to avoid being placed into fiscal distress and meet future needs. The savings generated by the closure of the Cotton Plant Elementary School will allow the Augusta School District to have funds to build the infrastructure needed to support technology in both of its schools (Augusta High School and Augusta Elementary). The savings generated by the closure of the Cotton Plant Elementary School will also allow the Augusta School District to reallocate resources to improve student achievement throughout the District.
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12. The Petitioner reserves the right to submit additional information to the State Board of Education both prior to and at the time of the hearing of this Petition.

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Respectfully submitted,

Augusta School District
Woodruff County

By: Ray Nassar
Superintendent

2/19/14
Date

Debbie Buscoe
Board President

2/19/14
Date

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On February 17, 2014, The Augusta School Board Voted To Close The Cotton Plant Elementary Campus at the End of the 2013/2014 School Year.

	YES	NO
Debbie Briscoe - Presiden <u>Debbie Briscoe</u>	<u>X</u>	<u>---</u>
Terry Shadwick - Vice Pres. <u>Terry Shadwick</u>	<u>X</u>	<u>---</u>
Janice Collier - Secretary <u>Janice Collier</u>	<u>X</u>	<u>---</u>
Leslie Collins <u>Leslie Collins</u>	<u>X</u>	<u>---</u>
Susan Bengel <u>Susan Bengel</u>	<u>X</u>	<u>---</u>
Angela Ryland <u>Angela Ryland</u>	<u>---</u>	<u>X</u>
Robert Tripp <u>Robert E. Tripp</u>	<u>X</u>	<u>---</u>

Exhibit B

02/19/2014

COTTON PLANT ELEMENTARY Race and Sex Totals by Grade

		TOTAL	01	02	03	KF	PK
ASIAN	MALES	0	0	0	0	0	0
ASIAN	FEMALES	0	0	0	0	0	0
ASIAN	Subtots	0	0	0	0	0	0
BLACK	MALES	18	2	4	2	5	5
BLACK	FEMALES	17	6	2	3	2	4
BLACK	Subtots	35	8	6	5	7	9
HISPANIC	MALES	1	0	0	1	0	0
HISPANIC	FEMALES	0	0	0	0	0	0
HISPANIC	Subtots	1	0	0	1	0	0
NATIVE AM	MALES	0	0	0	0	0	0
NATIVE AM	FEMALES	0	0	0	0	0	0
NATIVE AM	Subtots	0	0	0	0	0	0
HAWAII/PI	MALES	0	0	0	0	0	0
HAWAII/PI	FEMALES	1	1	0	0	0	0
HAWAII/PI	Subtots	1	1	0	0	0	0
WHITE	MALES	4	0	0	0	2	2
WHITE	FEMALES	5	2	1	0	0	2
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ALL	MALES	23	2	4	3	7	7
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ALL	STUDENTS	46	11	7	6	9	13

02/19/2014

AUGUSTA ELEMENTARY SCHOOL
Race and Sex Totals by Grade

		TOTAL	01	02	03	04	05	06	KG	PK
ASIAN	MALES	0	0	0	0	0	0	0	0	0
ASIAN	FEMALES	0	0	0	0	0	0	0	0	0
ASIAN	Subtots	0	0	0	0	0	0	0	0	0
BLACK	MALES	63	6	5	3	9	12	7	9	12
BLACK	FEMALES	75	8	5	8	7	4	13	10	20
BLACK	Subtots	138	14	10	11	16	16	20	19	32
HISPANIC	MALES	2	0	1	0	0	0	0	1	0
HISPANIC	FEMALES	1	0	0	0	1	0	0	0	0
HISPANIC	Subtots	3	0	1	0	1	0	0	1	0
NATIVE AM	MALES	0	0	0	0	0	0	0	0	0
NATIVE AM	FEMALES	0	0	0	0	0	0	0	0	0
NATIVE AM	Subtots	0	0	0	0	0	0	0	0	0
HAWAII/PI	MALES	0	0	0	0	0	0	0	0	0
HAWAII/PI	FEMALES	0	0	0	0	0	0	0	0	0
HAWAII/PI	Subtots	0	0	0	0	0	0	0	0	0
WHITE	MALES	61	9	6	3	2	10	8	10	13
WHITE	FEMALES	49	10	3	6	3	4	4	6	13
WHITE	Subtots	110	19	9	9	5	14	12	16	26
ALL	MALES	126	15	12	6	11	22	15	20	25
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Pest Control	<u>\$ 1,431.88</u>
Total	\$27,253.97

Salaries and Benefits

Total \$456,544.71

TOTAL \$483,798.68



Augusta Public Schools

High School Phone: (870) 347-2515 Fax: (870) 347-8113
Elementary School Phone: (870) 347-2432 Fax: (870) 347-1036
1011 N. Main Street
Augusta, Arkansas 72006

Dr. Ray Nassar,
Superintendent

Thomas Garner,
K-12 Principal

Michael Manning,
Federal Coordinator

Cheryl Winningham,
K-12 Counselor

Joe Brown,
High School Dean

Rickey Everett,
Elementary Dean

FAX COVER SHEET

To: Jeremy Gasiter

From: Dr. Ray Nassar

Subject: Info. to add to our petition

Date: 3/20/14

Number of pages including cover sheet: 3

Comments: _____



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

March 17, 2014

**State Board
of Education**

Brenda Gullett
*Fayetteville
Chair*

Sam Ledbetter
*Little Rock
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Dr. Ray Nassar, Superintendent
Augusta School District
320 Sycamore Street
Augusta, AR 72006

Dear Dr. Nassar:

Pursuant to Ark. Code Ann. § 6-20-1904 (b) (1), this letter is to provide notice the Augusta School District has been identified by the Arkansas Department of Education (Department) as a school district which has experienced two (2) or more indicators of fiscal distress in one (1) school year to be at a nonmaterial level, but that without intervention could place the district in fiscal distress.

Although the Department currently deems these indicators as nonmaterial, the Department may revise and deem these indicators to be material on the basis of future review and investigation.

According to Ark. Code Ann. § 6-20-1904, the Augusta School District meets two (2) or more indicators of fiscal distress in one (1) school year to be at a nonmaterial level, but that without intervention could place the district in fiscal distress, including:

- A declining balance determined to jeopardize the fiscal integrity of your school district.
- Any other fiscal condition of a school district deemed to have a detrimental negative impact on the continuation of educational services by that school district.

According to Ark. Code Ann. § 6-20-1904, the District's 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.

The Department will provide technical support and assistance as the District develops a plan to correct each indicator. Please contact the Fiscal Distress Unit office at 501-682-5124 with any questions or assistance.

Please find included in this mailing a copy of Arkansas Fiscal Assessment and Accountability Program, Arkansas Code Ann. § 6-20-1901 et seq.

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

*n Equal Opportunity
Employer*

Early Intervention
Page 2

Please retain this notice in your District audit file.

Sincerely,

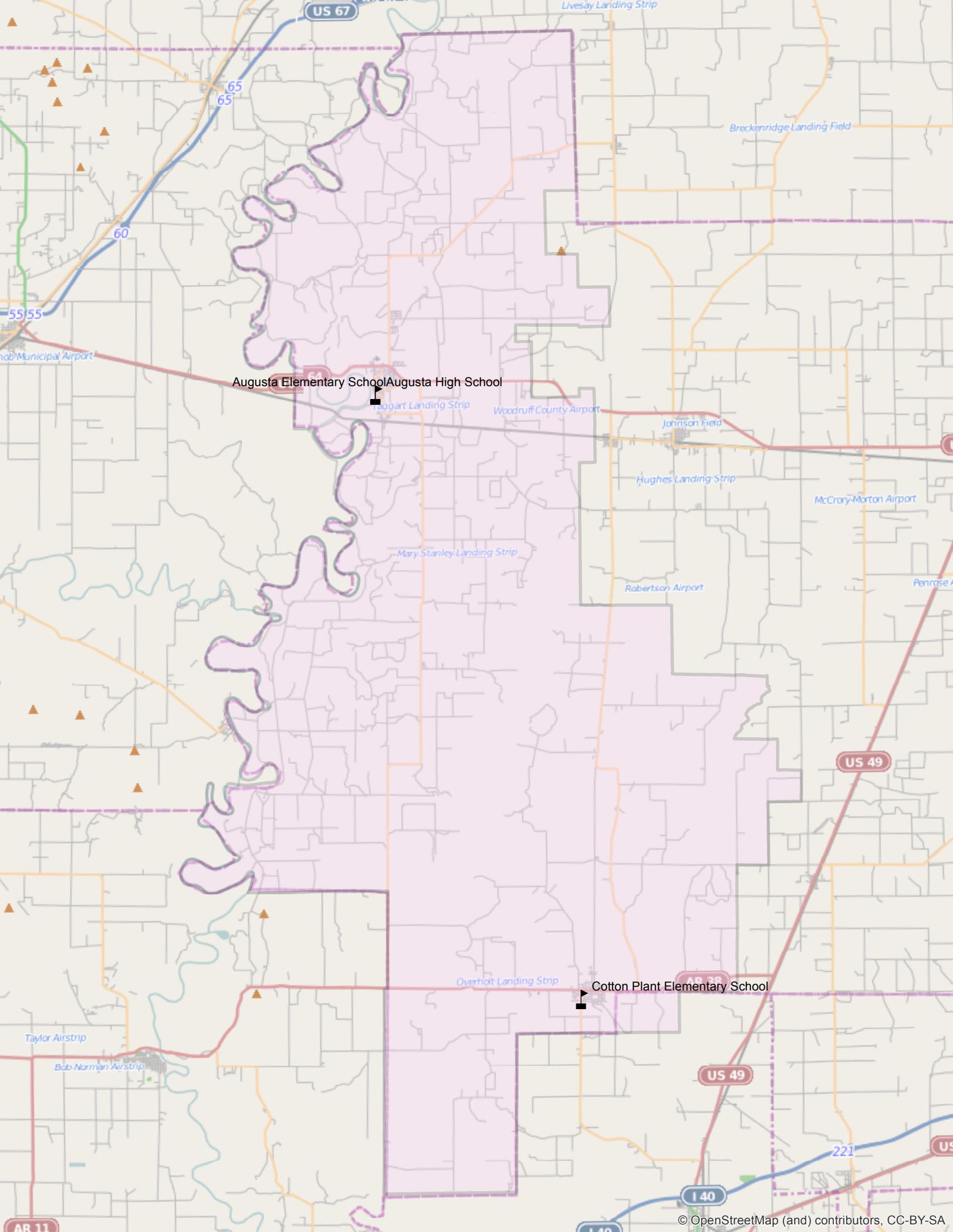


Hazel Burnett, ADE Coordinator,
Fiscal Distress, Financial Accountability and Reporting

HB:ddm

cc: Dr. Tom Kimbrell, Commissioner
Mr. Tony Wood, Deputy Commissioner
Mr. Mike Hernandez, Assistant Commissioner
Representative Jody Dickinson
Senator Jonathan Dismang
Ms. Debbie Briscoe, School Board President
Ms. Susan Bengel
Ms. Leslie Collins
Ms. Janice Collier
Ms. Angela Ryland
Mr. Terry Shadwick
Mr. Robert Tripp
Ms. Janice Collier

MAPS



Augusta Elementary School
Augusta High School

Cotton Plant Elementary School

US 67

65
65

60

55
55

Bob Norman Municipal Airport

Breckenridge Landing Field

Loggert Landing Strip

Woodruff County Airport

Johnson Field

Hughes Landing Strip

McCrary-Morton Airport

Mary Stanley Landing Strip

Robertson Airport

Penrose Airstrip

US 49

Overholt Landing Strip

AR 20

Taylor Airstrip

Bob Norman Airstrip

US 49

221

I 40

AR 11

I 40

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ARK. CODE ANN. § 6-20-602

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A.C.A. § 6-20-602

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*** Legislation is current through the 2013 Regular Session and updates ***
 *** received from the Arkansas Code Revision Commission through ***
 *** November 15, 2013. ***

Title 6 Education
 Subtitle 2. Elementary And Secondary Education Generally
 Chapter 20 Finances
 Subchapter 6 -- Local School District Isolated Funding

A.C.A. § 6-20-602 (2014)

6-20-602. Isolated schools.

(a) "Isolated school" means a school within a school district that:

(1) Prior to administrative consolidation or annexation under this section, the Public Education Reorganization Act, § 6-13-1601 et seq., and § 6-13-1405(a)(5) [repealed] qualified as an isolated school district under § 6-20-601; and

(2) Is subject to administrative consolidation or annexation under this section, the Public Education Reorganization Act, § 6-13-1601 et seq., and § 6-13-1405(a)(5) [repealed].

(b) Any isolated school within a resulting or receiving district shall remain open unless the school district board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:

(1) Unanimous vote of the full board of directors; or

(2) (A) A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education.

(B) Any school district board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section shall:

(i) No less than thirty (30) days prior to a regularly scheduled state board meeting, request a hearing on the matter before the state board and file a petition to have the motion reviewed and approved by the state board.

(ii) The petition shall:

(a) Identify the specific isolated schools or part thereof that the local board of directors has moved to close;

(b) State all reasons that the isolated schools or part thereof should be closed;

(c) State how the closure will serve the best interests of the students in the district as a whole;

(d) State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

(e) Have attached a copy of the final motion approving the closure by the local board of directors.

(C) (i) Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivision (b)(2)(A) of this section, the state board shall have the authority to review and approve or disapprove the petition.

(ii) The state board shall only approve a motion to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section if the closure is in the best interest of the students in the school district as a whole.

(iii) The state board shall not close a school if the state board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.

(D) (i) Except under subdivision (b)(2)(D)(ii) of this section, the state board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivision (b)(2)(A) of this section.

(ii) This section shall not be construed to restrict the authority of the Department of Education and the state board otherwise granted by law.

(c) Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 60, § 5; 2005, No. 1397, § 2; 2011, No. 1131, § 2.

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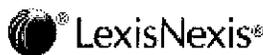
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A.C.A. § 6-20-602 (Copy w/ Cite)

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**ADE RULES GOVERNING CLOSURE OF ISOLATED
SCHOOLS**

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CLOSURE OF ISOLATED SCHOOLS
September 2012

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Closure of Isolated Schools.

2.00 AUTHORITY

- 2.01 The State Board of Education enacted these rules pursuant to Ark. Code Ann. §§ 6-11-105, 6-13-1603, 6-20-602 and 25-15-201 et seq.

3.00 DEFINITIONS

- 3.01 “Affected district” means a school district that:
- 3.01.1 Loses territory or students as a result of an administrative annexation; or
 - 3.01.2 Is involved in an administrative consolidation.
- 3.02 “Closure” means the cessation of use of an isolated school for the purpose of daily classroom instruction.
- 3.03 “Isolated school” means a school within a school district that:
- 3.03.1 Prior to administrative consolidation or annexation under Ark. Code Ann. § 6-13-1601 et seq. qualified as an isolated school district under Ark. Code Ann. § 6-20-601; and
 - 3.03.2 Is subject to administrative consolidation under Ark. Code Ann. § 6-13-1601 et seq.
- 3.04 “Partial closure” means the cessation of daily classroom instruction in one or more grade levels of an isolated school. This definition does not include the cessation of daily classroom instruction in classrooms within a particular grade level.
- 3.05 “Receiving district” means a school district or districts that receive territory or students, or both, from an affected district as a result of an administrative annexation; and
- 3.06 “Resulting district” means the new school district created from an affected district or districts as a result of an administrative consolidation.

4.00 CLOSING OF ISOLATED SCHOOLS

- 4.01 Any isolated school within a resulting or receiving district shall remain open unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:
- 4.01.1 Unanimous vote of the full board of directors; or
- 4.01.2 A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education (State Board).
- 4.02 Any school board of directors seeking the state board approval to close isolated schools or parts thereof under subdivision 4.01.2 of these rules shall:
- 4.02.1 No less than thirty (30) days prior to a regularly scheduled State Board meeting, request a hearing on the matter before the State Board and file a petition to have the motion reviewed and approved by the State Board.
- 4.02.2 The petition shall:
- 4.02.2.1 Identify the specific isolated schools or part thereof that the local board of directors has moved to close;
- 4.02.2.2 State all reasons that the isolated schools or part thereof should be closed;
- 4.02.2.3 State how the closure will serve the best interests of the students in the district as a whole;
- 4.02.2.4 State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and
- 4.02.2.5 Have attached a copy of the final motion approving the closure by the local board of directors.
- 4.03 Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivisions 4.01.2 and 4.02 of these rules, the State Board shall have the authority to review and approve or disapprove the petition.

- 4.04 The State Board shall only approve a motion to close isolated schools or parts thereof under subdivisions 4.01.2 and 4.02 of these rules if the closure is in the best interest of the students in the school district as a whole.
- 4.05 The State Board shall not close a school if the State Board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.
- 4.06 Except under subsection 4.07 of these rules, the State Board shall not require the closure of all or part of an isolated school without a motion from the local board of directors as required under subdivisions 4.01.2 and 4.02 of these rules.
- 4.07 Ark. Code Ann. § 6-20-602 and these rules shall not be construed to restrict the authority of the Department of Education and the State Board otherwise granted by law.
- 4.08 Funding for isolated school districts shall be expended by the resulting or receiving district only on the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.
- 5.00 STATE BOARD HEARING PROCEDURES – CLOSURE OF ISOLATED SCHOOLS**
- 5.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 5.02 The spokesperson(s) for the petitioning school district shall have a total of fifteen (15) minutes to present the school district's remarks. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of fifteen (15) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than fifteen (15) minutes if necessary.
- 5.04 The spokesperson(s) for the petitioning school district shall have a total of five (5) minutes to present closing remarks to the State Board. The State Board may allow more than five (5) minutes if necessary.
- 5.05 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school district's petition.
- 5.06 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.

5.07 The State Board shall issue a written order concerning the matter.

DISTRICT FINANCIAL INFORMATION

Annual Statistical Report 2012/2013

County: WOODRUFF

AUGUSTA SCHOOL DISTRICT

LEA: 7401000

	2012/2013 Actual	2013/2014 Budget		2012/2013 Actual	2013/2014 Budget	
1 Area in Square Miles	364		CURRENT EXPENDITURES			
2 ADA	429			Instruction:		
3 ADA Pct Change over 5 Years	-16%			49 Regular Instruction	2,068,063	1,974,603
4 4 Qtr ADM	453			50 Special Education	425,222	309,449
5 Prior Year 3 Qtr ADM	462			51 Career Education	161,611	163,512
6 Assessment	56,055,054			52 Adult Education	0	0
7 M&O Mills	25.00			53 Compensatory Education	493,724	463,868
8 URT Mills	25.00			54 Other	38,790	64,682
9 M&O Mills in Excess of URT	0.00			55 Total Instruction	3,187,410	2,976,114
10 Dedicated M&O Mills	0.00			District Level Support:		
11 Debt Service Mills	7.50			56 General Administration	393,021	356,522
12 Total Mills	32.50			57 Central Services	112,555	62,639
13 Total Debt Bond/Non Bond	2,135,000			58 Maintenance & Operations Of Plant	1,083,596	1,185,109
State and Local Revenue			59 Student Transportation	218,860	228,535	
14 Property Tax Receipts (Incl URT)	1,675,280	1,662,000	60 Othr District Level Support Service	72,581	45,000	
15 Other Local Receipts	1,333,362	312,560	61 Total District Support Services	1,880,613	1,877,805	
16 Revenue From Interm Srcs	0	0	School Level Support:			
17.1 Foundation Funding (Excl URT)	1,577,285	1,506,966	62 Student Support Services	174,848	258,476	
17.2 98% of URT X Assessment less Net Revenues	52,221	52,300	63 Instructional Staff Support Service	1,315,184	966,195	
18 Student Growth Funding	0	0	64 School Administration	235,091	239,467	
19 Declining Enrollment Funding	0	14,001	65 Total District Support Services	1,725,123	1,464,138	
20 Consolidation Incentive/Assistance	0	0	Non-Instructional Services:			
21 Isolated Funding	22,532	26,388	66 Food Service Operations	450,794	421,125	
22 Supplemental Millage Incent. Funds	0	0	67 Other Enterprise Operations	0	0	
23 Other Unrestricted State Funding	0	0	68 Community Operations	587	4,724	
24 Total Unrestricted Revenue from State and Local Sources	4,660,680	3,574,215	69 Other Non-Instructional Services	0	0	
Restricted Revenue from State Sources:			70 Total Non-Instructional Services	451,381	425,849	
25 Adult Education	0	0	71 Facilities Acquisition And Const.	0	0	
Regular Education:			72 Debt Service	131,292	111,000	
26 Professional Development	20,028	20,322	75 Other Non-Programmed Costs	0	0	
27 Other Regular Education	243,892	136,000	76 Total Expenditures	7,375,819	6,854,905	
Special Education:			77 Less: Capital Expenditures	(38,778)	-31,200	
28 Gifted And Talented	0	0	78 Less: Debt Service	(131,292)	-111,000	
29 Alt. Learning Environment (ALE)	11,416	19,760	79 Total Current Expenditures	7,205,750	6,712,705	
30 English Language Learner (ELL)	305	0	80 Exclusions from Current Expenditures	(479,727)	-376,674	
31 National School Lunch State Categorical Funds (NSL)	419,398	418,365	81 Net Current Expenditures	6,726,022	6,336,031	
32 Other Special Education	32,848	0	82 Per Pupil Expenditures	15,664		
33 Career Education	0	0	83 Personnel - Non-Federal Licensed Classroom FTEs	34.99		
34 School Food Service	2,382	2,500	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	1,463,088		
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	41,814		
36 Early Childhood Programs	302,704	291,600	85 Personnel - Non-Federal Licensed FTEs	40.33		
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	1,860,108		
38 Other Non-Instructional Program Aid	8,990	4,549	86 Avg Salary - Non-Federal Licensed FTEs	46,122		
39 Total Restricted Revenue from State Sources	1,041,963	893,096	87.1 Legal Balance (funds 1-2-4)	1,428,584	652,031	
40 Total Restricted Revenue from Federal Sources	2,225,734	1,690,916	87.2 Categorical Fund Balance	42,331	0	
Other Sources of Funds:			87.3 Deposits With Paying Agents (QZAB)	0	0	
41 Financing Sources	0	0	87.4 Net Legal Bal (Excl Cat & QZAB)	1,386,253	652,031	
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	0	0	
43 Indirect Cost Reimbursement	52,081	25,000	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0	
44 Gains & Losses - Sale Fixed Assets	4,201	8,000				
45 Compensation - Loss Of Fixed Assets	0	0				
46 Other	0	0				
47 Total Other Sources of Funds	56,283	33,000				
48 Total Revenue and Other Sources of Funds from All Sources	7,984,659	6,191,227				

DISTRICT ENROLLMENT INFORMATION

Augusta School District Enrollment by Race (2009-Present)

Source: ADE Data Center

2013-2014

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401000	AUGUSTA SCHOOL DISTRICT	6	0	257	11	0	0	161	435

2012-2013

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401000	AUGUSTA SCHOOL DISTRICT	6	0	287	12	0	0	157	462

2011-2012

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401000	AUGUSTA SCHOOL DISTRICT	2	0	295	15	0	0	154	466

2010-2011

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401000	AUGUSTA SCHOOL DISTRICT	1	1	305	11	0	0	158	476

2009-2010

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401000	AUGUSTA SCHOOL DISTRICT	0	0	316	11	0	0	157	484

Augusta School District Enrollment by Grade (2009-Present)

Source: ADE Data Center

2013-2014

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
43	43	27	25	23	32	34	36	32	29	39	29	43	0	0	435

2012-2013

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
51	34	28	27	34	40	34	39	31	36	37	43	28	0	0	462

2011-2012

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
42	30	27	31	40	33	34	44	34	39	40	31	41	0	0	466

2010-2011

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
39	27	27	40	32	33	43	36	37	49	39	40	34	0	0	476

2009-2010

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
39	27	27	40	32	33	43	36	37	49	39	40	34	0	0	476

Elementary School Enrollment by Race (Augusta School District 2009-Present)

Source: ADE Data Center

2013-2014

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401001	AUGUSTA ELEMENTARY SCHOOL	4	0	104	3	0	0	83	194
7401007	COTTON PLANT ELEMENTARY SCHOOL	1	0	26	1	0	0	5	33

2012-2013

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401001	AUGUSTA ELEMENTARY SCHOOL	5	0	114	4	0	0	84	207
7401007	COTTON PLANT ELEMENTARY SCHOOL	1	0	34	1	0	0	5	41

2011-2012

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401001	AUGUSTA ELEMENTARY SCHOOL	2	0	138	11	0	0	99	250
7401007	COTTON PLANT ELEMENTARY SCHOOL	0	0	28	1	0	0	2	31

2010-2011

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401001	AUGUSTA ELEMENTARY SCHOOL	1	1	147	7	0	0	87	243
7401007	COTTON PLANT ELEMENTARY SCHOOL	0	0	26	1	0	0	7	34

2009-2010

SCHOOL LEA	SCHOOL NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
7401001	AUGUSTA ELEMENTARY SCHOOL	0	0	156	5	0	0	89	250
7401007	COTTON PLANT ELEMENTARY SCHOOL	0	0	22	1	0	0	5	28

Elementary School Enrollment by Grade (Augusta School District 2009-Present)

Source: ADE Data Center

2013-2014

AUGUSTA ELEMENTARY SCHOOL														LEA: 7401001		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
34	32	20	19	23	32	34	0	0	0	0	0	0	0	0	194	

COTTON PLANT ELEMENTARY SCHOOL														LEA: 7401007		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
9	11	7	6	0	0	0	0	0	0	0	0	0	0	0	33	

2012-2013

AUGUSTA ELEMENTARY SCHOOL														LEA: 7401001		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
37	24	20	21	31	40	34	0	0	0	0	0	0	0	0	207	

COTTON PLANT ELEMENTARY SCHOOL														LEA: 7401007		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
14	10	8	6	3	0	0	0	0	0	0	0	0	0	0	41	

2011-2012

AUGUSTA ELEMENTARY SCHOOL														LEA: 7401001		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
31	22	18	28	40	33	34	44	0	0	0	0	0	0	0	250	

COTTON PLANT ELEMENTARY SCHOOL														LEA: 7401007		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
11	8	9	3	0	0	0	0	0	0	0	0	0	0	0	31	

2010-2011

AUGUSTA ELEMENTARY SCHOOL														LEA: 7401001		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
29	19	22	29	32	33	43	36	0	0	0	0	0	0	0	243	

COTTON PLANT ELEMENTARY SCHOOL														LEA: 7401007		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
10	8	5	11	0	0	0	0	0	0	0	0	0	0	0	34	

2009-2010

AUGUSTA ELEMENTARY SCHOOL													LEA: 7401001			
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
22	26	31	28	34	37	35	37	0	0	0	0	0	0	0	250	

COTTON PLANT ELEMENTARY SCHOOL													LEA: 7401007			
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
10	5	10	3	0	0	0	0	0	0	0	0	0	0	0	28	

DISTRICT ESEA REPORTS

District:AUGUSTA SCHOOL DISTRICT **Superintendent:**SCOTT JONES
School:AUGUSTA SCHOOL DISTRICT **Principal:**
LEA:7401000 **Grades:**K-12
Address:320 SYCAMORE **Enrollment:**462
AUGUSTA, AR 72006 **Attendance (3 QTR AVG):**95.86
Phone:870-347-2241 **Poverty Rate:**87.66

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	243	245	99.18	286	289	98.96
Targeted Achievement Gap Group	215	217	99.08	253	255	99.22
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	143	145	98.62	171	173	98.84
Hispanic				11	11	100.00
White	91	91	100.00	102	103	99.03
Economically Disadvantaged	211	213	99.06	251	253	99.21
English Language Learners						
Students with Disabilities	29	29	100.00	30	30	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	143	221	64.71	58.17	91.00	102	150	68.00	60.88	93.00
Targeted Achievement Gap Group	122	197	61.93	57.99	91.00	87	133	65.41	60.88	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	412	694	59.37	58.17	91.00	301	476	63.24	60.88	93.00
Targeted Achievement Gap Group	388	667	58.17	57.99	91.00	286	459	62.31	60.88	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	78	135	57.78	53.53		52	84	61.90	56.35	
Hispanic				100.00					100.00	
White	56	77	72.73	63.47		43	59	72.88	64.74	
Economically Disadvantaged	122	193	63.21	57.99		87	131	66.41	60.88	
English Language Learners				100.00					100.00	
Students with Disabilities	6	27	22.22	24.42		3	15	20.00	30.56	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	144	261	55.17	62.58	92.00	66	150	44.00	62.91	81.00
Targeted Achievement Gap Group	127	233	54.51	62.58	92.00	58	133	43.61	62.91	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	470	821	57.25	62.58	92.00	234	476	49.16	62.91	81.00
Targeted Achievement Gap Group	451	790	57.09	62.58	92.00	226	459	49.24	62.91	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	82	158	51.90	57.24		33	84	39.29	56.35	
Hispanic	7	11	63.64	69.70					100.00	
White	52	84	61.90	72.83		29	59	49.15	71.15	
Economically Disadvantaged	126	231	54.55	62.58		57	131	43.51	62.91	
English Language Learners				52.38					100.00	
Students with Disabilities	11	27	40.74	54.17		4	15	26.67	47.92	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	37	41	90.24	84.69	94.00
Targeted Achievement Gap Group	37	41	90.24	83.74	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	109	129	84.50	84.69	94.00
Targeted Achievement Gap Group	102	121	84.30	83.74	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	26	29	89.66	88.89	
Hispanic				100.00	
White	10	11	90.91	76.85	
Economically Disadvantaged	37	41	90.24	82.91	
English Language Learners				100.00	
Students with Disabilities	10	11	90.91	100.00	

District:AUGUSTA SCHOOL DISTRICT **Superintendent:**SCOTT JONES
School:AUGUSTA ELEMENTARY SCHOOL Principal:THOMAS GARNER
LEA:7401001 Grades:P-06
Address:320 SYCAMORE STREET Enrollment:207
AUGUSTA, AR 72006 Attendance (3 QTR AVG):96.58
Phone:870-347-2432 Poverty Rate:88.41

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	121	122	99.18	121	122	99.18
Targeted Achievement Gap Group	108	109	99.08	108	109	99.08
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	68	69	98.55	68	69	98.55
Hispanic						
White	51	51	100.00	51	51	100.00
Economically Disadvantaged	106	107	99.07	106	107	99.07
English Language Learners						
Students with Disabilities	16	16	100.00	16	16	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	81	107	75.70	62.68	91.00	60	86	69.77	62.53	93.00
Targeted Achievement Gap Group	69	95	72.63	62.68	91.00	52	76	68.42	62.53	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	286	435	65.75	62.68	91.00	224	347	64.55	62.53	93.00
Targeted Achievement Gap Group	274	423	64.78	62.68	91.00	216	337	64.09	62.53	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	48	65	73.85	58.33		32	51	62.75	56.30	
Hispanic				100.00					100.00	
White	31	40	77.50	66.67		27	34	79.41	68.75	
Economically Disadvantaged	69	93	74.19	62.68		52	74	70.27	62.53	
English Language Learners				100.00					100.00	
Students with Disabilities	4	14	28.57	25.00		3	11	27.27	31.16	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	75	107	70.09	73.42	92.00	42	86	48.84	68.35	81.00
Targeted Achievement Gap Group	64	95	67.37	73.42	92.00	37	76	48.68	68.35	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	301	435	69.20	73.42	92.00	186	347	53.60	68.35	81.00
Targeted Achievement Gap Group	290	423	68.56	73.42	92.00	181	337	53.71	68.35	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	45	65	69.23	64.63		24	51	47.06	60.37	
Hispanic				100.00					100.00	
White	29	40	72.50	88.33		18	34	52.94	79.17	
Economically Disadvantaged	63	93	67.74	73.42		36	74	48.65	68.35	
English Language Learners				100.00					100.00	
Students with Disabilities	6	14	42.86	47.23		4	11	36.36	49.28	

District: **AUGUSTA SCHOOL DISTRICT**
 School: COTTON PLANT ELEMENTARY SCHOOL
 LEA: 7401007
 Address: 457 W MARTIN L KING
 COTTON PLANT, AR 72036
 Phone: 870-459-3701

Superintendent: **SCOTT JONES**
 Principal: LINDER ANDERSON
 Grades: P-04
 Enrollment: 41
 Attendance (3 QTR AVG): 99.82
 Poverty Rate: 100.00

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	23	23	100.00	23	23	100.00
Targeted Achievement Gap Group	23	23	100.00	23	23	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic						
White						
Economically Disadvantaged	10	10	100.00	10	10	100.00
English Language Learners						
Students with Disabilities						

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY			2013 AMO	90TH PCTL
	# Achieved	# Tested	Percentage		
All Students				76.19	91.00
Targeted Achievement Gap Group				76.19	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	14	19	73.68	76.19	91.00
Targeted Achievement Gap Group	14	19	73.68	76.19	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				66.67	
Hispanic				100.00	
White				100.00	
Economically Disadvantaged				76.19	
English Language Learners				100.00	
Students with Disabilities				24.42	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS			2013 AMO	90TH PCTL
	# Achieved	# Tested	Percentage		
All Students				88.09	92.00
Targeted Achievement Gap Group				88.09	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	16	19	84.21	88.09	92.00
Targeted Achievement Gap Group	16	19	84.21	88.09	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				83.33	
Hispanic				69.70	
White				100.00	
Economically Disadvantaged				88.09	
English Language Learners				52.38	
Students with Disabilities				54.17	

DISTRICT REPORT CARDS

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
3rd Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	100	16.7	20	36.7	26.7	63.3	10.8	27	48.6	13.5	62.2	6.7	13.3	30	50	80	53.98	
TAGG	100																53.79	
African-American	100	15	25	30	30	60	7.7	30.8	46.2	15.4	61.5	6.3	12.5	31.3	50	81.3	48.89	
Hispanic		RV	RV	RV	RV	RV											100	
Caucasian	100	RV	RV	RV	RV	RV	18.2	18.2	54.5	9.1	63.6	7.1	14.3	28.6	50	78.6	59.81	
Economically Disadvantaged	100	16.7	20	36.7	26.7	63.3	10.8	27	48.6	13.5	62.2	6.7	13.3	30	50	80	53.79	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	16.86	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy							0					0						
Limited English Proficient		RV	RV	RV	RV	RV											100	
Female	100	5.3	15.8	42.1	36.8	78.9	11.8	17.6	58.8	11.8	70.6	RV	RV	RV	RV	RV		
Male	100	36.4	27.3	27.3	9.1	36.4	10	35	40	15	55	9.5	9.5	38.1	42.9	81		
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		
3rd Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	100	6.7	6.7	36.7	50	86.7	5.4	16.2	24.3	54.1	78.4	3.3	10	23.3	63.3	86.7	58.84	
TAGG	100																58.84	
African-American	100	10	5	35	50	85	7.7	19.2	30.8	42.3	73.1	6.3	6.3	31.3	56.3	87.5	52.97	
Hispanic		RV	RV	RV	RV	RV											66.67	
Caucasian	100	RV	RV	RV	RV	RV	0	9.1	9.1	81.8	90.9	0	14.3	14.3	71.4	85.7	70.11	
Economically Disadvantaged	100	6.7	6.7	36.7	50	86.7	5.4	16.2	24.3	54.1	78.4	3.3	10	23.3	63.3	86.7	58.84	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	49.58	
Limited English Proficient		RV	RV	RV	RV	RV											47.62	
Female	100	0	5.3	42.1	52.6	94.7	11.8	29.4	5.9	52.9	58.8	RV	RV	RV	RV	RV		
Male	100	18.2	9.1	27.3	45.5	72.7	0	5	40	55	95	4.8	14.3	23.8	57.1	81		
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
4th Grade Literacy		Annual Measurable Objective (AMO)				71.2	2011 AMO				78.4	AMO						
Combined Population	100	6.7	20	50	23.3	73.3	9.4	34.4	34.4	21.9	56.3	0	21.6	54.1	24.3	78.4	53.98	
TAGG	100						0	22.2	55.6	22.2	77.8					77.8	53.79	
African-American	100	6.3	18.8	56.3	18.8	75	9.1	31.8	36.4	22.7	59.1	0	26.1	56.5	17.4	73.9	48.89	
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						100	
Caucasian	100	7.7	23.1	46.2	23.1	69.2	RV	RV	RV	RV	RV	0	14.3	50	35.7	85.7	59.81	
Economically Disadvantaged	100	6.7	20	50	23.3	73.3	9.4	34.4	34.4	21.9	56.3	0	22.2	55.6	22.2	77.8	53.79	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	16.86
Number of recently arrived LEP students not assessed in 4th Grade Literacy							0					0						
Limited English Proficient							RV	RV	RV	RV	RV						100	
Female	100	0	0	46.2	53.8	100	5	20	45	30	75	0	10.5	57.9	31.6	89.5		
Male	100	11.8	35.3	52.9	0	52.9	16.7	58.3	16.7	8.3	25	0	33.3	50	16.7	66.7		
Migrant	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		
4th Grade Mathematics		Annual Measurable Objective (AMO)				70	2011 AMO				77.5	AMO						
Combined Population	100	13.3	26.7	16.7	43.3	60	6.3	21.9	40.6	31.3	71.9	8.1	8.1	56.8	27	83.8	58.84	
TAGG	100						8.3	8.3	58.3	25	83.3					83.3	58.84	
African-American	100	12.5	31.3	25	31.3	56.3	4.5	27.3	40.9	27.3	68.2	13	8.7	60.9	17.4	78.3	52.97	
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						66.67	
Caucasian	100	15.4	23.1	7.7	53.8	61.5	RV	RV	RV	RV	RV	0	7.1	50	42.9	92.9	70.11	
Economically Disadvantaged	100	13.3	26.7	16.7	43.3	60	6.3	21.9	40.6	31.3	71.9	8.3	8.3	58.3	25	83.3	58.84	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	49.58
Limited English Proficient							RV	RV	RV	RV	RV						47.62	
Female	100	0	30.8	15.4	53.8	69.2	0	20	55	25	80	10.5	10.5	52.6	26.3	79		
Male	100	23.5	23.5	17.6	35.3	52.9	16.7	25	16.7	41.7	58.3	5.6	5.6	61.1	27.8	88.9		
Migrant	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
5th Grade Literacy		Annual Measurable Objective (AMO)				71.2	2011 AMO				78.4					AMO	
Combined Population	100	8.3	33.3	41.7	16.7	58.3	3.3	36.7	36.7	23.3	60	3.3	20	43.3	33.3	76.7	53.98
TAGG	100						3.3	20	43.3	33.3	76.7	3.3	20	43.3	33.3	76.7	53.79
African-American	100	8.3	45.8	33.3	12.5	45.8	0	56.3	31.3	12.5	43.8	5	15	45	35	80	48.89
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100
Caucasian	100	RV	RV	RV	RV	RV	8.3	16.7	41.7	33.3	75	RV	RV	RV	RV	RV	59.81
Economically Disadvantaged	100	8.3	33.3	41.7	16.7	58.3	3.3	36.7	36.7	23.3	60	3.3	20	43.3	33.3	76.7	53.79
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	16.86
Number of recently arrived LEP students not assessed in 5th Grade Literacy							0					0					
Limited English Proficient		RV	RV	RV	RV	RV											100
Female	100	0	31.6	47.4	21.1	68.4	0	20	40	40	80	0	5.6	44.4	50	94.4	
Male	100	17.6	35.3	35.3	11.8	47.1	6.7	53.3	33.3	6.7	40	8.3	41.7	41.7	8.3	50	
Migrant		RV	RV	RV	RV	RV											
5th Grade Mathematics		Annual Measurable Objective (AMO)				70	2011 AMO				77.5					AMO	
Combined Population	100	22.2	30.6	19.4	27.8	47.2	10	16.7	43.3	30	73.3	10	23.3	43.3	23.3	66.7	58.84
TAGG	100						10	23.3	43.3	23.3	66.7	10	23.3	43.3	23.3	66.7	58.84
African-American	100	29.2	37.5	16.7	16.7	33.3	12.5	31.3	43.8	12.5	56.3	15	15	50	20	70	52.97
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.67
Caucasian	100	RV	RV	RV	RV	RV	8.3	0	41.7	50	91.7	RV	RV	RV	RV	RV	70.11
Economically Disadvantaged	100	22.2	30.6	19.4	27.8	47.2	10	16.7	43.3	30	73.3	10	23.3	43.3	23.3	66.7	58.84
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	49.58
Limited English Proficient		RV	RV	RV	RV	RV											47.62
Female	100	15.8	31.6	15.8	36.8	52.6	0	13.3	46.7	40	86.7	5.6	27.8	44.4	22.2	66.7	
Male	100	29.4	29.4	23.5	17.6	41.2	20	20	40	20	60	16.7	16.7	41.7	25	66.7	
Migrant		RV	RV	RV	RV	RV											

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
5th Grade Science																	
Combined Population	100	47.2	36.1	16.7	0	16.7	10	43.3	43.3	3.3	46.7	16.7	50	26.7	6.7	33.3	
TAGG	100						16.7	50	26.7	6.7	33.3						
African-American	100	66.7	25	8.3	0	8.3	12.5	62.5	18.8	6.3	25	20	55	20	5	25	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100	RV	RV	RV	RV	RV	8.3	25	66.7	0	66.7	RV	RV	RV	RV	RV	
Economically Disadvantaged	100	47.2	36.1	16.7	0	16.7	10	43.3	43.3	3.3	46.7	16.7	50	26.7	6.7	33.3	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient		RV	RV	RV	RV	RV											
Female	100	42.1	36.8	21.1	0	21.1	6.7	33.3	53.3	6.7	60	16.7	55.6	27.8	0	27.8	
Male	100	52.9	35.3	11.8	0	11.8	13.3	53.3	33.3	0	33.3	16.7	41.7	25	16.7	41.7	
Migrant		RV	RV	RV	RV	RV											
6th Grade Literacy																	
		Annual Measurable Objective (AMO)				67.6	2011 AMO				75.7	AMO					
Combined Population	100	15.2	39.4	24.2	21.2	45.5	23.7	26.3	42.1	7.9	50	3.2	25.8	45.2	25.8	71	53.98
TAGG	100						3.2	25.8	45.2	25.8	71	53.79					
African-American	100	20	44	24	12	36	30.4	30.4	34.8	4.3	39.1	0	37.5	50	12.5	62.5	48.89
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100
Caucasian	100	RV	RV	RV	RV	RV	18.2	27.3	45.5	9.1	54.5	7.7	15.4	46.2	30.8	76.9	59.81
Economically Disadvantaged	100	15.2	39.4	24.2	21.2	45.5	23.7	26.3	42.1	7.9	50	3.2	25.8	45.2	25.8	71	53.79
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	16.86
Number of recently arrived LEP students not assessed in 6th Grade Literacy							0					0					
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						100
Female	100	13.3	26.7	26.7	33.3	60	16.7	16.7	50	16.7	66.7	0	20	33.3	46.7	80	
Male	100	16.7	50	22.2	11.1	33.3	30	35	35	0	35	6.3	31.3	56.3	6.3	62.5	
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
6th Grade Mathematics		Annual Measurable Objective (AMO) 64.55					2011 AMO 73.41					AMO					
Combined Population	100	12.1	36.4	33.3	18.2	51.5	36.8	15.8	15.8	31.6	47.4	12.9	22.6	35.5	29	64.5	58.84
TAGG	100						12.9	22.6	35.5	29	64.5	58.84					
African-American	100	16	40	32	12	44	56.5	17.4	8.7	17.4	26.1	12.5	31.3	37.5	18.8	56.3	52.97
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.67
Caucasian	100	RV	RV	RV	RV	RV	9.1	18.2	27.3	45.5	72.7	15.4	15.4	30.8	38.5	69.2	70.11
Economically Disadvantaged	100	12.1	36.4	33.3	18.2	51.5	36.8	15.8	15.8	31.6	47.4	12.9	22.6	35.5	29	64.5	58.84
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	49.58
Limited English Proficient							RV	RV	RV	RV	RV						47.62
Female	100	13.3	26.7	33.3	26.7	60	38.9	5.6	11.1	44.4	55.6	13.3	20	26.7	40	66.7	
Male	100	11.1	44.4	33.3	11.1	44.4	35	25	20	20	40	12.5	25	43.8	18.8	62.5	
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						
7th Grade Literacy		Annual Measurable Objective (AMO) 67.6					2011 AMO 75.7					AMO					
Combined Population	100	11.1	44.4	36.1	8.3	44.4	8.8	38.2	44.1	8.8	52.9	7.3	41.5	31.7	19.5	51.2	53.98
TAGG	100						7.3	41.5	31.7	19.5	51.2	53.79					
African-American	100	8.7	47.8	34.8	8.7	43.5	12	40	40	8	48	8.3	58.3	25	8.3	33.3	48.89
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100
Caucasian	100	15.4	38.5	38.5	7.7	46.2	RV	RV	RV	RV	RV	7.1	21.4	42.9	28.6	71.4	59.81
Economically Disadvantaged	100	11.1	44.4	36.1	8.3	44.4	8.8	38.2	44.1	8.8	52.9	7.3	41.5	31.7	19.5	51.2	53.79
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	16.86
Number of recently arrived LEP students not assessed in 7th Grade Literacy						0					0						
Limited English Proficient																	100
Female	100	5.3	42.1	47.4	5.3	52.6	6.3	18.8	56.3	18.8	75	0	29.4	35.3	35.3	70.6	
Male	100	17.6	47.1	23.5	11.8	35.3	11.1	55.6	33.3	0	33.3	12.5	50	29.2	8.3	37.5	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
7th Grade Mathematics		Annual Measurable Objective (AMO)				64.55	2011 AMO				73.41					AMO	
Combined Population	100	22.2	33.3	33.3	11.1	44.4	8.8	17.6	52.9	20.6	73.5	31.7	14.6	31.7	22	53.7	58.84
TAGG	100						31.7	14.6	31.7	22	53.7	58.84					
African-American	100	21.7	39.1	30.4	8.7	39.1	12	24	48	16	64	50	16.7	16.7	16.7	33.3	52.97
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.67
Caucasian	100	23.1	23.1	38.5	15.4	53.8	RV	RV	RV	RV	RV	7.1	14.3	50	28.6	78.6	70.11
Economically Disadvantaged	100	22.2	33.3	33.3	11.1	44.4	8.8	17.6	52.9	20.6	73.5	31.7	14.6	31.7	22	53.7	58.84
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	49.58
Limited English Proficient																	47.62
Female	100	21.1	47.4	31.6	0	31.6	6.3	12.5	50	31.3	81.3	29.4	5.9	17.7	47.1	64.7	
Male	100	23.5	17.6	35.3	23.5	58.8	11.1	22.2	55.6	11.1	66.7	33.3	20.8	41.7	4.2	45.8	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
7th Grade Science																	
Combined Population	100	52.8	38.9	8.3	0	8.3	44.1	38.2	14.7	2.9	17.6	51.2	34.2	9.8	4.9	14.6	
TAGG	100						51.2	34.2	9.8	4.9	14.6	51.2	34.2	9.8	4.9	14.6	
African-American	100	60.9	34.8	4.3	0	4.3	56	24	16	4	20	79.2	20.8	0	0	0	
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100	38.5	46.2	15.4	0	15.4	RV	RV	RV	RV	RV	7.1	57.1	21.4	14.3	35.7	
Economically Disadvantaged	100	52.8	38.9	8.3	0	8.3	44.1	38.2	14.7	2.9	17.6	51.2	34.2	9.8	4.9	14.6	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient																	
Female	100	52.6	47.4	0	0	0	50	31.3	12.5	6.3	18.8	58.8	29.4	5.9	5.9	11.8	
Male	100	52.9	29.4	17.6	0	17.6	38.9	44.4	16.7	0	16.7	45.8	37.5	12.5	4.2	16.7	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
8th Grade Literacy		Annual Measurable Objective (AMO)					67.6	2011 AMO					75.7	AMO				
Combined Population	97.1	23.8	45.2	26.2	4.8	31	16.7	36.1	38.9	8.3	47.2	16.1	22.6	41.9	19.4	61.3	53.98	
TAGG	97.1						16.1	22.6	41.9	19.4	61.3	53.79						
African-American	96	27.6	51.7	17.2	3.4	20.7	20.8	29.2	45.8	4.2	50	17.4	30.4	34.8	17.4	52.2	48.89	
Hispanic																	100	
Caucasian	100	15.4	30.8	46.2	7.7	53.8	8.3	50	25	16.7	41.7	RV	RV	RV	RV	RV	59.81	
Economically Disadvantaged	97.1	23.8	45.2	26.2	4.8	31	16.7	36.1	38.9	8.3	47.2	16.1	22.6	41.9	19.4	61.3	53.79	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	16.86	
Number of recently arrived LEP students not assessed in 8th Grade Literacy							0					0						
Limited English Proficient																	100	
Female	94.1	7.7	42.3	42.3	7.7	50	15	35	40	10	50	14.3	14.3	50	21.4	71.4		
Male	100	50	50	0	0	0	18.8	37.5	37.5	6.3	43.8	17.7	29.4	35.3	17.7	52.9		
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV							
8th Grade Mathematics		Annual Measurable Objective (AMO)					64.55	2011 AMO					73.41	AMO				
Combined Population	97.1	78.6	2.4	11.9	7.1	19	50	19.4	27.8	2.8	30.6	29	29	35.5	6.5	41.9	58.84	
TAGG	97.1						29	29	35.5	6.5	41.9	58.84						
African-American	96	86.2	3.4	6.9	3.4	10.3	58.3	12.5	29.2	0	29.2	39.1	30.4	26.1	4.4	30.4	52.97	
Hispanic																	66.67	
Caucasian	100	61.5	0	23.1	15.4	38.5	33.3	33.3	25	8.3	33.3	RV	RV	RV	RV	RV	70.11	
Economically Disadvantaged	97.1	78.6	2.4	11.9	7.1	19	50	19.4	27.8	2.8	30.6	29	29	35.5	6.5	41.9	58.84	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	49.58	
Limited English Proficient																	47.62	
Female	94.1	69.2	3.8	15.4	11.5	26.9	50	25	25	0	25	35.7	14.3	42.9	7.1	50		
Male	100	93.8	0	6.3	0	6.3	50	12.5	31.3	6.3	37.5	23.5	41.2	29.4	5.9	35.3		
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV							

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
EOC Algebra 1		Annual Measurable Objective (AMO)				64.6	2011 AMO				73.45					AMO	
Combined Population	93.9	7.1	32.1	50	10.7	60.7	8.6	54.3	37.1	0	37.1	6.7	43.3	40	10	50	58.84
TAGG	93.8						3.5	44.8	41.4	10.3	51.7	58.84					
African-American	92	5.6	38.9	55.6	0	55.6	10	55	35	0	35	4.4	43.5	43.5	8.7	52.2	52.97
Hispanic							RV	RV	RV	RV	RV						66.67
Caucasian	100	10	20	40	30	70	7.7	46.2	46.2	0	46.2	RV	RV	RV	RV	RV	70.11
Economically Disadvantaged	93.8	10	35	55	0	55	8.6	54.3	37.1	0	37.1	3.5	44.8	41.4	10.3	51.7	58.84
Students with Disabilities	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	49.58
Limited English Proficient							RV	RV	RV	RV	RV						47.62
Female	95	5.6	33.3	50	11.1	61.1	5.3	57.9	36.8	0	36.8	0	38.9	55.6	5.6	61.1	
Male	91.7	10	30	50	10	60	12.5	50	37.5	0	37.5	9.1	54.6	18.2	18.2	36.4	
Migrant							RV	RV	RV	RV	RV						
Biology																	
Combined Population	100	47.5	20	22.5	10	32.5	33.3	33.3	22.2	11.1	33.3	22	56.1	9.8	12.2	22	
TAGG	100											22	56.1	9.8	12.2	22	
African-American	100	51.6	19.4	16.1	12.9	29	40.9	31.8	13.6	13.6	27.3	31	55.2	3.5	10.3	13.8	
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						
Caucasian	100	RV	RV	RV	RV	RV	16.7	33.3	41.7	8.3	50	0	58.3	25	16.7	41.7	
Economically Disadvantaged	100	58.1	16.1	16.1	9.7	25.8	34.3	34.3	22.9	8.6	31.4	22	56.1	9.8	12.2	22	
Students with Disabilities	100	41.7	0	25	33.3	58.3	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						
Female	100	43.8	31.3	18.8	6.3	25	47.1	29.4	23.5	0	23.5	12	68	8	12	20	
Male	100	50	12.5	25	12.5	37.5	21.1	36.8	21.1	21.1	42.1	37.5	37.5	12.5	12.5	25	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
EOC Geometry		Annual Measurable Objective (AMO) 64.6					2011 AMO 73.45					AMO					
Combined Population	97.4	30.3	39.4	24.2	6.1	30.3	22.2	44.4	28.9	4.4	33.3	17.1	37.1	40	5.7	45.7	58.84
TAGG	97.3											17.7	38.2	41.2	2.9	44.1	58.84
African-American	100	39.1	47.8	13	0	13	31	37.9	27.6	3.4	31	16.7	54.2	29.2	0	29.2	52.97
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						66.67
Caucasian	90.9	RV	RV	RV	RV	RV	7.1	50	35.7	7.1	42.9	20	0	70	10	80	70.11
Economically Disadvantaged	97.3	36	44	16	4	20	22.2	44.4	28.9	4.4	33.3	17.7	38.2	41.2	2.9	44.1	58.84
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	49.58
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						47.62
Female	95.2	35.7	35.7	28.6	0	28.6	25	35.7	35.7	3.6	39.3	16.7	38.9	44.4	0	44.4	
Male	100	26.3	42.1	21.1	10.5	31.6	17.6	58.8	17.6	5.9	23.5	18.8	37.5	37.5	6.3	43.8	
Migrant																	
Grade 11 Literacy		Annual Measurable Objective (AMO) 67.75					2011 AMO 75.81					AMO					
Combined Population	96.3	12.5	56.3	31.3	0	31.3	37.5	37.5	20	5	25	19.2	50	30.8	0	30.8	53.98
TAGG	96.2											20	52	28	0	28	53.79
African-American	100	18.2	54.5	27.3	0	27.3	44.8	41.4	10.3	3.4	13.8	26.3	52.6	21.1	0	21.1	48.89
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100
Caucasian	83.3	0	60	40	0	40	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	59.81
Economically Disadvantaged	96.2	11.5	57.7	30.8	0	30.8	38.5	38.5	17.9	5.1	23.1	20	52	28	0	28	53.79
Students with Disabilities	100	RV	RV	RV	RV	RV	50	41.7	0	8.3	8.3	RV	RV	RV	RV	RV	16.86
Number of recently arrived LEP students not assessed in Grade 11 Literacy						0					0						
Limited English Proficient																	100
Female	91.7	6.7	73.3	20	0	20	35.3	35.3	23.5	5.9	29.4	0	63.6	36.4	0	36.4	
Male	100	17.6	41.2	41.2	0	41.2	39.1	39.1	17.4	4.3	21.7	33.3	40	26.7	0	26.7	
Migrant							RV	RV	RV	RV	RV						

AUGUSTA ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 1: ACHIEVEMENT

Norm-Referenced Test*	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	44	41	42	57	48	65	60	58	66
Grade One Math Problems	60	62	51	64	53	55	54	55	56
Grade Two Reading Comprehension	24	27	42	68	66	67	56	51	67
Grade Two Math Problems	30	31	53	56	52	56	35	28	58
Grade Three Reading	36	35	55	39	39	51	50	50	51
Grade Three Math	44	44	60	45	42	57	55	58	58
Grade Four Reading	59	59	72	38	38	52	34	34	52
Grade Four Math	60	60	72	46	46	62	50	50	62
Grade Five Reading	43	43	66	39	39	47	28	28	47
Grade Five Math	51	51	67	45	45	57	41	41	57
Grade Five Science	32	32	62	50	50	61	40	40	61
Grade Six Reading	43	43	54	29	29	47	34	34	47
Grade Six Math	63	63	71	41	41	57	44	44	58
Grade Seven Reading	38	38	63	33	33	51	32	32	51
Grade Seven Math	43	43	66	50	50	55	39	39	55
Grade Seven Science	37	37	65	45	45	62	36	36	62
Grade Eight Reading		32	63		31	53		36	54
Grade Eight Math		38	74		34	55		43	56
Grade Nine Reading Comprehension		19	46		31	49		29	49
Grade Nine Math Concepts and Problems		42	67		32	55		38	56

AUGUSTA SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT									6,029
District Provided College Prep for Students Taking ACT in Grades 9-11									37
Number of Students in College and Career Readiness Planning (CCRPP)								23	1,193
Number of Students Taking ACT in Grades 9-11								23	37,235
Number of Students Taking ACT in Grade 12								27	26,716
ACT Reading		17.8	21		17	21		19	22
ACT English		15.9	21		16.2	20		17.3	21
ACT Mathematics		16.6	20		17.1	20		17.5	21
ACT Science		17.7	21		17.2	21		18.6	21
ACT Composite		17	21		16.3	21		17.9	21
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test									827
SAT Critical Reading Mean									570
SAT Math Mean									573
SAT Writing Mean									555
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	.	44	21,226	.	33	22,783	.	36	24,357
Number of AP Exams Taken	.	47	32,923	.	14	35,183	.	18	39,314
Number of AP Exams Scored 3, 4, or 5	.	0	9,541	.	1	10,581	.	0	14,234
Number of Students Taking International Baccalaureate Courses									386

*Note: Norm-Referenced Test used for 2009-10 was the SAT10. ITBS was used for 2010-11 and 2011-12.

AUGUSTA ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards	N	1	449	N	0	335			
First Year Not to Meet Standards (Alert)	N	0	213	N	1	256			
Year One of Targeted School Improvement**	N	0	30	N	0	32			
Year Two of Targeted School Improvement	N	0	35	N	0	19			
Targeted Corrective Action	N	0	32	N	0	19			
Targeted Intensive School Improvement	N	0	13	N	0	11			
Targeted Restructuring	N	0	7	N	0	5			
Year One of Whole School Improvement	N	0	80	N	0	110			
Year Two of Whole School Improvement	N	0	46	N	0	69			
Whole School Corrective Action	N	1	35	N	0	46			
Whole School Intensive Improvement	N	0	29	N	1	39			
Whole School Intensive Restructuring	N	0	36	N	0	28			
State Directed	Y	1	78	Y	1	102			
Arkansas ESEA Accountability 2012									
Needs Improvement							N	0	580
Needs Improvement Priority							N	1	48
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	11
Needs Improvement Focus							Y	1	109
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	36
Achieving							N	1	336
Exemplary							N	1	18
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	3			2			3		
1-Schools in Need of Immediate Improvement		1	115		1	214		0	85
2-Schools Approaching Standards (Alert)		0	252		1	251		1	231
3-Schools Meeting Improvement Standards		1	313		0	311		1	349
4-Schools Exceeding Improvement Standards		0	244		0	183		0	264
5-Schools of Excellence for Improvement		0	93		0	49		0	76

AUGUSTA ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Status)									
Performance (Status) School Rating	3			3			4		
1-Schools in Need of Immediate Improvement		0	7		0	6		0	8
2-Schools approaching standards (alert)		1	19		1	16		0	0
3-Schools Meeting Standards		1	246		1	187		1	150
4-Schools Exceeding Standards		0	506		1	496		1	416
5-Schools of Excellence		1	260		0	321		1	444
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y			Y			Y	
Annual Accreditation Status									
Annual Accreditation Status Accredited	NO	0	776	NO	0	853	YES	3	838
Accredited-Cited	YES	2	227	NO	2	183	NO	0	209
Accredited-Probationary	NO	1	63	YES	1	27	NO	0	19
Attendance Rate									
Attendance Rate	94.1	92.1	94.2	94.6	93.2	94.7	98.9	96.3	95.2
Dropout Rate									
Dropout Rate	5	4.9	2.5	5.6	5.1	2.6	2.3	3.5	2.4
Graduation Rate									
Graduation Rate Combined		81.6	77.2		82.1	79.6		90.2	84.1
Graduation Rate for Targeted Achievement Gap Group								90.2	79.3
Graduation Rate African American					84	71.4		89.7	78.1
Graduation Rate Hispanic					NA	74		RV	78
Graduation Rate Caucasian					78.6	83.2		90.9	87
Graduation Rate Economically Disadvantaged					82.1	74.5		90.2	79.1
Graduation Rate Students with Disabilities					60	73.8		90.9	79.2
Graduation Rate Limited English Proficient					NA	71.1		NA	77.3
Grade Inflation Rate		28.6	7.4		36	4.7		56.3	5.5
College Remediation Rate		81.8	49.1		94.1	51		57.1	48.7
October 1 Enrollment	250	484	467,061	243	476	468,066	250	466	468,656

AUGUSTA SCHOOL DISTRICT

INDICATOR 3: RETENTION

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	2	3	1,687	1	1	1,653	1	2	1,535
Percent of Students Retained at Grade 1	7.7	9.7	4.5	5.3	3.7	4.4	4.6	6.7	4.1
Number of Students Retained at Grade 2	0	0	786	0	0	634	1	2	595
Percent of Students Retained at Grade 2	0	0	2.1	0	0	1.7	5.6	7.4	1.6
Number of Students Retained at Grade 3	0	0	359	1	1	286	0	0	305
Percent of Students Retained at Grade 3	0	0	1	3.5	2.5	0.8	0	0	0.8
Number of Students Retained at Grade 4	0	0	1	3.5	2.5	0.8	0	0	0.8
Percent of Students Retained at Grade 4	0	0	0.5	0	0	0.4	2.5	2.5	0.4
Number of Students Retained at Grade 5	0	0	140	0	0	105	0	0	83
Percent of Students Retained at Grade 5	0	0	0.4	0	0	0.3	0	0	0.2
Number of Students Retained at Grade 6	1	1	185	0	0	133	0	0	138
Percent of Students Retained at Grade 6	2.9	2.9	0.5	0	0	0.4	0	0	0.4
Number of Students Retained at Grade 7	0	0	401	0	0	369	0	8	318
Percent of Students Retained at Grade 7	0	0	1.1	0	0	1	0	18.2	0.9
Number of Students Retained at Grade 8	0	0	418	0	0	400	0	0	256
Percent of Students Retained at Grade 8	0	0	1.2	0	0	1.1	0	0	0.7

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discipline Training Provided to Staff	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parental Involvement Plan Adopted	Y	Y	Y	Y	Y	Y	Y	Y	Y
District Alternative Learning Environment Compliance		Y	94%		Y	98%		Y	99%
Expulsions	0	0	0.1	0	0	0.1	0	0	0.1
Weapons Incidents	0	0	0.1	0	0.2	0.2	0	0.4	0.1
Staff Assaults	0	0	0.1	0	0	0.1	0	0	0.1
Student Assaults		0	0.5		0	0.4		0	0.4

AUGUSTA SCHOOL DISTRICT

INDICATOR 5: TEACHER QUALITY

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	89	84	96.3	86.1	85.1	95.7	100	100	98.2
% Teaching with Emergency/Provisional Credentials	3	7	2.7	3	7.5	2.4	3.4	6.7	2
% Teachers with Bachelor's Degree	65.8	60.9	53.6	61.1	55.2	51.1	84	75.9	59.3
% Teachers with Master's Degree	28.9	31.9	44.2	36.1	38.8	46.1	16	24.1	39.8
% Teachers with Advanced Degree	0	0	1.5	0	0	2	0	0	0.6
Highly Qualified (HQ) Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0	2.3	1.5	0	0.7	1.4	0	2.4	1
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA		1.1	NA		0.9	NA		0.5
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0	2.3	1.1	0	0.7	1.2	0	2.4	0.8
School Board Member Names*							Hours of Training		
Cleodis Smith							0		
Robert Tripp							6		
James Harston							6		
Janice Collier							6		
Terry Shadwick							3		
Debbie Briscoe							6		
Leslie Collins							3		

*Note: School Board members who were recently elected may not have completed all of their training prior to the printing of this School Performance Report.

INDICATOR 6: CHOICE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	0.4	0.2	3	0.4	0.2	3.3	0	0	2.8

AUGUSTA ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 7: SCHOOL FUNDING

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Mills Voted		32.5	36.82		32.5	36.96		32.5	37.17
Expenditure Per Student		\$13,624	\$9,228		\$14,620	\$9,315		\$14,097	\$9,379
Average Teacher Salary		\$40,686	\$42,802		\$38,295	\$46,663		\$41,197	\$49,946
Total Expenditures		\$7,091,511	\$3,959,816,065		\$7,234,649	\$5,171,678,766		\$6,958,503	\$5,196,885,067
Instructional Expenditures		\$3,708,266	\$2,258,641,720		\$3,461,180	\$2,508,579,625		\$3,352,779	\$2,485,540,210
Administrative Expenditures		\$631,576	\$312,114,009		\$625,090	\$97,063,107		\$594,296	\$317,870,955
Extracurricular Expenditures		\$211,638	\$165,716,258		\$175,657	\$165,701,106		\$138,305	\$201,604,356
Capital Expenditures		\$203,082	\$650,002,941		\$26,344	\$649,987,805		\$38,154	\$608,547,135
Debt Service Expenditures		\$253,592	\$221,173,099		\$240,958	\$226,232,300		\$231,194	\$267,265,988
Percent of Students Eligible for Free and Reduced Meals		87	59.1		100	60		100	60.5
State Free and Reduced-Price Meal Rate***			55.9%			58.2%			60.33%
National Free and Reduced-Price Meal Rate**			51.2%			49.2%			53.92%

**Source: FNS National databank for federal fiscal year 2012.

***State Free and Reduced Meal Rate includes preschool and adult education students.

AUGUSTA SCHOOL DISTRICT

Augmented Criterion Referenced Achievement by Grade and Subgroup

INDICATOR 1: ACHIEVEMENT

	Percent Tested 2011-12	2009-2010					2010-2011					2011-2012					School
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
3rd Grade Literacy		Annual Measurable Objective (AMO)				71.2	2011 AMO				78.4					AMO	
Combined Population	100	18.5	18.5	37	25.9	63	10.3	31	44.8	13.8	58.6	7.4	14.8	29.6	48.2	77.8	58.94
TAGG	100											7.4	14.8	29.6	48.2	77.8	58.94
African-American	100	17.6	23.5	29.4	29.4	58.8	5	35	40	20	60	7.7	15.4	30.8	46.2	76.9	54.17
Hispanic		RV	RV	RV	RV	RV											100
Caucasian	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	7.1	14.3	28.6	50	78.6	63.33
Economically Disadvantaged	100	18.5	18.5	37	25.9	63	10.3	31	44.8	13.8	58.6	7.4	14.8	29.6	48.2	77.8	58.94
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.5
Number of recently arrived LEP students not assessed in 3rd Grade Literacy							0					0					
Limited English Proficient		RV	RV	RV	RV	RV											100
Female	100	6.3	12.5	43.8	37.5	81.3	16.7	25	50	8.3	58.3	RV	RV	RV	RV	RV	
Male	100	36.4	27.3	27.3	9.1	36.4	5.9	35.3	41.2	17.6	58.8	10.5	10.5	36.8	42.1	79	
Migrant							RV	RV	RV	RV	RV						
3rd Grade Mathematics		Annual Measurable Objective (AMO)				70	2011 AMO				77.5					AMO	
Combined Population	100	7.4	7.4	37	48.1	85.2	6.9	13.8	20.7	58.6	79.3	3.7	11.1	25.9	59.3	85.2	70.76
TAGG	100											3.7	11.1	25.9	59.3	85.2	70.76
African-American	100	11.8	5.9	35.3	47.1	82.4	10	15	25	50	75	7.7	7.7	38.5	46.2	84.6	61.09
Hispanic		RV	RV	RV	RV	RV											100
Caucasian	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	0	14.3	14.3	71.4	85.7	87.17
Economically Disadvantaged	100	7.4	7.4	37	48.1	85.2	6.9	13.8	20.7	58.6	79.3	3.7	11.1	25.9	59.3	85.2	70.76
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.95
Limited English Proficient		RV	RV	RV	RV	RV											100
Female	100	0	6.3	43.8	50	93.8	16.7	25	8.3	50	58.3	RV	RV	RV	RV	RV	
Male	100	18.2	9.1	27.3	45.5	72.7	0	5.9	29.4	64.7	94.1	5.3	15.8	26.3	52.6	79	
Migrant							RV	RV	RV	RV	RV						

AUGUSTA SCHOOL DISTRICT

Augmented Criterion Referenced Achievement by Grade and Subgroup

INDICATOR 1: ACHIEVEMENT

	Percent Tested 2011-12	2009-2010					2010-2011					2011-2012					School
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
4th Grade Literacy		Annual Measurable Objective (AMO) 71.2					2011 AMO 78.4					AMO					
Combined Population	100	6.7	20	50	23.3	73.3	9.4	34.4	34.4	21.9	56.3	0	22.2	55.6	22.2	77.8	58.94
TAGG	100											0	22.2	55.6	22.2	77.8	58.94
African-American	100	6.3	18.8	56.3	18.8	75	9.1	31.8	36.4	22.7	59.1	0	26.1	56.5	17.4	73.9	54.17
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						100
Caucasian	100	7.7	23.1	46.2	23.1	69.2	RV	RV	RV	RV	RV	0	15.4	53.9	30.8	84.6	63.33
Economically Disadvantaged	100	6.7	20	50	23.3	73.3	9.4	34.4	34.4	21.9	56.3	0	22.2	55.6	22.2	77.8	58.94
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.5
Number of recently arrived LEP students not assessed in 4th Grade Literacy							0					0					
Limited English Proficient							RV	RV	RV	RV	RV						100
Female	100	0	0	46.2	53.8	100	5	20	45	30	75	0	11.1	61.1	27.8	88.9	
Male	100	11.8	35.3	52.9	0	52.9	16.7	58.3	16.7	8.3	25	0	33.3	50	16.7	66.7	
Migrant	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
4th Grade Mathematics		Annual Measurable Objective (AMO) 70					2011 AMO 77.5					AMO					
Combined Population	100	13.3	26.7	16.7	43.3	60	6.3	21.9	40.6	31.3	71.9	8.3	8.3	58.3	25	83.3	70.76
TAGG	100											8.3	8.3	58.3	25	83.3	70.76
African-American	100	12.5	31.3	25	31.3	56.3	4.5	27.3	40.9	27.3	68.2	13	8.7	60.9	17.4	78.3	61.09
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						100
Caucasian	100	15.4	23.1	7.7	53.8	61.5	RV	RV	RV	RV	RV	0	7.7	53.9	38.5	92.3	87.17
Economically Disadvantaged	100	13.3	26.7	16.7	43.3	60	6.3	21.9	40.6	31.3	71.9	8.3	8.3	58.3	25	83.3	70.76
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.95
Limited English Proficient							RV	RV	RV	RV	RV						100
Female	100	0	30.8	15.4	53.8	69.2	0	20	55	25	80	11.1	11.1	55.6	22.2	77.8	
Male	100	23.5	23.5	17.6	35.3	52.9	16.7	25	16.7	41.7	58.3	5.6	5.6	61.1	27.8	88.9	
Migrant	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

AUGUSTA SCHOOL DISTRICT

Augmented Criterion Referenced Achievement by Grade and Subgroup

INDICATOR 1: ACHIEVEMENT

	Percent Tested 2011-12	2009-2010					2010-2011					2011-2012					School
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
5th Grade Literacy		Annual Measurable Objective (AMO) 71.2					2011 AMO 78.4					AMO					
Combined Population	100	8.3	33.3	41.7	16.7	58.3	3.3	36.7	36.7	23.3	60	3.3	20	43.3	33.3	76.7	58.94
TAGG	100											3.3	20	43.3	33.3	76.7	58.94
African-American	100	8.3	45.8	33.3	12.5	45.8	0	56.3	31.3	12.5	43.8	5	15	45	35	80	54.17
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100
Caucasian	100	RV	RV	RV	RV	RV	8.3	16.7	41.7	33.3	75	RV	RV	RV	RV	RV	63.33
Economically Disadvantaged	100	8.3	33.3	41.7	16.7	58.3	3.3	36.7	36.7	23.3	60	3.3	20	43.3	33.3	76.7	58.94
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.5
Number of recently arrived LEP students not assessed in 5th Grade Literacy						0					0						
Limited English Proficient		RV	RV	RV	RV	RV											100
Female	100	0	31.6	47.4	21.1	68.4	0	20	40	40	80	0	5.6	44.4	50	94.4	
Male	100	17.6	35.3	35.3	11.8	47.1	6.7	53.3	33.3	6.7	40	8.3	41.7	41.7	8.3	50	
Migrant		RV	RV	RV	RV	RV											
5th Grade Mathematics		Annual Measurable Objective (AMO) 70					2011 AMO 77.5					AMO					
Combined Population	100	22.2	30.6	19.4	27.8	47.2	10	16.7	43.3	30	73.3	10	23.3	43.3	23.3	66.7	70.76
TAGG	100											10	23.3	43.3	23.3	66.7	70.76
African-American	100	29.2	37.5	16.7	16.7	33.3	12.5	31.3	43.8	12.5	56.3	15	15	50	20	70	61.09
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100
Caucasian	100	RV	RV	RV	RV	RV	8.3	0	41.7	50	91.7	RV	RV	RV	RV	RV	87.17
Economically Disadvantaged	100	22.2	30.6	19.4	27.8	47.2	10	16.7	43.3	30	73.3	10	23.3	43.3	23.3	66.7	70.76
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.95
Limited English Proficient		RV	RV	RV	RV	RV											100
Female	100	15.8	31.6	15.8	36.8	52.6	0	13.3	46.7	40	86.7	5.6	27.8	44.4	22.2	66.7	
Male	100	29.4	29.4	23.5	17.6	41.2	20	20	40	20	60	16.7	16.7	41.7	25	66.7	
Migrant		RV	RV	RV	RV	RV											

AUGUSTA SCHOOL DISTRICT

Augmented Criterion Referenced Achievement by Grade and Subgroup

INDICATOR 1: ACHIEVEMENT

	Percent Tested 2011-12	2009-2010					2010-2011					2011-2012					School
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
5th Grade Science																	
Combined Population	100	47.2	36.1	16.7	0	16.7	10	43.3	43.3	3.3	46.7	16.7	50	26.7	6.7	33.3	
TAGG	100											16.7	50	26.7	6.7	33.3	
African-American	100	66.7	25	8.3	0	8.3	12.5	62.5	18.8	6.3	25	20	55	20	5	25	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100	RV	RV	RV	RV	RV	8.3	25	66.7	0	66.7	RV	RV	RV	RV	RV	
Economically Disadvantaged	100	47.2	36.1	16.7	0	16.7	10	43.3	43.3	3.3	46.7	16.7	50	26.7	6.7	33.3	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient		RV	RV	RV	RV	RV											
Female	100	42.1	36.8	21.1	0	21.1	6.7	33.3	53.3	6.7	60	16.7	55.6	27.8	0	27.8	
Male	100	52.9	35.3	11.8	0	11.8	13.3	53.3	33.3	0	33.3	16.7	41.7	25	16.7	41.7	
Migrant		RV	RV	RV	RV	RV											
6th Grade Literacy																	
		Annual Measurable Objective (AMO)				67.6	2011 AMO				75.7						AMO
Combined Population	100	15.2	39.4	24.2	21.2	45.5	23.7	26.3	42.1	7.9	50	3.2	25.8	45.2	25.8	71	58.94
TAGG	100											3.2	25.8	45.2	25.8	71	58.94
African-American	100	20	44	24	12	36	30.4	30.4	34.8	4.3	39.1	0	37.5	50	12.5	62.5	54.17
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100
Caucasian	100	RV	RV	RV	RV	RV	18.2	27.3	45.5	9.1	54.5	7.7	15.4	46.2	30.8	76.9	63.33
Economically Disadvantaged	100	15.2	39.4	24.2	21.2	45.5	23.7	26.3	42.1	7.9	50	3.2	25.8	45.2	25.8	71	58.94
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.5
Number of recently arrived LEP students not assessed in 6th Grade Literacy							0						0				
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						100
Female	100	13.3	26.7	26.7	33.3	60	16.7	16.7	50	16.7	66.7	0	20	33.3	46.7	80	
Male	100	16.7	50	22.2	11.1	33.3	30	35	35	0	35	6.3	31.3	56.3	6.3	62.5	
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						

AUGUSTA SCHOOL DISTRICT

Augmented Criterion Referenced Achievement by Grade and Subgroup

INDICATOR 1: ACHIEVEMENT

	Percent Tested 2011-12	2009-2010					2010-2011					2011-2012					School
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
6th Grade Mathematics		Annual Measurable Objective (AMO) 64.55					2011 AMO 73.41					AMO					
Combined Population	100	12.1	36.4	33.3	18.2	51.5	36.8	15.8	15.8	31.6	47.4	12.9	22.6	35.5	29	64.5	70.76
TAGG	100											12.9	22.6	35.5	29	64.5	70.76
African-American	100	16	40	32	12	44	56.5	17.4	8.7	17.4	26.1	12.5	31.3	37.5	18.8	56.3	61.09
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100
Caucasian	100	RV	RV	RV	RV	RV	9.1	18.2	27.3	45.5	72.7	15.4	15.4	30.8	38.5	69.2	87.17
Economically Disadvantaged	100	12.1	36.4	33.3	18.2	51.5	36.8	15.8	15.8	31.6	47.4	12.9	22.6	35.5	29	64.5	70.76
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.95
Limited English Proficient							RV	RV	RV	RV	RV						100
Female	100	13.3	26.7	33.3	26.7	60	38.9	5.6	11.1	44.4	55.6	13.3	20	26.7	40	66.7	
Male	100	11.1	44.4	33.3	11.1	44.4	35	25	20	20	40	12.5	25	43.8	18.8	62.5	
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						
7th Grade Literacy		Annual Measurable Objective (AMO) 67.6					2011 AMO 75.7					AMO					
Combined Population	100	11.1	44.4	36.1	8.3	44.4	8.8	38.2	44.1	8.8	52.9	7.3	41.5	31.7	19.5	51.2	58.94
TAGG	100											7.3	41.5	31.7	19.5	51.2	58.94
African-American	100	8.7	47.8	34.8	8.7	43.5	12	40	40	8	48	8.3	58.3	25	8.3	33.3	54.17
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	100
Caucasian	100	15.4	38.5	38.5	7.7	46.2	RV	RV	RV	RV	RV	7.1	21.4	42.9	28.6	71.4	63.33
Economically Disadvantaged	100	11.1	44.4	36.1	8.3	44.4	8.8	38.2	44.1	8.8	52.9	7.3	41.5	31.7	19.5	51.2	58.94
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.5
Number of recently arrived LEP students not assessed in 7th Grade Literacy						0					0						
Limited English Proficient																	100
Female	100	5.3	42.1	47.4	5.3	52.6	6.3	18.8	56.3	18.8	75	0	29.4	35.3	35.3	70.6	
Male	100	17.6	47.1	23.5	11.8	35.3	11.1	55.6	33.3	0	33.3	12.5	50	29.2	8.3	37.5	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
7th Grade Mathematics		Annual Measurable Objective (AMO) 64.55					2011 AMO 73.41					AMO					
Combined Population	100	22.2	33.3	33.3	11.1	44.4	8.8	17.6	52.9	20.6	73.5	31.7	14.6	31.7	22	53.7	70.76
TAGG	100											31.7	14.6	31.7	22	53.7	70.76

African-American	100	21.7	39.1	30.4	8.7	39.1	12	24	48	16	64	50	16.7	16.7	16.7	33.3	61.09
Hispanic	100											RV	RV	RV	RV	RV	100
Caucasian	100	23.1	23.1	38.5	15.4	53.8	RV	RV	RV	RV	RV	7.1	14.3	50	28.6	78.6	87.17
Economically Disadvantaged	100	22.2	33.3	33.3	11.1	44.4	8.8	17.6	52.9	20.6	73.5	31.7	14.6	31.7	22	53.7	70.76
Students with Disabilities	100	RV	41.95														
Limited English Proficient																	100
Female	100	21.1	47.4	31.6	0	31.6	6.3	12.5	50	31.3	81.3	29.4	5.9	17.7	47.1	64.7	
Male	100	23.5	17.6	35.3	23.5	58.8	11.1	22.2	55.6	11.1	66.7	33.3	20.8	41.7	4.2	45.8	
Migrant	100	RV															

7th Grade Science

Combined Population	100	52.8	38.9	8.3	0	8.3	44.1	38.2	14.7	2.9	17.6	51.2	34.2	9.8	4.9	14.6	
TAGG	100											51.2	34.2	9.8	4.9	14.6	
African-American	100	60.9	34.8	4.3	0	4.3	56	24	16	4	20	79.2	20.8	0	0	0	
Hispanic	100											RV	RV	RV	RV	RV	
Caucasian	100	38.5	46.2	15.4	0	15.4	RV	RV	RV	RV	RV	7.1	57.1	21.4	14.3	35.7	
Economically Disadvantaged	100	52.8	38.9	8.3	0	8.3	44.1	38.2	14.7	2.9	17.6	51.2	34.2	9.8	4.9	14.6	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient																	
Female	100	52.6	47.4	0	0	0	50	31.3	12.5	6.3	18.8	58.8	29.4	5.9	5.9	11.8	
Male	100	52.9	29.4	17.6	0	17.6	38.9	44.4	16.7	0	16.7	45.8	37.5	12.5	4.2	16.7	
Migrant	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

AUGUSTA ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 1: ACHIEVEMENT

Norm-Referenced Test*	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	44	41	42	57	48	65	60	58	66
Grade One Math Problems	60	62	51	64	53	55	54	55	56
Grade Two Reading Comprehension	24	27	42	68	66	67	56	51	67
Grade Two Math Problems	30	31	53	56	52	56	35	28	58
Grade Three Reading	36	35	55	39	39	51	50	50	51
Grade Three Math	44	44	60	45	42	57	55	58	58
Grade Four Reading	59	59	72	38	38	52	34	34	52
Grade Four Math	60	60	72	46	46	62	50	50	62
Grade Five Reading	43	43	66	39	39	47	28	28	47
Grade Five Math	51	51	67	45	45	57	41	41	57
Grade Five Science	32	32	62	50	50	61	40	40	61
Grade Six Reading	43	43	54	29	29	47	34	34	47
Grade Six Math	63	63	71	41	41	57	44	44	58
Grade Seven Reading	38	38	63	33	33	51	32	32	51
Grade Seven Math	43	43	66	50	50	55	39	39	55
Grade Seven Science	37	37	65	45	45	62	36	36	62
Grade Eight Reading		32	63		31	53		36	54
Grade Eight Math		38	74		34	55		43	56
Grade Nine Reading Comprehension		19	46		31	49		29	49
Grade Nine Math Concepts and Problems		42	67		32	55		38	56

AUGUSTA SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT						6,181			6,029
District Provided College Prep for Students Taking ACT in Grades 9-11									37
Number of Students in College and Career Readiness Planning (CCRPP)								23	1,193
Number of Students Taking ACT in Grades 9-11								23	37,235
Number of Students Taking ACT in Grade 12								27	26,716
ACT Reading		17.8	21		17	21		19	22
ACT English		15.9	21		16.2	20		17.3	21
ACT Mathematics		16.6	20		17.1	20		17.5	21
ACT Science		17.7	21		17.2	21		18.6	21
ACT Composite		17	21		16.3	21		17.9	21
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test									827
SAT Critical Reading Mean									570
SAT Math Mean									573
SAT Writing Mean									555
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	.	44	21,226	.	33	22,783	.	36	24,357
Number of AP Exams Taken	.	47	32,923	.	14	35,183	.	18	39,314
Number of AP Exams Scored 3, 4, or 5	.	0	9,541	.	1	10,581	.	0	14,234
Number of Students Taking International Baccalaureate Courses									386

*Note: Norm-Referenced Test used for 2009-10 was the SAT10. ITBS was used for 2010-11 and 2011-12.

AUGUSTA ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards	N	1	449	N	0	335			
First Year Not to Meet Standards (Alert)	N	0	213	N	1	256			
Year One of Targeted School Improvement**	N	0	30	N	0	32			
Year Two of Targeted School Improvement	N	0	35	N	0	19			
Targeted Corrective Action	N	0	32	N	0	19			
Targeted Intensive School Improvement	N	0	13	N	0	11			
Targeted Restructuring	N	0	7	N	0	5			
Year One of Whole School Improvement	N	0	80	N	0	110			
Year Two of Whole School Improvement	N	0	46	N	0	69			
Whole School Corrective Action	N	1	35	N	0	46			
Whole School Intensive Improvement	N	0	29	N	1	39			
Whole School Intensive Restructuring	N	0	36	N	0	28			
State Directed	Y	1	78	Y	1	102			
Arkansas ESEA Accountability 2012									
Needs Improvement							N	0	580
Needs Improvement Priority							N	1	48
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	11
Needs Improvement Focus							Y	1	109
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	36
Achieving							N	1	336
Exemplary							N	1	18
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	3			2			3		
1-Schools in Need of Immediate Improvement		1	115		1	214		0	85
2-Schools Approaching Standards (Alert)		0	252		1	251		1	231
3-Schools Meeting Improvement Standards		1	313		0	311		1	349
4-Schools Exceeding Improvement Standards		0	244		0	183		0	264
5-Schools of Excellence for Improvement		0	93		0	49		0	76

**AUGUSTA ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 2: SCHOOL PERFORMANCE**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Status)									
Performance (Status) School Rating	3			3			4		
1-Schools in Need of Immediate Improvement		0	7		0	6		0	8
2-Schools approaching standards (alert)		1	19		1	16		0	0
3-Schools Meeting Standards		1	246		1	187		1	150
4-Schools Exceeding Standards		0	506		1	496		1	416
5-Schools of Excellence		1	260		0	321		1	444
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y			Y			Y	
Annual Accreditation Status									
Annual Accreditation Status Accredited	NO	0	776	NO	0	853	YES	3	838
Accredited-Cited	YES	2	227	NO	2	183	NO	0	209
Accredited-Probationary	NO	1	63	YES	1	27	NO	0	19
Attendance Rate									
Attendance Rate	94.1	92.1	94.2	94.6	93.2	94.7	98.9	96.3	95.2
Dropout Rate									
Dropout Rate	5	4.9	2.5	5.6	5.1	2.6	2.3	3.5	2.4
Graduation Rate									
Graduation Rate Combined		81.6	77.2		82.1	79.6		90.2	84.1
Graduation Rate for Targeted Achievement Gap Group		81.6						90.2	79.3
Graduation Rate African American		81.6	69.2		84	71.4		89.7	78.1
Graduation Rate Hispanic		81.6	70.4		NA	74		RV	78
Graduation Rate Caucasian		81.6	80.5		78.6	83.2		90.9	87
Graduation Rate Economically Disadvantaged		81.6	71.6		82.1	74.5		90.2	79.1
Graduation Rate Students with Disabilities		81.6	71.1		60	73.8		90.9	79.2
Graduation Rate Limited English Proficient		81.6	68.2		NA	71.1		NA	77.3
Grade Inflation Rate		28.6	7.4		36	4.7		56.3	5.5
College Remediation Rate		81.8	49.1		94.1	51		57.1	48.7
October 1 Enrollment	250	484	467,061	243	476	468,066	250	466	468,656

AUGUSTA SCHOOL DISTRICT

INDICATOR 3: RETENTION

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	2	3	1,687	1	1	1,653	1	2	1,535
Percent of Students Retained at Grade 1	7.7	9.7	4.5	5.3	3.7	4.4	4.6	6.7	4.1
Number of Students Retained at Grade 2	0	0	786	0	0	634	1	2	595
Percent of Students Retained at Grade 2	0	0	2.1	0	0	1.7	5.6	7.4	1.6
Number of Students Retained at Grade 3	0	0	359	1	1	286	0	0	305
Percent of Students Retained at Grade 3	0	0	1	3.5	2.5	0.8	0	0	0.8
Number of Students Retained at Grade 4	0	0	1	3.5	2.5	0.8	0	0	0.8
Percent of Students Retained at Grade 4	0	0	0.5	0	0	0.4	2.5	2.5	0.4
Number of Students Retained at Grade 5	0	0	140	0	0	105	0	0	83
Percent of Students Retained at Grade 5	0	0	0.4	0	0	0.3	0	0	0.2
Number of Students Retained at Grade 6	1	1	185	0	0	133	0	0	138
Percent of Students Retained at Grade 6	2.9	2.9	0.5	0	0	0.4	0	0	0.4
Number of Students Retained at Grade 7	0	0	401	0	0	369	0	8	318
Percent of Students Retained at Grade 7	0	0	1.1	0	0	1	0	18.2	0.9
Number of Students Retained at Grade 8	0	0	418	0	0	400	0	0	256
Percent of Students Retained at Grade 8	0	0	1.2	0	0	1.1	0	0	0.7

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discipline Training Provided to Staff	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parental Involvement Plan Adopted	Y	Y	Y	Y	Y	Y	Y	Y	Y
District Alternative Learning Environment Compliance		Y	94%		Y	98%		Y	99%
Expulsions	0	0	0.1	0	0	0.1	0	0	0.1
Weapons Incidents	0	0	0.1	0	0.2	0.2	0	0.4	0.1
Staff Assaults	0	0	0.1	0	0	0.1	0	0	0.1
Student Assaults		0	0.5		0	0.4		0	0.4

AUGUSTA ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 5: TEACHER QUALITY

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	89	84	96.3	86.1	85.1	95.7	100	100	98.2
% Teaching with Emergency/Provisional Credentials	3	7	2.7	3	7.5	2.4	3.4	6.7	2
% Teachers with Bachelor's Degree	65.8	60.9	53.6	61.1	55.2	51.1	84	75.9	59.3
% Teachers with Master's Degree	28.9	31.9	44.2	36.1	38.8	46.1	16	24.1	39.8
% Teachers with Advanced Degree	0	0	1.5	0	0	2	0	0	0.6
Highly Qualified (HQ) Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0	2.3	1.5	0	0.7	1.4	0	2.4	1
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA		1.1	NA		0.9	NA		0.5
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0	2.3	1.1	0	0.7	1.2	0	2.4	0.8
School Board Member Names*							Hours of Training		
Cleodis Smith							0		
Robert Tripp							6		
James Harston							6		
Janice Collier							6		
Terry Shadwick							3		
Debbie Briscoe							6		
Leslie Collins							3		

*Note: School Board members who were recently elected may not have completed all of their training prior to the printing of this School Performance Report.

INDICATOR 6: CHOICE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	0.4	0.2	3	0.4	0.2	3.3	0	0	2.8

AUGUSTA ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 7: SCHOOL FUNDING

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Mills Voted		32.5	36.82		32.5	36.96		32.5	37.17
Expenditure Per Student		\$13,624	\$9,228		\$14,620	\$9,315		\$14,097	\$9,379
Average Teacher Salary		\$40,686	\$42,802		\$38,295	\$46,663		\$41,197	\$49,946
Total Expenditures		\$7,091,511	\$3,959,816,065		\$7,234,649	\$5,171,678,766		\$6,958,503	\$5,196,885,067
Instructional Expenditures		\$3,708,266	\$2,258,641,720		\$3,461,180	\$2,508,579,625		\$3,352,779	\$2,485,540,210
Administrative Expenditures		\$631,576	\$312,114,009		\$625,090	\$97,063,107		\$594,296	\$317,870,955
Extracurricular Expenditures		\$211,638	\$165,716,258		\$175,657	\$165,701,106		\$138,305	\$201,604,356
Capital Expenditures		\$203,082	\$650,002,941		\$26,344	\$649,987,805		\$38,154	\$608,547,135
Debt Service Expenditures		\$253,592	\$221,173,099		\$240,958	\$226,232,300		\$231,194	\$267,265,988
Percent of Students Eligible for Free and Reduced Meals		87	59.1		100	60		100	60.5
State Free and Reduced-Price Meal Rate***			55.9%			58.2%			60.33%
National Free and Reduced-Price Meal Rate**			51.2%			49.2%			53.92%

**Source: FNS National databank for federal fiscal year 2012.

***State Free and Reduced Meal Rate includes preschool and adult education students.

Augmented Criterion Referenced Achievement by Grade and Subgroup

INDICATOR 1: ACHIEVEMENT

	Percent Tested 2011-12	2009-2010					2010-2011					2011-2012					School	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
3rd Grade Literacy		Annual Measurable Objective (AMO) 71.2					2011 AMO 78.4					AMO						
Combined Population	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	53.98
TAGG	100																	53.79
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	48.89
Hispanic																		100
Caucasian							RV	RV	RV	RV	RV							59.81
Economically Disadvantaged	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	53.79
Students with Disabilities																		16.86
Number of recently arrived LEP students not assessed in 3rd Grade Literacy						0					0							
Limited English Proficient																		100
Female	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Male	100						RV	RV	RV	RV	RV							
Migrant																		
3rd Grade Mathematics		Annual Measurable Objective (AMO) 70					2011 AMO 77.5					AMO						
Combined Population	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	58.84
TAGG	100																	58.84
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	52.97
Hispanic																		66.67
Caucasian							RV	RV	RV	RV	RV							70.11
Economically Disadvantaged	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	58.84
Students with Disabilities																		49.58
Limited English Proficient																		47.62
Female	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Male	100						RV	RV	RV	RV	RV							
Migrant																		

**COTTON PLANT ELEMENTARY SCHOOL
 AUGUSTA SCHOOL DISTRICT
 INDICATOR 1: ACHIEVEMENT**

Norm-Referenced Test*	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	24	41	42	30	48	65	55	58	66
Grade One Math Problems	74	62	51	30	53	55	59	55	56
Grade Two Reading Comprehension	39	27	42	51	66	67	40	51	67
Grade Two Math Problems	35	31	53	31	52	56	19	28	58
Grade Three Reading	29	35	55	37	39	51	51	50	51
Grade Three Math	43	44	60	34	42	57	78	58	58
Grade Four Reading		59	72		38	52		34	52
Grade Four Math		60	72		46	62		50	62
Grade Five Reading		43	66		39	47		28	47
Grade Five Math		51	67		45	57		41	57
Grade Five Science		32	62		50	61		40	61
Grade Six Reading		43	54		29	47		34	47
Grade Six Math		63	71		41	57		44	58
Grade Seven Reading		38	63		33	51		32	51
Grade Seven Math		43	66		50	55		39	55
Grade Seven Science		37	65		45	62		36	62
Grade Eight Reading		32	63		31	53		36	54
Grade Eight Math		38	74		34	55		43	56
Grade Nine Reading Comprehension		19	46		31	49		29	49
Grade Nine Math Concepts and Problems		42	67		32	55		38	56

**COTTON PLANT ELEMENTARY SCHOOL
 AUGUSTA SCHOOL DISTRICT
 INDICATOR 1: ACHIEVEMENT**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT						6,181			6,029
District Provided College Prep for Students Taking ACT in Grades 9-11									37
Number of Students in College and Career Readiness Planning (CCRPP)								23	1,193
Number of Students Taking ACT in Grades 9-11								23	37,235
Number of Students Taking ACT in Grade 12								27	26,716
ACT Reading		17.8	21		17	21		19	22
ACT English		15.9	21		16.2	20		17.3	21
ACT Mathematics		16.6	20		17.1	20		17.5	21
ACT Science		17.7	21		17.2	21		18.6	21
ACT Composite		17	21		16.3	21		17.9	21
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test									827
SAT Critical Reading Mean									570
SAT Math Mean									573
SAT Writing Mean									555
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	.	44	21,226	.	33	22,783	.	36	24,357
Number of AP Exams Taken	.	47	32,923	.	14	35,183	.	18	39,314
Number of AP Exams Scored 3, 4, or 5	.	0	9,541	.	1	10,581	.	0	14,234
Number of Students Taking International Baccalaureate Courses									386

*Note: Norm-Referenced Test used for 2009-10 was the SAT10. ITBS was used for 2010-11 and 2011-12.

**COTTON PLANT ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 2: SCHOOL PERFORMANCE**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards	Y	1	449	N	0	335			
First Year Not to Meet Standards (Alert)	N	0	213	Y	1	256			
Year One of Targeted School Improvement**	N	0	30	N	0	32			
Year Two of Targeted School Improvement	N	0	35	N	0	19			
Targeted Corrective Action	N	0	32	N	0	19			
Targeted Intensive School Improvement	N	0	13	N	0	11			
Targeted Restructuring	N	0	7	N	0	5			
Year One of Whole School Improvement	N	0	80	N	0	110			
Year Two of Whole School Improvement	N	0	46	N	0	69			
Whole School Corrective Action	N	1	35	N	0	46			
Whole School Intensive Improvement	N	0	29	N	1	39			
Whole School Intensive Restructuring	N	0	36	N	0	28			
State Directed	N	1	78	N	1	102			
Arkansas ESEA Accountability 2012									
Needs Improvement							N	0	580
Needs Improvement Priority							N	1	48
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	11
Needs Improvement Focus							N	1	109
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	36
Achieving							Y	1	336
Exemplary							Y	1	18
Improvement School Rating (Gains)									
Improvement (Gain) School Rating									
1-Schools in Need of Immediate Improvement		1	115		1	214		0	85
2-Schools Approaching Standards (Alert)		0	252		1	251		1	231
3-Schools Meeting Improvement Standards		1	313		0	311		1	349
4-Schools Exceeding Improvement Standards		0	244		0	183		0	264
5-Schools of Excellence for Improvement		0	93		0	49		0	76

**COTTON PLANT ELEMENTARY SCHOOL
 AUGUSTA SCHOOL DISTRICT
 INDICATOR 2: SCHOOL PERFORMANCE**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Status)									
Performance (Status) School Rating	5			4			5		
1-Schools in Need of Immediate Improvement		0	7		0	6		0	8
2-Schools approaching standards (alert)		1	19		1	16		0	0
3-Schools Meeting Standards		1	246		1	187		1	150
4-Schools Exceeding Standards		0	506		1	496		1	416
5-Schools of Excellence		1	260		0	321		1	444
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y			Y			Y	
Annual Accreditation Status									
Annual Accreditation Status Accredited	NO	0	776	NO	0	853	YES	3	838
Accredited-Cited	YES	2	227	YES	2	183	NO	0	209
Accredited-Probationary	NO	1	63	NO	1	27	NO	0	19
Attendance Rate									
Attendance Rate	92.6	92.1	94.2	93.8	93.2	94.7	92.1	96.3	95.2
Dropout Rate									
Dropout Rate		4.9	2.5		5.1	2.6		3.5	2.4
Graduation Rate									
Graduation Rate Combined		81.6	77.2		82.1	79.6		90.2	84.1
Graduation Rate for Targeted Achievement Gap Group		81.6						90.2	79.3
Graduation Rate African American		81.6	69.2		84	71.4		89.7	78.1
Graduation Rate Hispanic		81.6	70.4		NA	74		RV	78
Graduation Rate Caucasian		81.6	80.5		78.6	83.2		90.9	87
Graduation Rate Economically Disadvantaged		81.6	71.6		82.1	74.5		90.2	79.1
Graduation Rate Students with Disabilities		81.6	71.1		60	73.8		90.9	79.2
Graduation Rate Limited English Proficient		81.6	68.2		NA	71.1		NA	77.3
Grade Inflation Rate		28.6	7.4		36	4.7		56.3	5.5
College Remediation Rate		81.8	49.1		94.1	51		57.1	48.7
October 1 Enrollment	28	484	467,061	34	476	468,066	31	466	468,656

**COTTON PLANT ELEMENTARY SCHOOL
 AUGUSTA SCHOOL DISTRICT
 INDICATOR 3: RETENTION**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	1	3	1,687	0	1	1,653	1	2	1,535
Percent of Students Retained at Grade 1	20	9.7	4.5	0	3.7	4.4	12.5	6.7	4.1
Number of Students Retained at Grade 2	0	0	786	0	0	634	1	2	595
Percent of Students Retained at Grade 2	0	0	2.1	0	0	1.7	11.1	7.4	1.6
Number of Students Retained at Grade 3	0	0	359	0	1	286	0	0	305
Percent of Students Retained at Grade 3	0	0	1	0	2.5	0.8	0	0	0.8
Number of Students Retained at Grade 4	0	0	1	0	2.5	0.8	0	0	0.8
Percent of Students Retained at Grade 4	0	0	0.5	0	0	0.4	0	2.5	0.4
Number of Students Retained at Grade 5	0	0	140	0	0	105	0	0	83
Percent of Students Retained at Grade 5	0	0	0.4	0	0	0.3	0	0	0.2
Number of Students Retained at Grade 6	0	1	185	0	0	133	0	0	138
Percent of Students Retained at Grade 6	0	2.9	0.5	0	0	0.4	0	0	0.4
Number of Students Retained at Grade 7	0	0	401	0	0	369	0	8	318
Percent of Students Retained at Grade 7	0	0	1.1	0	0	1	0	18.2	0.9
Number of Students Retained at Grade 8	0	0	418	0	0	400	0	0	256
Percent of Students Retained at Grade 8	0	0	1.2	0	0	1.1	0	0	0.7

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discipline Training Provided to Staff	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parental Involvement Plan Adopted	Y	Y	Y	Y	Y	Y	Y	Y	Y
District Alternative Learning Environment Compliance		Y	94%		Y	98%		Y	99%
Expulsions	0	0	0.1	0	0	0.1	0	0	0.1
Weapons Incidents	0	0	0.1	0	0.2	0.2	0	0.4	0.1
Staff Assaults	0	0	0.1	0	0	0.1	0	0	0.1
Student Assaults		0	0.5		0	0.4		0	0.4

**COTTON PLANT ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 5: TEACHER QUALITY**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	85	84	96.3	83.3	85.1	95.7	100	100	98.2
% Teaching with Emergency/Provisional Credentials	0	7	2.7	0	7.5	2.4	0	6.7	2
% Teachers with Bachelor's Degree	46.2	60.9	53.6	41.7	55.2	51.1	77.8	75.9	59.3
% Teachers with Master's Degree	38.5	31.9	44.2	50	38.8	46.1	22.2	24.1	39.8
% Teachers with Advanced Degree	0	0	1.5	0	0	2	0	0	0.6
Highly Qualified (HQ) Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0	2.3	1.5	0	0.7	1.4	0	2.4	1
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA		1.1	NA		0.9	NA		0.5
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0	2.3	1.1	0	0.7	1.2	0	2.4	0.8
School Board Member Names*							Hours of Training		
Cleodis Smith							0		
Robert Tripp							6		
James Harston							6		
Janice Collier							6		
Terry Shadwick							3		
Debbie Briscoe							6		
Leslie Collins							3		

*Note: School Board members who were recently elected may not have completed all of their training prior to the printing of this School Performance Report.

INDICATOR 6: CHOICE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	0	0.2	3	0	0.2	3.3	0	0	2.8

COTTON PLANT ELEMENTARY SCHOOL
AUGUSTA SCHOOL DISTRICT
INDICATOR 7: SCHOOL FUNDING

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Mills Voted		32.5	36.82		32.5	36.96		32.5	37.17
Expenditure Per Student		\$13,624	\$9,228		\$14,620	\$9,315		\$14,097	\$9,379
Average Teacher Salary		\$40,686	\$42,802		\$38,295	\$46,663		\$41,197	\$49,946
Total Expenditures		\$7,091,511	\$3,959,816,065		\$7,234,649	\$5,171,678,766		\$6,958,503	\$5,196,885,067
Instructional Expenditures		\$3,708,266	\$2,258,641,720		\$3,461,180	\$2,508,579,625		\$3,352,779	\$2,485,540,210
Administrative Expenditures		\$631,576	\$312,114,009		\$625,090	\$97,063,107		\$594,296	\$317,870,955
Extracurricular Expenditures		\$211,638	\$165,716,258		\$175,657	\$165,701,106		\$138,305	\$201,604,356
Capital Expenditures		\$203,082	\$650,002,941		\$26,344	\$649,987,805		\$38,154	\$608,547,135
Debt Service Expenditures		\$253,592	\$221,173,099		\$240,958	\$226,232,300		\$231,194	\$267,265,988
Percent of Students Eligible for Free and Reduced Meals		87	59.1		100	60		100	60.5
State Free and Reduced-Price Meal Rate***			55.9%			58.2%			60.33%
National Free and Reduced-Price Meal Rate**			51.2%			49.2%			53.92%

**Source: FNS National databank for federal fiscal year 2012.

***State Free and Reduced Meal Rate includes preschool and adult education students.

MAPS

DESEGREGATION

TERMED

**U.S. District Court
Eastern District of Arkansas (Helena)
CIVIL DOCKET FOR CASE #: 2:70-cv-00010-JMM**

USA v. Cotton Plant School, et al
Assigned to: Judge James M. Moody
Demand: \$0
Cause: 42:1981 Civil Rights

Date Filed: 07/09/1970
Date Terminated: 05/17/2004
Jury Demand: None
Nature of Suit: 440 Civil Rights: Other
Jurisdiction: U.S. Government Plaintiff

Plaintiff

United States of America

represented by **Alia Malek**
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950 Pennsylvania Avenue, N.W.
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V.

Defendant

Cotton Plant School District No. 1
TERMINATED: 10/29/2001

represented by **Joe N. Peacock**
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Defendant

England School District
TERMINATED: 10/29/2001

represented by **G. Ross Smith**
G. Ross Smith, P.A.

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Defendant

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W. Paul Blume
(See above for address)
TERMINATED: 03/23/2004
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ATTORNEY TO BE NOTICED

Defendant

Holly Grove School District No. 7
TERMINATED: 10/29/2001

represented by **Charles B. Roscofp**
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Defendant

Wabaseka School District No. 7
TERMINATED: 10/29/2001

Defendant

Watson Chapel School District

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Defendant

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TERMINATED: 10/29/2001

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Intervenor

Pine Bluff School District No. 3

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*LEAD ATTORNEY**ATTORNEY TO BE NOTICED*

Date Filed	#	Docket Text
11/17/1970		Docket Modification (Utility Event) terminating case (bfw) (Entered: 10/26/1990)
10/23/1990		Report of defendant Watson Chapel School District #24 (bfw) Modified on 10/26/1990 (Entered: 10/26/1990)
10/30/1990		UTILITY EVENT: Added attorney Rita Greenfield for USA (bfw) Modified on 10/26/1992 (Entered: 10/30/1990)
11/30/1990		MOTION by defendant Watson Chapel School to relieve School District from submitting annual reports (bfw) (Entered: 11/30/1990)
11/04/1991	<u>2</u>	ORDER by Judge Oren Harris: granting motion relieving School District from submitting annual reports as directed in the Court's 11/17/70 order [0-1] (cc: all counsel) EOD 11/4/91 (bmt) (Entered: 11/04/1991)
03/12/1993	<u>3</u>	MOTION by defendant Helena-West Helena School District #2 for amendment to Approved Plan for Desegregation (bfw) (Entered: 03/16/1993)
04/09/1993		Docket Modification (Utility Event) Case reassigned to Judge George Howard Jr. (bfw) (Entered: 04/12/1993)
04/19/1993	<u>4</u>	ORDER by Judge George Howard Jr. granting motion for amendment to Approved Plan for Desegregation [3-1] (cc: counsel) EOD 4/19/93 (former empl) (Entered: 04/19/1993)
07/31/2001	<u>5</u>	MOTION by plaintiff to reinstate the case (lej) (Entered: 07/31/2001)
07/31/2001	<u>6</u>	MOTION by plaintiff for further relief and for preliminary injunction (lej) (Entered: 07/31/2001)
07/31/2001	<u>7</u>	MEMORANDUM by plaintiff in support of motion for further relief [6-1] and for preliminary injunction [6-2] (lej) (Entered: 07/31/2001)
07/31/2001	<u>8</u>	ORDER by Judge George Howard Jr. directing the Clerk to immediately take the necessary steps to transfer this case to the docket of another judge (cc: counsel) (lej) (Entered: 07/31/2001)
08/01/2001	<u>9</u>	ORDER (DOC) Case reassigned to Judge James M. Moody (cc: counsel) (lej) (Entered: 08/01/2001)
08/01/2001	<u>10</u>	ORDER by Judge James M. Moody directing clerk to retrieve the file forthwith since an expedited hearing is anticipated (cc: all counsel) (former empl) (Entered: 08/01/2001)
08/03/2001	<u>11</u>	

		ORDER (DOC) oral arguments on the pending mot for preliminary injunction is scheduled before Honorable James M Moody at 9:30 a.m. on Thursday, August 9, 2001, Rm 389 [6-1] [6-2] (cc: all counsel) (former empl) (Entered: 08/06/2001)
08/07/2001	<u>12</u>	RESPONSE by defendant Watson Chapel School to motion for further relief [6-1], motion for preliminary injunction [6-2] (former empl) (Entered: 08/08/2001)
08/07/2001	<u>13</u>	BRIEF by defendant Watson Chapel School in support of motion response [12-1] (former empl) (Entered: 08/08/2001)
08/09/2001	14	CLERK'S MINUTES: HEARING on motions held before Judge James M. Moody. (Ct. Rep. -- Carolyn Fant) (mah) (Entered: 08/09/2001)
08/10/2001	<u>15</u>	ORDER by Judge James M. Moody denying motion for further relief [6-1]; denying motion for preliminary injunction [6-2] and granting motion to reinstate the case [5-1]; Clerk is directed to reopen the case; parties are directed to submit an agreed schedule setting forth deadlines for the submission of the district's plan as to the Sulphur Springs Elementary School; such plan is to be implemented prior to the beginning of the 2002-2003 school year; Case reopened (cc: all counsel) (former empl) Modified on 08/22/2001 (Entered: 08/13/2001)
09/14/2001	16	TRANSCRIPT (1 volume) of hearing on mot to reinstate case and for preliminary injunction for the following date: 8/9/2001 (former empl) (Entered: 09/17/2001)
09/21/2001	<u>17</u>	MOTION by plaintiff USA for approval of United States' proposed scheduling order (former empl) (Entered: 09/21/2001)
09/27/2001	<u>18</u>	RESPONSE by defendant Watson Chapel School to motion for approval of United States' proposed scheduling order [17-1] (former empl) (Entered: 09/28/2001)
09/27/2001	<u>19</u>	BRIEF by defendant Watson Chapel School in support of motion response [18-1] (former empl) (Entered: 09/28/2001)
10/15/2001	<u>20</u>	SCHEDULING ORDER by Judge James M. Moody directing Watson Chapel School District to file with the Court on or before 11/15/01, its proposed attendance plan for the Sulphur Springs Elementary School; US shall file with the Court on or before 12/15/01, its response with the Court; if the parties agree on an attendance plan for Sulphur Springs, the parties shall submit a proposed agreed order, with attached attendance plan, on or before 12/31/01, for the Court to review and approve; if the parties do not agree on an attendance plan for Sulphur Springs, either party may request a hearing on the proposed plan and the Court will promptly schedule a Rule 16 Conference (cc: all counsel) (former empl) Modified on 05/02/2002 (Entered: 10/15/2001)
10/17/2001	<u>21</u>	ORDER (DOC) finding the motion for approval of United States' proposed scheduling order deemed as moot [17-1]; Court entered a scheduling order on 10/15/01 (cc: all counsel) (former empl) (Entered: 10/17/2001)
10/29/2001	<u>22</u>	

		ORDER by Judge James M. Moody on 8/10/01 the court granted the pltf's motion to reinstate the case; the case should have been reopened as to the Watson Chapel School District only; the case shall be closed as to all remaining defts forthwith; all further pleadings shall be styled as to Watson Chapel School District only (cc: all counsel) (tjj) Modified on 10/31/2001 (Entered: 10/29/2001)
11/15/2001	<u>23</u>	RESPONSE by Watson Chapel School to court's 10/15/01 order [20-1] (tjj) (Entered: 11/15/2001)
12/14/2001	<u>24</u>	REPLY by plaintiff to deft's proposed attendance plan for Sulphur Springs Elementary School [23-1] (tjj) (Entered: 12/17/2001)
12/28/2001	<u>25</u>	MOTION by plaintiff USA for approval of deft Watson Chapel School District's proposal to permanently close Sulphur Springs Elementary School and to require compliance reports (tjj) (Entered: 12/28/2001)
01/04/2002	<u>26</u>	ORDER by Judge James M. Moody granting motion for approval of deft Watson Chapel School District's proposal to permanently close Sulphur Springs Elementary School [25-1] and denying motion to require compliance reports [25-2] (cc: all counsel) (tjj) (Entered: 01/04/2002)
05/15/2002	<u>27</u>	JOINT MOTION by parties to approve agreed order of dismissal (tjj) Modified on 05/23/2002 (Entered: 05/15/2002)
05/16/2002	<u>28</u>	AGREED ORDER OF DISMISSAL as to Holly Grove School District by Judge James M. Moody all prior injunctions in this case are dissolved, jurisdiction is terminated and this case is dismissed with prejudice (cc: all counsel) (tjj) Modified on 05/07/2004 (Entered: 05/17/2002)
03/03/2003	<u>29</u>	JOINT MOTION by Helena-W Helena Sch and USA to approve agreed order of unitary status and dismissal (tjj) (Entered: 03/04/2003)
03/04/2003	<u>30</u>	AGREED ORDER OF UNITARTY STATUS AND DISMISSAL as to Helena/West Helena School District by Judge James M. Moody granting motion to approve agreed order of unitary status and dismissal [29-1]; it is ordered that all prior injunctions in this case are dissolved, jurisdiction is terminated and this case is dismissed with prejudice (cc: all counsel) (tjj) Modified on 05/07/2004 (Entered: 03/04/2003)
03/06/2003	<u>31</u>	JOINT MOTION by Wabaseka School and USA to approve agreed order of unitary status and dismissal (tjj) Modified on 03/07/2003 (Entered: 03/07/2003)
03/07/2003	<u>32</u>	ORDER by Judge James M. Moody granting motion to approve agreed order of unitary status and dismissal [31-1]; it is ordered that all prior injunctions in this case are dissolved, jurisdiction is terminated and this case is dismissed with prejudice (cc: all counsel) (tjj) Modified on 03/11/2003 (Entered: 03/07/2003)
04/24/2003	<u>33</u>	JOINT MOTION by Hazen Sch District and USA to approve agreed order of unitary status and dismissal (tjj) Modified on 04/25/2003 (Entered: 04/25/2003)
04/24/2003	<u>34</u>	ORDER by Judge James M. Moody granting motion by USA and Hazen School District to approve agreed order of unitary status and dismissal [33-1]; it is ordered that all prior injunctions in this case are dissolved, jurisdiction is

		terminated and this case is dismissed with prejudice (cc: all counsel) (tjj) Modified on 04/28/2003 (Entered: 04/25/2003)
06/02/2003	<u>35</u>	JOINT MOTION by Cotton Plant School and USA to approve agreed order of unitary status and dismissal (tjj) (Entered: 06/02/2003)
06/09/2003	<u>36</u>	ORDER as to Cotton Plant School District No. 1 by Judge James M. Moody granting motion to approve agreed order of unitary status and dismissal [35-1]; all prior injunctions in this case are dissolved, jurisdiction is terminated and this case is dismissed with prejudice all counsel) (tjj) Modified on 05/07/2004 (Entered: 06/09/2003)
02/06/2004	<u>37</u>	MOTION by Pine Bluff School District #3 to intervene (tjj) (Entered: 02/09/2004)
02/06/2004	<u>38</u>	BRIEF by Pine Bluff School District #3 in support of motion to intervene [37-1] (tjj) (Entered: 02/09/2004)
02/06/2004	<u>39</u>	MOTION by Pine Bluff School District to reinstate case (tjj) (Entered: 02/09/2004)
02/20/2004	<u>40</u>	RESPONSE by Watson Chapel School to motion to intervene [37-1] (tjj) (Entered: 02/23/2004)
02/20/2004	<u>41</u>	BRIEF by Watson Chapel School in support of motion response [40-1] (tjj) (Entered: 02/23/2004)
02/25/2004	<u>42</u>	REPLY by Pine Bluff School to response to motion to intervene [37-1] (tjj) (Entered: 02/26/2004)
02/27/2004	<u>43</u>	ORDER by Judge James M. Moody granting Pine Bluff School District #3's motion to intervene [37-1] and motion to reinstate the case [39-1]; the Court finds that the motion to reinstate the case against deft Watson Chapel School District #24 should be granted; the Clerk is directed to reactivate this case as to deft Watson Chapel School District #24 (cc: all counsel) (tjj) (Entered: 02/27/2004)
03/01/2004	<u>44</u>	RESPONSE by plaintiff to Pine Bluff School District #3's motion to intervene (tjj) (Entered: 03/02/2004)
03/04/2004	<u>45</u>	MOTION by Pine Bluff School for preliminary injunction and for expedited hearing (tjj) (Entered: 03/04/2004)
03/04/2004	<u>46</u>	BRIEF by Pine Bluff School in support of motion for preliminary injunction [45-1] and for expedited hearing [45-2] (tjj) (Entered: 03/04/2004)
03/04/2004	<u>47</u>	COMPLAINT (tjj) (Entered: 03/04/2004)
03/11/2004	<u>48</u>	MOTION by Joe N. Peacock attorney for Cotton Plant School for an order removing him from the mailing list (tjj) (Entered: 03/12/2004)
03/12/2004	<u>49</u>	UNOPPOSED MOTION by plaintiff for extension of time to respond to Pine Bluff School District Number 3's complaint in intervention and preliminary injunction (tjj) Modified on 03/15/2004 (Entered: 03/12/2004)
03/15/2004	<u>50</u>	

		ORDER by Judge James M. Moody granting motion for extension of time to respond to Pine Bluff School District Number 3's complaint in intervention and preliminary injunction [49-1] [45-1]; pltf shall have until 3/31/04 to respond (cc: all counsel) (tjj) (Entered: 03/16/2004)
03/16/2004	<u>51</u>	ANSWER by deft Watson Chapel School (tjj) (Entered: 03/16/2004)
03/16/2004	<u>52</u>	RESPONSE by deft Watson Chapel School to motion for preliminary injunction [45-1] and for expedited hearing [45-2] (tjj) (Entered: 03/16/2004)
03/16/2004	<u>53</u>	BRIEF by deft Watson Chapel School in support of motion response [52-1] (tjj) (Entered: 03/16/2004)
03/23/2004		Docket Modification (Utility Event) Terminating attorneys Jeremiah Glassman, Michael S. Maurer, Alia Malek , Joe N. Peacock, W. Paul Blume and Raymond R. Abramson [48-1] and adding attorneys Javier Guzman and Amy Berman for pltf USA (tjj) (Entered: 03/23/2004)
03/25/2004	<u>54</u>	REPLY by Pine Bluff School to response to motion for preliminary injunction [45-1] and for expedited hearing [45-2] (tjj) (Entered: 03/25/2004)
04/01/2004	<u>55</u>	RESPONSE by USA to motion for preliminary injunction [45-1] and for expedited hearing [45-2] (tjj) (Entered: 04/02/2004)
04/21/2004	<u>56</u>	ORDER (DOC) pending before the Court is pltf Pine Bluff School District's motion for preliminary injunction [45-1] and motion for expedited hearing [45-2]; the motion for expedited hearing is granted; a hearing is scheduled on the motion for preliminary injunction to commence at 9:30 am on Friday, 5/7/04 in Little Rock before Judge Moody (cc: all counsel) (tjj) (Entered: 04/22/2004)
05/07/2004	<u>57</u>	STIPULATION OF FACTS by defendant Watson Chapel School District and intervenor Pine Bluff School District #3. (mah) (Entered: 05/07/2004)
05/07/2004	<u>58</u>	CLERK'S MINUTES: COURT TRIAL held before Judge James M. Moody after parties agree to convert the hearing on the Motion for Preliminary Injunction to a trial on merits. Court takes case under advisement. (Ct. Rep. -- Carolyn Fant) (mah) Modified on 05/10/2004 (Entered: 05/07/2004)
05/12/2004	<u>59</u>	ENTRY OF APPEARANCE for England Sch District by attorney W. Paul Blume (tjj) (Entered: 05/13/2004)
05/17/2004	<u>60</u>	ORDER by Judge James M. Moody on 5/7/04 the Court held a hearing on Pine Bluff School District #3's motion for preliminary injunction [45-1]; at the hearing the parties agreed to convert the hearing on the motion for preliminary injunction to a trial on the merits; the Court finds that Watson Chapel has not violated the terms of the Order; the Court finds that the Order does not mandate the acceptance of transfer students; to the extent that the Act mandates the acceptance of transfer students, the Act conflicts with the terms of the Order and the Order controls; Pine Bluff's request for declaratory and injunctive relief is denied and their complaint is dismissed with prejudice (cc: all counsel) (tjj) Modified on 05/18/2004 (Entered: 05/18/2004)
05/17/2004	<u>61</u>	

		JUDGMENT by Judge James M. Moody pursuant to the Order entered this date, pltf's complaint is dismissed (cc: all counsel) (tjj) (Entered: 05/18/2004)
05/17/2004	<u>62</u>	ENTRY OF APPEARANCE for pltf USA by attorney Tobi E. Longwitz (tjj) (Entered: 05/18/2004)
05/21/2004	<u>63</u>	MOTION by Pine Bluff School to alter or to amend judgment (tjj) Modified on 05/27/2004 (Entered: 05/24/2004)
05/21/2004	<u>64</u>	BRIEF by Pine Bluff School in support of motion to alter or amend judgment [63-1] [63-2] (tjj) (Entered: 05/24/2004)
05/27/2004	<u>65</u>	REPLY by Watson Chapel School to motion to alter [63-1] or to amend judgment [63-2] (tjj) (Entered: 05/27/2004)
05/27/2004	<u>66</u>	BRIEF by Watson Chapel School in support of motion response [65-1] (tjj) (Entered: 05/27/2004)
06/01/2004	<u>67</u>	REPLY BRIEF by Pine Bluff School to brief in support of reply to motion to alter [63-1] or amend judgment [63-2] (tjj) (Entered: 06/01/2004)
06/07/2004	<u>68</u>	REJOINDER by Watson Chapel School to motion to alter [63-1] or to amend judgment [63-2] (tjj) (Entered: 06/08/2004)
06/09/2004	<u>69</u>	ORDER by Judge James M. Moody denying motion to alter [63-1] or amend the Order and Judgment of 5/17/04 [63-2] (cc: all counsel) (tjj) (Entered: 06/10/2004)
12/14/2004	<u>70</u>	MOTION by plaintiff to compel discovery (tjj) (Entered: 12/15/2004)
05/12/2005	<u>71</u>	ORDER by Judge James M. Moody denied as moot pltf's motion to compel discovery [70-1] (cc: all counsel) (bmt) (Entered: 05/13/2005)
03/01/2007	<u>72</u>	NOTICE of Appearance by Kym D. Rogers on behalf of United States of America (Rogers, Kym) (Entered: 03/01/2007)
03/01/2007	<u>73</u>	MOTION for Relief by United States of America (Attachments: # <u>1</u> Exhibit # <u>2</u> Exhibit # <u>3</u> Exhibit # <u>4</u> Exhibit)(Rogers, Kym) (Entered: 03/01/2007)
06/06/2007	<u>74</u>	MOTION for Extension of Time to File Response/Reply as to <u>73</u> MOTION for Relief by England School District (Blume, W.) (Entered: 06/06/2007)
06/06/2007	<u>75</u>	ORDER granting <u>74</u> England School District's Motion for Extension of Time. England School District shall have up to and including 6/29/2007 to respond to the government's Motion for further relief. Signed by Judge James M Moody on 06/06/2007. (thd) (Entered: 06/07/2007)
08/10/2007	<u>77</u>	(This is a TEXT ENTRY ONLY. There is no pdf document associated with this entry.) SCHEDULING ORDER: Status Conference to be conducted by telephone is set for August 16, 2007 @ 10:00 a.m., regarding the motion for relief by the United States <u>73</u> . Participating will be Kym Rogers for Plaintiff and Paul Blume for Defendant, England School District. By D. Jackson at the Direction of the Court on 8/10/07. (dmj) (Entered: 08/10/2007)
08/14/2007	<u>78</u>	RESPONSE by England School District to pltf's <u>73</u> Motion for Further Relief. (vjt) (Entered: 08/14/2007)

08/16/2007	79	(This is a TEXT ENTRY ONLY. There is no pdf document associated with this entry.)Minute Order. TELEPHONE CONFERENCE held with Judge James M. Moody on 8/16/2007 re <u>73</u> MOTION for Relief filed by United States of America. Court to enter written order. Participating: Kym Rogers for the United States and Paul Blume for England School District No. 2. Court Reporter - Pegge Merkel (dmj) (Entered: 08/16/2007)
08/16/2007	<u>80</u>	ORDER finding as moot <u>73</u> Motion for Relief and directing deft to immediately provide a copy of the England School District No. 2, 2006-2007 yearbook to plaintiff. Signed by Judge James M Moody on 8/16/07. (bkp) (Entered: 08/16/2007)

PACER Service Center			
Transaction Receipt			
02/27/2014 12:35:50			
PACER Login:	ad1059	Client Code:	ADE
Description:	Docket Report	Search Criteria:	2:70-cv-00010-JMM
Billable Pages:	7	Cost:	0.70

IN THE UNITED STATES DISTRICT COURT
EASTERN DISTRICT OF ARKANSAS
HELENA DIVISION

FILED
U.S. DISTRICT COURT
EASTERN DISTRICT ARKANSAS

OCT 29 2001

JAMES W. McCORMACK, CLERK
By: *[Signature]* Plaintiff
DEPT. CLERK

UNITED STATES OF AMERICA

vs.

H-C-70-10

COTTON PLANT SCHOOL DISTRICT NO. 1, ET AL

Defendants

ORDER

On August 10, 2001 the Court granted the plaintiff's motion to reinstate the case. The case should have been reopened as to the Watson Chapel School District only.

IT IS THEREFORE ORDERED that the clerk reinstate the case as to Watson Chapel School District only. The case shall be closed as to all remaining defendants forthwith. All further pleadings shall be styled as to Watson Chapel School District only.

Dated this 29th day of October, 2001.

[Signature]
UNITED STATES DISTRICT JUDGE

THIS DOCUMENT ENTERED ON
DOCKET SHEET IN COMPLIANCE
WITH RULE 58 AND/OR 79(a) FRCP
ON 10/29/01 BY *[Signature]*



ti

UNITED STATES DISTRICT COURT
Eastern District of Arkansas
U.S. Court House
600 West Capitol, Suite 402
Little Rock, Arkansas 72201-3325

October 29, 2001

* * MAILING CERTIFICATE OF CLERK * *

Re: 2:70-cv-00010.

True and correct copies of the attached were mailed by the clerk to the following: press, file

Michael J. Dennis, Esq.
Bridges, Young, Matthews & Drake
315 East Eighth Avenue
Post Office Box 7808
Pine Bluff, AR 71611-7808

Rita Greenfield, Esq.
U. S. Department of Justice
Education Opportunities Litigation
Post Office Box 65958
Washington, DC 20035-5958

Michael S. Maurer, Esq.
U. S. Department of Justice
Civil Rights Division
601 D Street, N.W.
Room 4300
Washington, DC 20530

Kiran A. Ahuja, Esq.
U. S. Department of Justice
Civil Rights Division
601 D Street, N.W.
Room 4300
Washington, DC 20530

James W. McCormack, Clerk

Date: 10/29/01

BY: T Isum

FILED
U.S. DISTRICT COURT
EASTERN DISTRICT ARKANSAS

JUN - 9 2003

JAMES W. MCGORMACK, CLERK
By: *[Signature]* DEP. CLERK

IN THE UNITED STATES DISTRICT COURT
FOR THE EASTERN DISTRICT OF ARKANSAS
EASTERN DIVISION

UNITED STATES OF AMERICA)	
)	
Plaintiff,)	
)	CIVIL ACTION NO. H 70C-10
v.)	
)	(COTTON PLANT SCHOOL DISTRICT
)	NO. 1)
COTTON PLANT SCHOOL DISTRICT)	
NO. 1, <i>et al.</i> ,)	
)	
Defendants.)	

AGREED ORDER OF UNITARY STATUS AND DISMISSAL

In February 2001, the United States initiated a review of Cotton Plant School District No. 1, which included an information request to the District. Based on a review of the information and data provided by the District, the United States has concluded that, in its view, the District has fulfilled its affirmative desegregation obligations under the Fourteenth Amendment and applicable federal law, entitling the District to a declaration of unitary status. As indicated by the signatures of counsel below, the parties respectfully request that the Court approve this Agreed Order of Unitary Status and Dismissal, declaring that the District has achieved unitary status and dismissing this case.

I. PROCEDURAL HISTORY

This school desegregation suit was instituted by the United States against Cotton Plant School District No. 1 and other school districts on July 9, 1970. On the same day, this Court

entered an Order requiring the United States and Cotton Plant "to collaborate in the preparation of a plan for the immediate conversion of the defendant school district to a unitary, nondiscriminatory school system." Consent Decree and Order at 1 (8/25/70). After discussions between representatives of the United States and school officials, the parties agreed to a school desegregation plan that consolidated the District's schools. *See id.* at Appendix A.

In February 2001, to assess the status of the District's desegregation efforts, the United States initiated a review of the case, conducting an analysis of U.S. Census and student assignment data. The United States elicited supplemental information from the District regarding the racial make-up of classrooms, faculty and staff.

II. STIPULATED FACTS

Beginning with the 1970-71 school year, Cotton Plant School District No. 1 operated a single-grade configuration school system; that is, every child enrolled in particular grade was assigned to a single school. See Report of Cotton Plant School District No. 1 (10/2/70). This practice continues, and currently all students attend either the District's elementary school or the high school. As of the 2002-03 school year, the District enrolls 219 students, of whom 204 (93%) are African American. There is no evidence that vestiges of segregation remain in any facet of the District's operations.

III. LEGAL ANALYSIS

It has long been recognized that the goal of a school desegregation case is to convert promptly a *de jure* segregated school system to a system without "white" schools or "black" schools, but just schools. *Green v. County School Bd. of New Kent County, Va.*, 391 U.S. 430, 442 (1968). The standard established by the Supreme Court for determining whether a school

district has achieved unitary status, thus warranting termination of judicial supervision, is: (1) whether the school district has fully and satisfactorily complied with the court's desegregation orders for a reasonable period of time; (2) whether the school district has eliminated the vestiges of past *de jure* discrimination to the extent practicable; and (3) whether the school district has demonstrated a good faith commitment to the whole of the court's order and to those provisions of the law and the Constitution which were the predicate for judicial intervention in the first instance. *See Missouri v. Jenkins*, 515 U.S. 70, 87-89 (1995); *Freeman v. Pitts*, 503 U. S. 467, 491-92, 498 (1992); *Board of Educ. of Oklahoma City Pub. Sch. v. Dowell*, 498 U.S. 237, 248-50 (1991); *Jenkins v. Missouri*, 122 F.3d 588, 596 (8th Cir. 1997).

The Supreme Court has identified six areas, commonly known as the "*Green* factors," which must be addressed as part of the determination of whether a school district has fulfilled its duties and eliminated vestiges of the prior dual school system to the extent practicable: (1) student assignment; (2) faculty; (3) staff; (4) transportation; (5) extracurricular activities; and (6) facilities. *Green*, 391 U.S. at 435. *See Dowell*, 498 U.S. at 250; *Jenkins*, 122 F.3d at 591. But the *Green* factors are not intended to be a "rigid framework;" the Supreme Court has approved consideration of other indicia, such as "quality of education," as important factors in determining whether the District has fulfilled its desegregation obligations. *See Freeman*, 503 U.S. at 492-93.

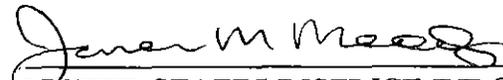
IV. CONCLUSION

Based on the information and data provided by the District, and on all the surrounding facts, the District has complied with the Court's desegregation orders for a reasonable period of time and has eliminated the vestiges of past *de jure* discrimination to the extent practicable. The Court concludes, therefore, that Cotton Plant School District No. 1 has met the legal standards

for a declaration of unitary status and dismissal of this action.

Accordingly, it is hereby ORDERED that all prior injunctions in this case are
DISSOLVED, jurisdiction is TERMINATED, and this case is DISMISSED WITH PREJUDICE.

ENTERED THIS 6 DAY OF June, 2003.


UNITED STATES DISTRICT JUDGE

APPROVED:

FOR THE UNITED STATES:

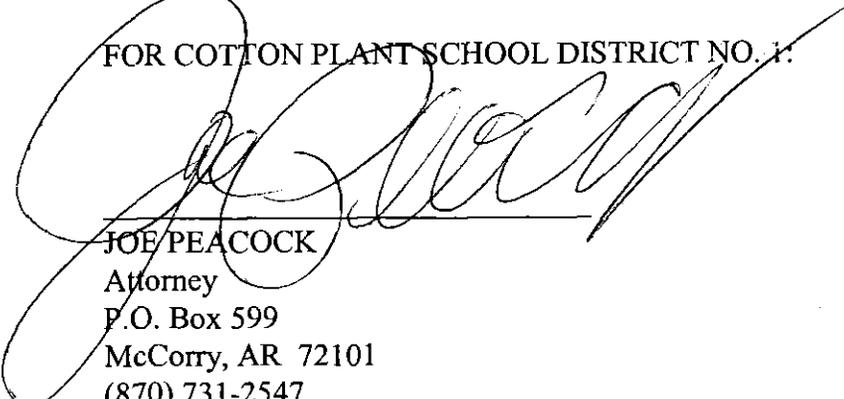
RALPH F. BOYD, JR.
Assistant Attorney General

THIS DOCUMENT ENTERED ON
DOCKET SHEET IN COMPLIANCE
WITH RULE 58 AND/OR 79(a) FRCP
ON 6/9/03 BY 2 Jones


JEREMIAH GLASSMAN

Attorney
United States Department of Justice
Civil Rights Division
Educational Opportunities Section
950 Pennsylvania Avenue, N.W.
Patrick Henry Building, Suite 4300
Washington, DC 20530
(202) 514-4092

FOR COTTON PLANT SCHOOL DISTRICT NO. 1:


JOE PEACOCK
Attorney
P.O. Box 599
McCorry, AR 72101
(870) 731-2547

ti

UNITED STATES DISTRICT COURT
Eastern District of Arkansas
U.S. Court House
600 West Capitol, Suite 402
Little Rock, Arkansas 72201-3325

June 9, 2003

* * MAILING CERTIFICATE OF CLERK * *

Re: 2:70-cv-00010.

True and correct copies of the attached were mailed by the clerk to the following: press, file, post

Michael J. Dennis, Esq.
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950 Pennsylvania Avenue, N.W.
Washington, DC 20530

James W. McCormack, Clerk

Date: 6/9/03

BY: T Jones

OPPOSITION

RECEIVED
COMMISSIONER'S OFFICE
MAR 17 2014
DEPARTMENT OF EDUCATION

To Whom It May Concern:

Could you please give a copy of this information to each member of the Arkansas State Board of Education, before their next meeting? I was unable to find a mailing address for each one.

Thank you so very much for your trouble. This situation is of the very most importance.

Again, thank you.



Eirvin Lewis

February 26, 2014

Arkansas State Board of Education Members
Arkansas Department of Education
#4 Capitol Mall
Little Rock, Arkansas 72201-1071

Dear Sirs/Madams:

This letter's intent is to ask the State Board of Education Committee to please take a very close look at the situation of facts and figures that will be used to close Cotton Plant Elementary School.

I'm concerned because the numbers presented seem to be inflated. Also, I don't believe Cotton Plant Elementary School is the reason the school district will be in fiscal distress. Cotton Plant's number of students are low, but the students are learning and progressing right along. Our community needs the light and life the school offers our young children.

On the web, the salaries are posted. I've done some homework with that and there seems to be no reason to close the school, based on cost per student. The thirty-three students (K-3) generate enough funds to keep the school open. In figuring cost per student, the thirteen Pre-K students should be included in the numbers being served making the number of students forty-six. I know their money is separate, but they share all the services of utilities, food service, nurse and janitor.

If our school closes (Cotton Plant), most of our students/children will enroll in Brinkley Schools due to close proximity to our present school. Most of our parents do not have transportation therefore, this closing will present a much greater hardship on them and the children.

I don't understand why this superintendent is being so secretive. He did not let the community know they were voting, on February 18, 2014, to close the Cotton Plant Campus. Thirty or so miles is a bit far for age three to eight year old children to ride each day when compared to eleven miles to Brinkley. I think it would be more feasible to keep things as they are a few more years. The community is trying to grow with the hopes of a tire factory and a fish refinery to soon be up and running. This means families can come back home for work and new families will move in. Not having a school for our youngest children would really hurt the chances of getting those factories going.

My appeal to this board is to please, look closely at what will be presented to make it look as though Cotton Plant is causing fiscal distress. I have enclosed information I found on the Augusta Schools website to do my figures. If these figures are correct I don't see how Cotton Plant could be the cause of a problem.

Sincerely,



Eirvin Lewis

Alumni, Parent, Grandparent,
and Concerned Citizen of Cotton Plant

Enclosures: four (4)

- 1) Administrative Salary Schedule
- 2) Certified Salary Schedule
- 3) Classified Salary Schedule
- 4) Break down of Cotton Plant Salaries/expenses & cost/student

EMPLOYEE SALARIES 2013-14

EMPLOYEE	CONTRACT AMOUNT	COTTON PLANT COST
L. Anderson - Principal/Sp. Ed.	63,751.50	63,751.50
C. Bell-Teacher - Mentor	50,495.40	50,495.40
B. Glover -Teacher	30,144.00	30,144.00
C. Chandler - Cook	12,794.60	12,794.60
M. Bryson - Aide	15,480.20	12,794.60
T. Milton - Aide	13,480.20	13,480.20
L. Bergschneider,R.N. - Nurse	11,763.24	11,763.24 ½ time
C. Russell - Custodian	13,610.00	13,610.00
S. Whatley - Pre-K Teacher	30,144.00	30,144.00 Pre-K funds
P. Carroll - Pre-K Aide	18,900.00	18,900.00 Pre-K funds
T. Rainey -Art Teacher	34,130.00	1,365.20 1.5 hrs./week
A. Sanders - Librarian	39,130.00	1,565.46 1.5 hrs./week
R. Turner - P.E. Teacher	51,186.11	1,364.96 1.5 hrs./week
J. Wilhite - Music Teacher	36,397.90	1,455.92 1.5 hrs./week
C. Winningham - Counselor	38,827.80	1,553.11 1.5 hrs./week
J. Wilson - Master Teacher	54,278.75	10,855.81 1day/week
A. Grisham - G/T Teacher	40,130.00	4,012.92 ½ day/week
M. Manning - Dir. Of Learning Services	71,251.50	5,343.86 (cost/student X 46)
R. Nassar - Superintendent	90,000.00	6,750.00 (cost/student X 46)
TOTAL SALARIES		244,918.34
EXPENSES (Utilities)		27,253.97
COST/STUDENT @ 46students		5,324.31
COST/STUDENT @ 33students		7,421.77

Total Salaries given by Dr. Nassar --- 456,544.71

Total Expenses given by Dr. Nassar --- 483,798.68

I just don't understand how there could be such a difference. I'm sure there are some expenses not online for me to see, but this seems to be a lot.

	Name	2014	TIF HTS	TIF Ret	Job
1	Katrina Alumbaugh	30,594.00		5,000.00	Elementary Teacher
2	Carolyn Bell	50,459.40		5,000.00	Mentor Teacher
3	Dorothy Brown	35,994.00		5,000.00	Elementary Teacher
4	Joseph Brown	52,466.30			Dean of Students
5	Diane Cartwright	43,630.00	2,000.00	5,000.00	Mentor Teacher
6	Stephanie Edwards	36,630.00		5,000.00	Elementary Teacher
7	Mary Gail Eldridge	35,994.00		5,000.00	Elementary Teacher
8	Rickey Everett	52,589.60			Coach and Dean of Stu
9	Lynnette Garner	41,130.00	2,000.00	5,000.00	Teacher
10	Rebecca Glover	30,144.00		5,000.00	Elementary Teacher
11	Richard Greer	46,147.25		5,000.00	Master Teacher
12	Terry Gregory	35,094.00	2,000.00	5,000.00	Success Teacher
13	April Grisham	40,130.00	2,000.00	5,000.00	Elementary Teacher
14	Ryan Grisham	35,994.00		5,000.00	HS Teacher
15	James Hamilton	35,994.00	250.00		HS Teacher
16	Tinka Henderson	35,994.00		5,000.00	Pre-school Teacher
17	Heather Hite	40,130.00		5,000.00	Mentor Teacher
18	Dana House	34,630.00		5,000.00	HS Teacher
19	Matthew House	34,537.90	1,500.00	5,000.00	HS Teacher/Coach
20	Bryon Hurford	45,466.00		5,000.00	HS Teacher
21	Paula Jackson	46,130.00		5,000.00	Mentor Teacher
22	Dayton Kitchens	36,432.60			HS/MS Teacher/Coach
23	Laura Ladd	31,494.00		5,000.00	Elementary Teacher
24	Georgianna Lester	35,994.00		5,000.00	Elementary Teacher
25	Jordan Long	29,244.00	2,000.00		HS Teacher
26	Paula Madison	35,994.00		5,000.00	Elementary Teacher
27	Lisa Martin	44,630.00	1,000.00		Librarian/Teacher/Ment
28	Sherri Moore	56,541.75		5,000.00	Master Teacher
29	Linda M. Newman	41,130.00	2,000.00	5,000.00	HS Math
30	Tonya Nichols	29,244.00			Pre-School Teacher
31	Courtney Peebles	34,194.00		5,000.00	Elementary Teacher
32	Chambliss Peterson	35,994.00		5,000.00	Elementary Teacher
33	Darrell Porter	41,130.00	2,000.00		HS Teacher
34	Jacquelyn Powell	35,994.00		5,000.00	HS Teacher
35	Tamber Rainey	34,130.00			K-12 Art
36	Angela Sanders	39,130.00	2,000.00	5,000.00	Elementary Librarian
37	Monica Shields	36,044.00		5,000.00	Mentor Teacher
38	Paulette Shields	53,953.50			Pre-school/Daycare Co
39	Clay Shirley	31,104.00			Teacher/Coach
40	Jessica Stone	46,147.25		5,000.00	Master Teacher
41	Roosevelt Turner	51,186.11		5,000.00	Teacher/Coach
42	Dannis Veasley	41,130.00		5,000.00	HS Teacher
43	Sandra Whatley	30,144.00		5,000.00	Pre-school Teacher
44	Matthew White	29,244.00			HS Teacher
45	James Wilhite	36,397.90			Band/Choir/Music
46	Jana Wilson	54,278.75		5,000.00	Master Teacher
47	Cheryl Winningham	38,827.80	2,000.00		K-12 Counselor
48	Gloria Woods	41,130.00		5,000.00	Elementary Teacher
49	Kyle Yancey	33,630.00	2,000.00		HS Teacher

	last name	2014	Duties
1	Bengel, Ellyn	\$34,071.36	Bookkeeper
2	Bengel, Ellyn	\$5,000.00	TIF Grant Extra Duties
3	Bengel, Ellyn	\$2,400.00	STC Bookkeeper
4	Bergschneider, J	\$11,763.24	Nurse - CP campus (RN) (.5)
5	Brown, Joe	\$2,381.28	Bus Driver (.5)
6	Brown, Joyce	\$20,109.57	Custodian - Augusta Campus
7	Browning, Virgin	\$25,138.75	Elementary Secretary - Augusta c
8	Bryson, Fannie M	\$15,480.20	Teacher's Aide
9	Carroll Patricia	\$18,900.00	Teacher's Aide - Pre-school
10	Carter, Jack	\$7,340.70	Bus Driver - Gregory Route (1.45
11	Cartwright, Dian	\$4,505.28	Bus Driver - 320/356
12	Chandler, Cheryl	\$12,794.60	Head Cook - CP
13	Chestnutt, Elsie	\$22,138.50	HS Secretary
14	Daniels, Roy	\$5,062.55	Bus Driver - Cotton Plant
15	Daniels, Roy	\$15.00/Day	Bus Driver - Activity Bus
16	Fortune, Nancy	\$11,325.80	Cook
17	Garner, Thomas	\$2,456.28	Bus Driver (.5)
18	Gipson, Kathy	\$20,109.57	Custodian
19	Grisham, Lori	\$9,993.73	2 Hours ACCC Floater; 1 Hour A
20	Grisham, Lori	\$15.00/hour	Save the Children - NUPA
21	Hamilton, James	\$5,062.55	Bus Driver
22	Harston, Jessie	\$25,138.75	High School Secretary
23	Henley, Amy	\$15,980.20	Teacher's Aide
24	Hinojosa, Maria	\$15,080.20	Teacher's Aide
25	Hurford, Robert	\$5,062.55	Bus Driver
26	Lee, Jimmy	\$19,809.57	Custodian
27	Martin, Christina	\$12,794.60	Head Cook
28	Milton, Tammy	\$13,480.20	Teacher's Aide
29	Moore, Deborah	\$28,876.80	Nurse - Augusta campus (LPN)
30	Moore, Deborah	\$511.92	Bus Driver 36/356
31	McCoy, Cear	\$15,480.20	Teacher's Aide
32	McCoy, Cear	\$4,812.55	CP Bus Driver
33	Morris, Mildred	\$18,900.00	Pre-school Aide - Augusta campu
34	Neal, Dorothy	\$18,900.00	Pre-school Aide - Augusta campu
35	Neal, Dorothy	\$12.50/hour	STC Tutor
36	Nguyen, Amber	\$15.00/hour	Save the Children Literacy Coord
37	Pomtree, Shirley	\$15,480.20	Teacher's Aide
38	Prince, Donna	\$18,699.00	CP Secretary
39	Reeves, Sue	\$28,923.59	Administrative Secretary
40	Reeves, Sue	\$5,000.00	TIF Grant Extra Duties
41	Russell, Colin	\$13,610.00	Custodian/Maintenance Helper
42	Scarberry, Donal	\$16,354.15	Bus & Maintenance Helper
43	Scarberry, Donal	\$4,762.55	Bus Driver
44	Smith, Brenda	\$17,354.15	Maint. Helper
45	Smith, Joseph	\$26,849.70	Maintenance Supervisor
46	Stovall, Gary Ste	\$6,581.32	Bus Driver-Fitzhugh Route 1.3
47	Stovall, Gary Ste	\$29,545.76	Bus Mechanic
48	Taylor, Carrie	\$20,109.57	Custodian - Augusta campus
49	Taylor, Tabitha	\$15.00/hour	STC - NUPA
50	Tims, Darlene	\$12,675.80	Cook - Augusta campus
51	Tripp, Lucille	\$18,900.00	Pre-school Aide - Augusta campu
52	Turner, Angela	\$14,280.20	Teacher's Aide
53	Turner, Angela	\$12.50/hour	STC Tutor
54	Watson, Waszell	\$14,880.20	Teacher's Aide - Augusta campus
55	Watson, Waszell	\$12.50/hour	STC Tutor
56	Webb, Mildred	\$15,580.20	Teacher's Aide-Social Worker
57	Webb, Mildred	\$12.50/hour	STC Tutor
58	Wedgworth, Don	\$33,034.42	Administrative & Board Secretary
59	Wedgworth, Don	\$5,000.00	TIF Grant Extra Duties
60	White, Victor	\$21,834.00	Special Ed Due Process Clerk
61	Williams, Carla	\$24,575.59	Food Service Director

2014

Feb 11, 2014
K. Smith

Feb 11, 2014

	Name	2014	Duties
1	Linder Anderson	\$63,751.50	CPE Principal
2	Roy Daniels	\$66,611.50	Curriculum/AD
3	Thomas Garner	\$71,251.50	AE & HS Principal
4	Michael Manning	\$71,251.50	Dir. of Learning Services
5	Ray Nassar	\$90,000.00	Superintendent

BOARD HEARING PROCEDURES

- 27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 27.07 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.
- 27.08 The State Board shall issue a written order concerning the matter.

**28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY
CONSOLIDATIONS AND ANNEXATIONS**

- 28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
- 28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

28.07 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.

28.08 The State Board shall issue a written order concerning the matter.

NOTICE LETTER



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

March 5, 2014

Mr. Robert Davis, Superintendent
Camden Fairview School District
625 Clifton Street
Camden, AR 71701

Dr. John Moore, Superintendent
Magnolia School District
P.O. Box 649
Magnolia, AR 71754-0649

Mr. Rick McAfee, Superintendent
Nevada School District
P.O. Box 50
Rosston, AR 71858

Ms. Patsy Hughey, Superintendent
Stephens School District
315 W. Chert Street
Stephens, AR 71764

**Re: Proposed Administrative Consolidation
Stephens School District
(Regular Mail, Certified Mail and Electronic Mail)**

Dear Superintendents:

This letter is to inform you that during its regularly scheduled April 2014 meeting, the Arkansas State Board of Education (State Board) will consider the involuntary administrative consolidation of the Stephens School District with one or more of its contiguous school districts (Camden Fairview, Magnolia and/or Nevada).

The State Board will consider this matter on April 10, 2014, beginning at 10:00 a.m., in the Auditorium of the Arkansas Department of Education, Four Capitol Mall, Little Rock, Arkansas. You should plan to be in attendance and be prepared to answer questions that may be posed by the State Board. Any written materials you choose to submit should be provided to Jeremy Lasiter, Arkansas Department of Education General Counsel, **no later than noon on March 31, 2014.** You may reach Mr. Lasiter at (501) 682-4227 or at jeremy.lasiter@arkansas.gov.

The State Board will consider this matter pursuant to the legal authority and jurisdiction vested in it by Ark. Code Ann. §§ 6-11-105, 6-13-1601 et seq., 6-13-1401 et seq. and the Arkansas Department of Education Rules Governing the Consolidation an Annexation of School Districts (Rules). You may find an electronic copy of the Rules here:

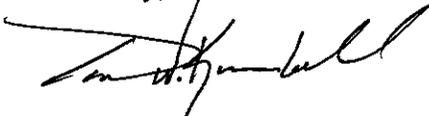
<http://www.arkansased.org/divisions/legal/rules/current>

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

Notice of Involuntary Consolidation Hearing
March 5, 2014
Page 2 of 2

You may find the State Board's hearing procedures beginning on page 31 of the Rules, in Section 28.00. Thank you for your attention to this very important matter.

Sincerely,



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

cc : *VIA U.S. MAIL*

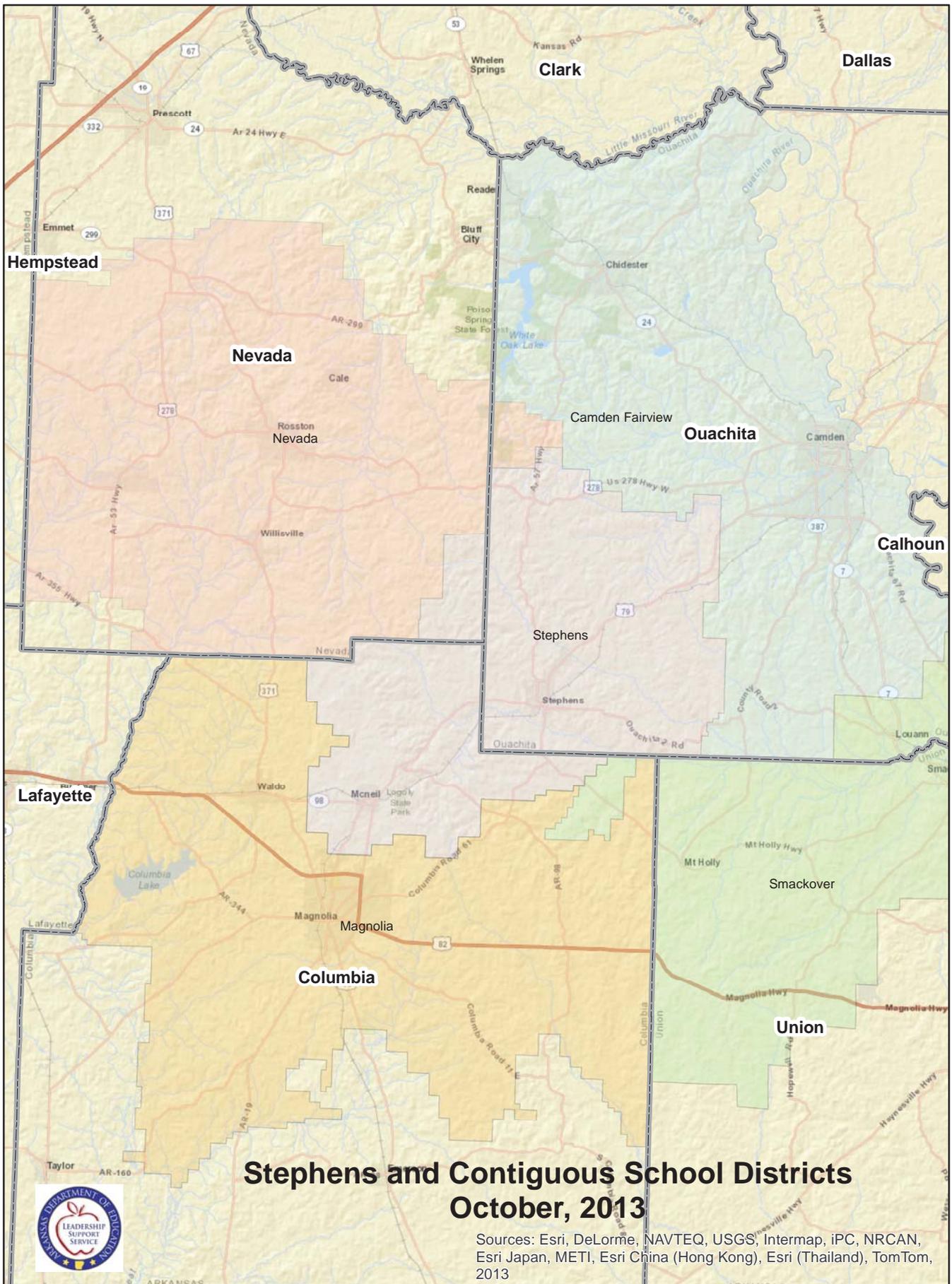
Arkansas State Board of Education
The Honorable John Walker, State Representative
Mr. Eddie Moore, Jr., President, Camden Fairview School Board
Mr. Mike Walters, President, Magnolia School Board
Mr. Jeremy Casey, President, Nevada School Board
Ms. Erma Brown, President, Stephens School Board
Mr. Allen Roberts, Attorney at Law
Mr. Clay Fendley, Attorney at Law
Mr. Scott Richardson, Senior Assistant Attorney General
Mr. Jeremy Lasiter, ADE General Counsel

DISTRICT ADM HISTORY

Stephens ADM History

			FY09	FY10	FY11	FY12	FY13
			ADM	ADM	ADM	ADM	ADM
			Qtrs 1-3				
5206	OUACHITA	STEPHENS	374.5	352.76	355.04	333.54	344.32

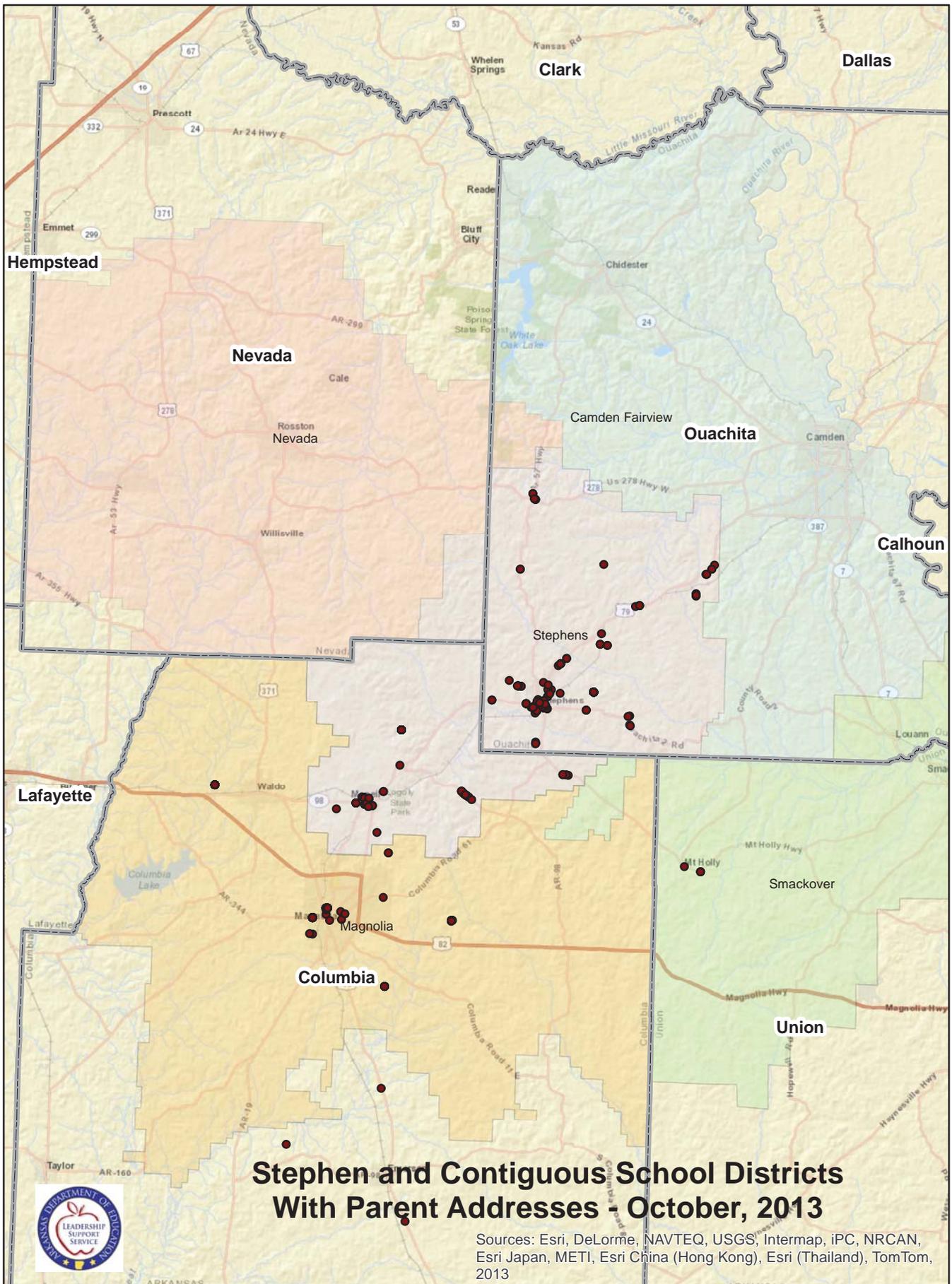
MAPS



Stephens and Contiguous School Districts October, 2013



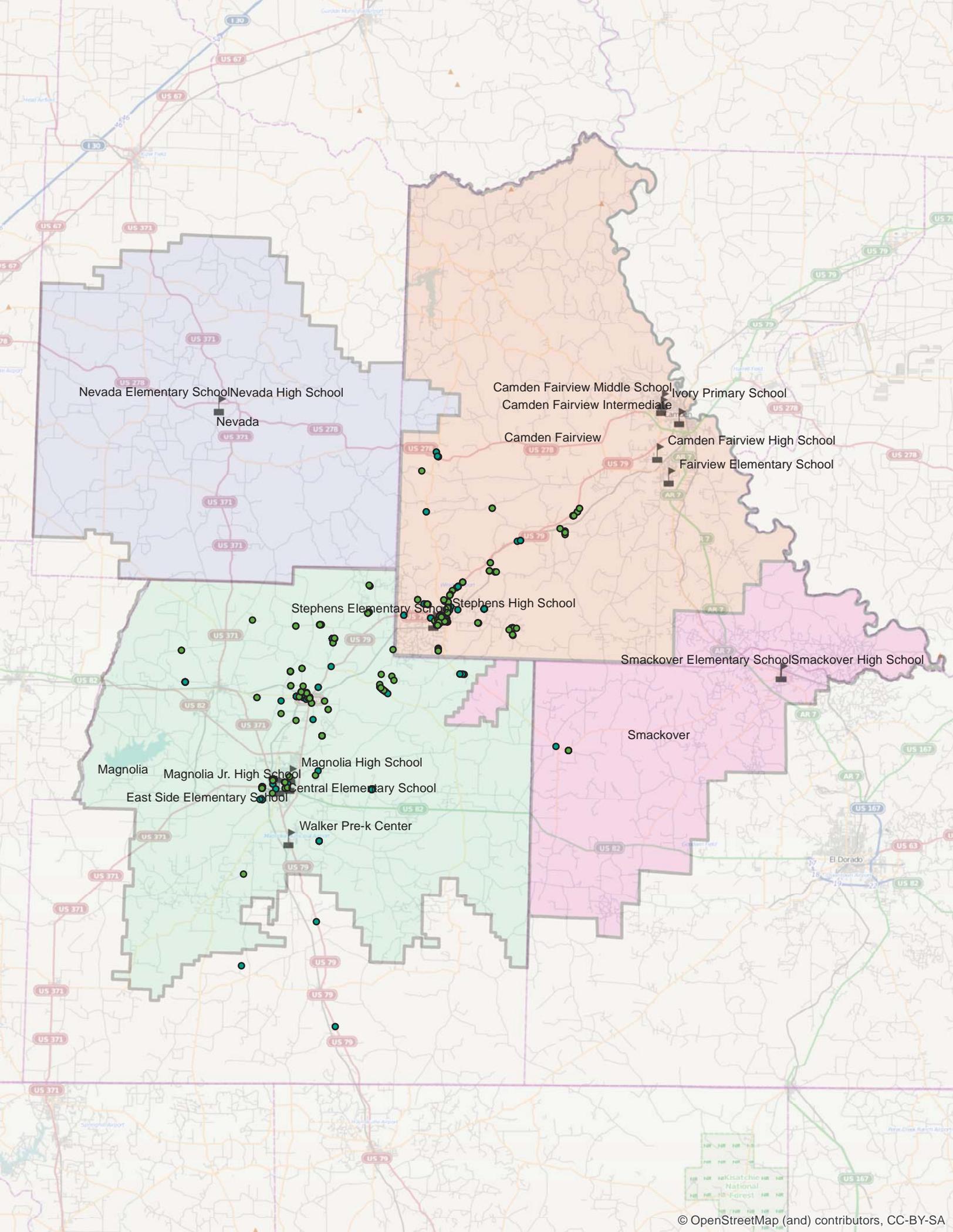
Sources: Esri, DeLorme, NAVTEQ, USGS, Intermap, iPC, NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom, 2013



Stephen and Contiguous School Districts With Parent Addresses - October, 2013



Sources: Esri, DeLorme, NAVTEQ, USGS, Intermap, iPC, NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom, 2013



Nevada Elementary School
Nevada High School

Nevada

Camden Fairview Middle School
Camden Fairview Intermediate

Ivory Primary School

Camden Fairview

Camden Fairview High School

Fairview Elementary School

Stephens Elementary School
Stephens High School

Smackover Elementary School
Smackover High School

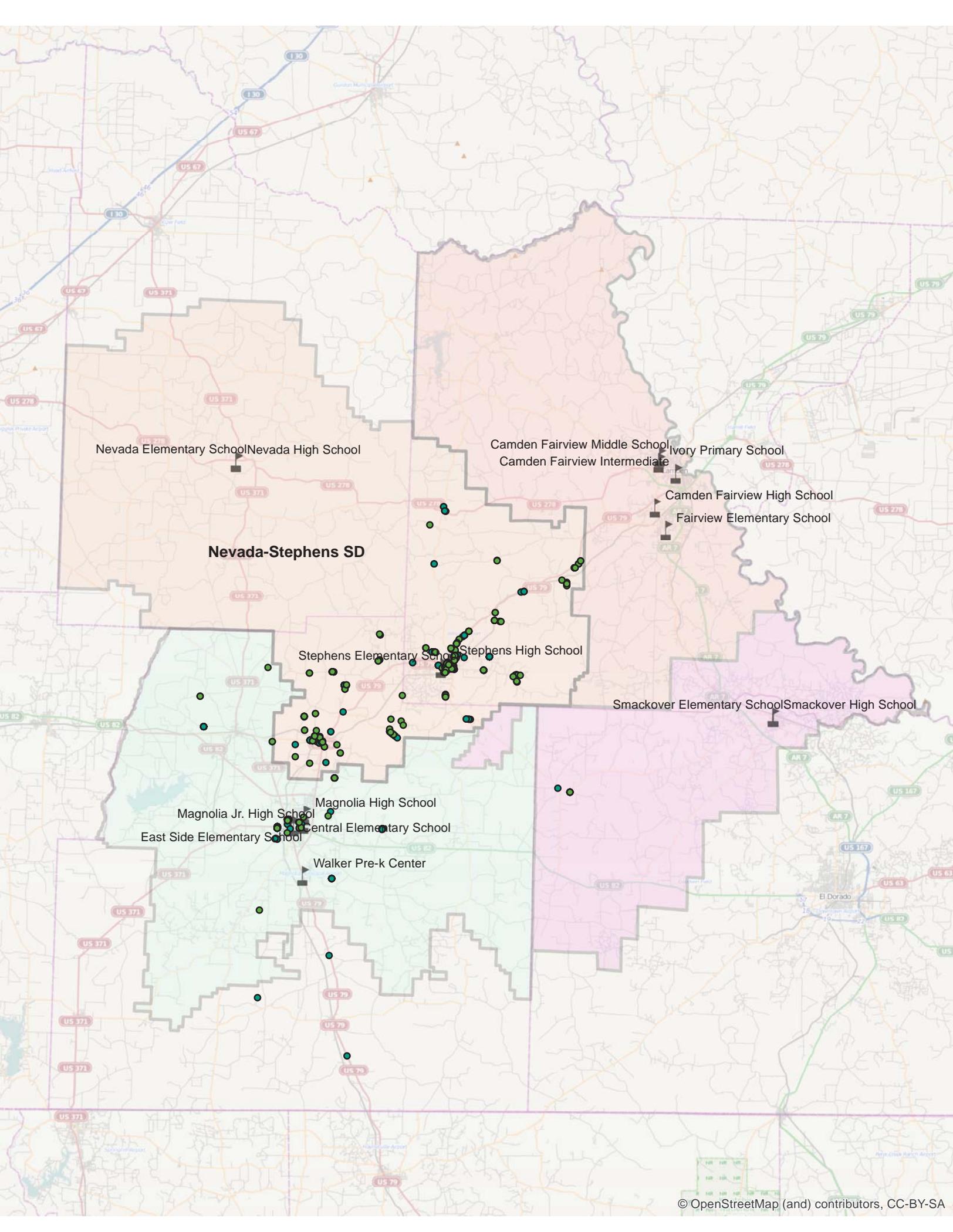
Smackover

Magnolia
Magnolia Jr. High School
East Side Elementary School

Magnolia High School

Central Elementary School

Walker Pre-k Center



Nevada Elementary School
Nevada High School

Camden Fairview Middle School
Camden Fairview Intermediate
Ivory Primary School
Camden Fairview High School
Fairview Elementary School

Nevada-Stephens SD

Stephens Elementary School
Stephens High School

Smackover Elementary School
Smackover High School

Magnolia Jr. High School
Magnolia High School
Central Elementary School
East Side Elementary School

Walker Pre-k Center

FINANCIAL INFORMATION

Arkansas Department of Education

Fund Balance Data

Select School Districts:

- 5206000 - STEPHENS SCHOOL DISTRICT
- 5204000 - CAMDEN-FAIRVIEW SCHOOL DISTRICT
- 1402000 - MAGNOLIA SCHOOL DISTRICT
- 5008000 - NEVADA SCHOOL DISTRICT

	5206000 - STEPHENS SCHOOL DISTRICT				
	08-09	09-10	10-11	11-12	12-13
ADM (3 Qtr)	374.50	352.76	355.04	333.54	344.32
Total Assessment	35,233,979	34,675,680	35,099,344	36,877,624	39,456,775
Total Expenditures	\$ 4,944,451	\$ 4,976,378	\$ 4,948,348	\$ 3,850,923	\$ 3,618,295
Per Pupil Expenditures	\$ 10,976	\$ 12,814	\$ 11,518	\$ 11,106	\$ 10,301
Total Mills	34.00	34.00	34.00	34.00	34.00
Total Debt	\$ 910,000	\$ 890,000	\$ 870,000	\$ 905,000	\$ 880,000
Non-Federal Certified FTEs	43.00	31.50	34.36	32.62	34.05
Avg Teacher Salary (Non-Federal Certified FTEs)	\$ 44,296	\$ 57,524	\$ 43,248	\$ 41,269	\$ 41,583
Mileage From This District To:					
5206000 - STEPHENS SCHOOL DISTRICT	0.00 miles				
	1402000 - MAGNOLIA SCHOOL DISTRICT				
	08-09	09-10	10-11	11-12	12-13
ADM (3 Qtr)	2,915.12	2,857.80	2,777.49	2,717.33	2,708.36
Total Assessment	237,920,875	234,727,569	245,726,881	257,893,879	278,447,254
Total Expenditures	\$ 27,279,953	\$ 28,982,327	\$ 28,477,455	\$ 30,644,551	\$ 26,511,174
Per Pupil Expenditures	\$ 7,948	\$ 8,738	\$ 8,882	\$ 9,460	\$ 9,102
Total Mills	29.60	29.60	29.60	29.60	29.60
Total Debt	\$ 8,720,000	\$ 8,450,000	\$ 9,805,000	\$ 9,645,000	\$ 9,215,000
Non-Federal Certified FTEs	231.88	221.84	219.00	213.42	219.39
Avg Teacher Salary (Non-Federal Certified FTEs)	\$ 46,719	\$ 48,582	\$ 46,830	\$ 49,853	\$ 51,043
Mileage To:					
5206000 - STEPHENS SCHOOL DISTRICT	15.9 miles				

	5204000 - CAMDEN-FAIRVIEW SCHOOL DISTRICT				
	08-09	09-10	10-11	11-12	12-13
ADM (3 Qtr)	2,478.87	2,440.70	2,434.05	2,408.00	2,419.95
Total Assessment	140,736,681	141,081,027	146,046,597	151,486,478	156,652,785
Total Expenditures	\$ 25,543,069	\$ 25,368,402	\$ 27,299,173	\$ 24,899,711	\$ 25,065,206
Per Pupil Expenditures	\$ 9,304	\$ 10,043	\$ 10,176	\$ 10,050	\$ 9,761
Total Mills	34.00	34.00	34.00	34.00	34.00
Total Debt	\$ 14,430,000	\$ 14,330,000	\$ 13,965,000	\$ 14,005,000	\$ 13,615,000
Non-Federal Certified FTEs	201.89	190.42	196.70	196.67	195.93
Avg Teacher Salary (Non-Federal Certified FTEs)	\$ 47,563	\$ 47,525	\$ 47,313	\$ 47,105	\$ 47,976
Mileage From This District To:					
5204000 - CAMDEN-FAIRVIEW SCHOOL DISTRICT	20.4 miles				
	5008000 - NEVADA SCHOOL DISTRICT				
	08-09	09-10	10-11	11-12	12-13
ADM (3 Qtr)	416.65	394.41	402.49	392.62	372.78
Total Assessment	33,660,629	31,515,435	32,319,872	33,020,007	33,677,544
Total Expenditures	\$ 4,298,696	\$ 4,647,416	\$ 4,173,202	\$ 3,975,502	\$ 3,988,611
Per Pupil Expenditures	\$ 8,795	\$ 9,902	\$ 9,712	\$ 9,550	\$ 9,900
Total Mills	34.80	34.80	34.80	34.80	34.80
Total Debt	\$ 875,573	\$ 852,879	\$ 815,201	\$ 731,645	\$ 726,792
Non-Federal Certified FTEs	45.04	42.99	44.11	43.37	42.32
Avg Teacher Salary (Non-Federal Certified FTEs)	\$ 38,205	\$ 40,083	\$ 39,431	\$ 38,497	\$ 38,256
Mileage To:					
5206000 - STEPHENS SCHOOL DISTRICT	24.6 miles				

Notes:

ADM figures represent actual fiscal year three-quarter average daily membership.
 Total Debt includes bonded and non-bonded debt filed with ADE.

Data Sources:

- Annual Statistical Reports - Total Assessment, Total Expenditures, Per Pupil Expenditures, Total Mills, Total Debt, Non-Federal Certified FTEs, Avg Teacher Salary
- State Aid Notices - ADM
- Mileage - Google Maps with Distances between District Administrative Offices

Annual Statistical Report 2012/2013

County: OUACHITA

CAMDEN FAIRVIEW SCHOOL DISTRICT

LEA: 5204000

	2012/2013 Actual	2013/2014 Budget		2012/2013 Actual	2013/2014 Budget
1 Area in Square Miles	336		CURRENT EXPENDITURES		
2 ADA	2,272		Instruction:		
3 ADA Pct Change over 5 Years	-6%		49 Regular Instruction	7,517,619	7,387,769
4 4 Qtr ADM	2,414		50 Special Education	1,261,775	1,232,742
5 Prior Year 3 Qtr ADM	2,408		51 Career Education	667,528	636,513
6 Assessment	156,652,785		52 Adult Education	0	0
7 M&O Mills	25.00		53 Compensatory Education	1,258,346	1,399,420
8 URT Mills	25.00		54 Other	1,258,205	1,305,377
9 M&O Mills in Excess of URT	0.00		55 Total Instruction	11,963,473	11,961,821
10 Dedicated M&O Mills	0.00		District Level Support:		
11 Debt Service Mills	9.00		56 General Administration	496,578	534,458
12 Total Mills	34.00		57 Central Services	430,651	485,670
13 Total Debt Bond/Non Bond	13,615,000		58 Maintenance & Operations Of Plant	2,415,774	2,340,076
State and Local Revenue			59 Student Transportation	1,109,974	1,139,292
14 Property Tax Receipts (Incl URT)	4,755,654	4,701,282	60 Othr District Level Support Service	64,537	68,895
15 Other Local Receipts	991,045	903,976	61 Total District Support Services	4,517,514	4,568,392
16 Revenue From Interm Srcs	300,811	300,000	School Level Support:		
17.1 Foundation Funding (Excl URT)	11,193,776	11,346,805	62 Student Support Services	1,775,031	1,877,284
17.2 98% of URT X Assessment less Net Revenues	198,990	200,000	63 Instructional Staff Support Service	2,246,393	2,314,654
18 Student Growth Funding	0	0	64 School Administration	1,190,463	1,203,593
19 Declining Enrollment Funding	81,628	0	65 Total District Support Services	5,211,888	5,395,531
20 Consolidation Incentive/Assistance	0	0	Non-Instructional Services:		
21 Isolated Funding	0	0	66 Food Service Operations	1,529,904	1,513,005
22 Supplemental Millage Incent. Funds	28,978	19,319	67 Other Enterprise Operations	0	0
23 Other Unrestricted State Funding	0	0	68 Community Operations	7,184	24,734
24 Total Unrestricted Revenue from State and Local Sources	17,550,882	17,471,382	69 Other Non-Instructional Services	0	0
Restricted Revenue from State Sources:			70 Total Non-Instructional Services	1,537,088	1,537,738
25 Adult Education	0	0	71 Facilities Acquisition And Const.	1,015,575	9,498
Regular Education:			72 Debt Service	819,669	600,585
26 Professional Development	104,483	107,567	75 Other Non-Programmed Costs	0	0
27 Other Regular Education	12,785	10,078	76 Total Expenditures	25,065,206	24,073,565
Special Education:			77 Less: Capital Expenditures	(1,058,940)	-144,852
28 Gifted And Talented	650	0	78 Less: Debt Service	(819,669)	-600,585
29 Alt. Learning Environment (ALE)	180,916	171,597	79 Total Current Expenditures	23,186,597	23,328,128
30 English Language Learner (ELL)	915	0	80 Exclusions from Current Expenditures	(1,008,121)	-964,871
31 National School Lunch State Categorical Funds (NSL)	1,874,895	1,876,961	81 Net Current Expenditures	22,178,476	22,363,257
32 Other Special Education	8,421	1,184	82 Per Pupil Expenditures	9,761	
33 Career Education	104,813	108,875	83 Personnel - Non-Federal Licensed Classroom FTEs	168.22	
34 School Food Service	39,260	43,761	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	7,501,051	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	44,591	
36 Early Childhood Programs	522,075	517,787	85 Personnel - Non-Federal Licensed FTEs	195.93	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	9,399,877	
38 Other Non-Instructional Program Aid	799,087	177,418	86 Avg Salary - Non-Federal Licensed FTEs	47,976	
39 Total Restricted Revenue from State Sources	3,648,299	3,015,228	87.1 Legal Balance (funds 1-2-4)	2,709,677	2,240,903
40 Total Restricted Revenue from Federal Sources	3,221,440	3,301,434	87.2 Categorical Fund Balance	157,577	1
Other Sources of Funds:			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	0	0	87.4 Net Legal Bal (Excl Cat & QZAB)	2,552,100	2,240,902
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	837,513	1,256,662
43 Indirect Cost Reimbursement	32,920	35,100	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
44 Gains & Losses - Sale Fixed Assets	0	0			
45 Compensation - Loss Of Fixed Assets	103,766	0			
46 Other	0	0			
47 Total Other Sources of Funds	136,687	35,100			
48 Total Revenue and Other Sources of Funds from All Sources	24,557,307	23,823,144			

DATA

1.	2011 Real Assessment	\$	104,247,348	14.	Per-Student Revenue	\$	1,618.42
2.	2011 Personal Assessment	\$	33,357,758	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	13,881,372	16.	Per-Student State Foundation Funding Aid	\$	4,648.58
4.	2011 Total Assessment	\$	151,486,478	17.	PY ALE FTEs (Qtrs. 1-4)		42.79
5.	98% of URT X Assessment	\$	3,711,419	18.	CY English Language Learner Students		3
6.	Net Revenues	\$	3,512,428	19.	PY NSL Students (Free and Reduced)		1,815
7.	Five-Year Avg. Misc. Funds ¹	\$	185,741	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		2,434.05	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	922,865.63
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		2,408.00	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM for SGF (Qtr. 1)		2,428.80	23.	State Wealth Index		0.65185
11.	2012-13 ADM for SGF (Qtr. 2)		2,426.35	24.	PY ADM of Isolated School Area		0.00
12.	2012-13 ADM for SGF (Qtr. 3)		2,406.43	25.	Isolated Funding Amount	\$	0
13.	2012-13 ADM for SGF (Qtr. 4)		2,398.64				

FUNDING

	Funding Category		Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid (\$6,267)	\$	11,193,776	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust ² – R	\$	1,150,337	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment (\$4,228) – R	\$	180,916	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners (\$305) – R	\$	915	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical ³ (\$517/\$1,033/\$1,549) - R	\$	1,874,895	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding ³ (Rate Varies) – R	\$	0	6-20-2305	Yes	32381	281
32.	NSL Growth Funding ³ – R	\$	0	6-20-2305	Yes	32381	281
33.	Professional Development Funding (\$43.39) – R	\$	104,483	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance (\$18.03) – R	\$	172,410	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	\$	21,328	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	\$	28,978	6-20-2503	No	31620	001
37.	Isolated Funding	\$	0	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding ⁴	\$	0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding ⁴	\$	0	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation ⁴	\$	0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	\$	0	6-20-2305	No	31500	212
42.	Declining Enrollment Funding ⁵ – R	\$	81,628	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	\$	0	6-20-2305	No	31460	218
44.	Student Growth Funding - Qtrs. 1, 2, 3, & 4 ⁶ - R	\$	0	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues ⁷	\$	198,990	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
- Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
- No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
- The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
- Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.

Annual Statistical Report 2012/2013

County: COLUMBIA

MAGNOLIA SCHOOL DISTRICT

LEA: 1402000

	2012/2013 Actual	2013/2014 Budget		2012/2013 Actual	2013/2014 Budget
1 Area in Square Miles	380		CURRENT EXPENDITURES		
2 ADA	2,599		Instruction:		
3 ADA Pct Change over 5 Years	-8%		49 Regular Instruction	10,306,938	10,103,100
4 4 Qtr ADM	2,699		50 Special Education	1,400,021	1,444,465
5 Prior Year 3 Qtr ADM	2,717		51 Career Education	872,423	772,130
6 Assessment	278,447,254		52 Adult Education	0	0
7 M&O Mills	25.00		53 Compensatory Education	1,243,494	1,466,695
8 URT Mills	25.00		54 Other	439,816	600,131
9 M&O Mills in Excess of URT	0.00		55 Total Instruction	14,262,692	14,386,522
10 Dedicated M&O Mills	0.00		District Level Support:		
11 Debt Service Mills	4.60		56 General Administration	557,201	540,895
12 Total Mills	29.60		57 Central Services	678,100	614,160
13 Total Debt Bond/Non Bond	9,215,000		58 Maintenance & Operations Of Plant	2,541,212	2,312,044
State and Local Revenue			59 Student Transportation	1,082,980	1,269,635
14 Property Tax Receipts (Incl URT)	7,312,915	7,871,958	60 Othr District Level Support Service	80,820	96,526
15 Other Local Receipts	943,543	562,896	61 Total District Support Services	4,940,312	4,833,261
16 Revenue From Interm Srcs	912,189	750,088	School Level Support:		
17.1 Foundation Funding (Excl URT)	10,277,853	9,740,069	62 Student Support Services	957,828	991,912
17.2 98% of URT X Assessment less Net Revenues	207,738	0	63 Instructional Staff Support Service	1,723,392	1,834,698
18 Student Growth Funding	0	0	64 School Administration	1,556,084	1,458,384
19 Declining Enrollment Funding	188,511	28,673	65 Total District Support Services	4,237,303	4,284,994
20 Consolidation Incentive/Assistance	0	0	Non-Instructional Services:		
21 Isolated Funding	7,666	9,844	66 Food Service Operations	1,641,917	1,561,007
22 Supplemental Millage Incent. Funds	0	0	67 Other Enterprise Operations	13,087	0
23 Other Unrestricted State Funding	0	0	68 Community Operations	0	1,500
24 Total Unrestricted Revenue from State and Local Sources	19,850,415	18,963,528	69 Other Non-Instructional Services	0	0
Restricted Revenue from State Sources:			70 Total Non-Instructional Services	1,655,004	1,562,507
25 Adult Education	0	0	71 Facilities Acquisition And Const.	721,661	169,825
Regular Education:			72 Debt Service	694,201	694,969
26 Professional Development	117,905	120,387	75 Other Non-Programmed Costs	0	0
27 Other Regular Education	42,916	14,205	76 Total Expenditures	26,511,174	25,932,077
Special Education:			77 Less: Capital Expenditures	(928,658)	-478,378
28 Gifted And Talented	5,400	0	78 Less: Debt Service	(694,201)	-694,969
29 Alt. Learning Environment (ALE)	116,524	67,330	79 Total Current Expenditures	24,888,315	24,758,730
30 English Language Learner (ELL)	12,505	12,000	80 Exclusions from Current Expenditures	(1,237,593)	-1,034,516
31 National School Lunch State Categorical Funds (NSL)	965,756	954,899	81 Net Current Expenditures	23,650,722	23,724,215
32 Other Special Education	31,160	17,221	82 Per Pupil Expenditures	9,102	
33 Career Education	136,146	140,380	83 Personnel - Non-Federal Licensed Classroom FTEs	197.24	
34 School Food Service	10,719	10,719	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	9,539,389	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	48,364	
36 Early Childhood Programs	585,700	583,200	85 Personnel - Non-Federal Licensed FTEs	219.39	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	11,198,309	
38 Other Non-Instructional Program Aid	249,677	58,354	86 Avg Salary - Non-Federal Licensed FTEs	51,043	
39 Total Restricted Revenue from State Sources	2,274,408	1,978,695	87.1 Legal Balance (funds 1-2-4)	2,285,831	1,197,411
40 Total Restricted Revenue from Federal Sources	3,484,751	3,762,566	87.2 Categorical Fund Balance	145,810	85
Other Sources of Funds:			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	0	0	87.4 Net Legal Bal (Excl Cat & QZAB)	2,140,021	1,197,326
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	1,121,790	962,249
43 Indirect Cost Reimbursement	29,378	38,659	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
44 Gains & Losses - Sale Fixed Assets	15,566	13,700			
45 Compensation - Loss Of Fixed Assets	13,144	0			
46 Other	0	0			
47 Total Other Sources of Funds	58,088	52,359			
48 Total Revenue and Other Sources of Funds from All Sources	25,667,662	24,757,148			

DATA

1.	2011 Real Assessment	\$	181,279,579	14.	Per-Student Revenue	\$	2,484.66
2.	2011 Personal Assessment	\$	62,078,580	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	14,535,720	16.	Per-Student State Foundation Funding Aid	\$	3,782.34
4.	2011 Total Assessment	\$	257,893,879	17.	PY ALE FTEs (Qtrs. 1-4)		27.56
5.	98% of URT X Assessment	\$	6,318,400	18.	CY English Language Learner Students		41
6.	Net Revenues	\$	6,110,662	19.	PY NSL Students (Free and Reduced)		1,868
7.	Five-Year Avg. Misc. Funds ¹	\$	433,254	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		2,777.49	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	574,728.75
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		2,717.33	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM for SGF (Qtr. 1)		2,719.67	23.	State Wealth Index		0.34309
11.	2012-13 ADM for SGF (Qtr. 2)		2,709.81	24.	PY ADM of Isolated School Area		9.36
12.	2012-13 ADM for SGF (Qtr. 3)		2,696.45	25.	Isolated Funding Amount	\$	819
13.	2012-13 ADM for SGF (Qtr. 4)		2,675.86				

FUNDING

Funding Category		Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid (\$6,267)	\$ 10,277,853	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust ² – R	\$ 1,056,212	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment (\$4,228) – R	\$ 116,524	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners (\$305) – R	\$ 12,505	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical ³ (\$517/\$1,033/\$1,549) - R	\$ 965,756	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding ³ (Rate Varies) – R	\$ 0	6-20-2305	Yes	32381	281
32.	NSL Growth Funding ³ – R	\$ 0	6-20-2305	Yes	32381	281
33.	Professional Development Funding (\$43.39) – R	\$ 117,905	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance (\$18.03) – R	\$ 37,460	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	\$ 20,364	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	\$ 0	6-20-2503	No	31620	001
37.	Isolated Funding	\$ 7,666	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding ⁴	\$ 0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding ⁴	\$ 0	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation ⁴	\$ 0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	\$ 0	6-20-2305	No	31500	212
42.	Declining Enrollment Funding ⁵ – R	\$ 188,511	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	\$ 0	6-20-2305	No	31460	218
44.	Student Growth Funding - Qtrs. 1, 2, 3, & 4 ⁶ - R	\$ 0	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues ⁷	\$ 207,738	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- 1) Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
- 2) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- 3) The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- 4) Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
- 5) No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
- 6) The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
- 7) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.

Annual Statistical Report 2012/2013

County: NEVADA

NEVADA SCHOOL DISTRICT

LEA: 5008000

	2012/2013 Actual	2013/2014 Budget		2012/2013 Actual	2013/2014 Budget	
1 Area in Square Miles	346		CURRENT EXPENDITURES			
2 ADA	353			Instruction:		
3 ADA Pct Change over 5 Years	-12%			49 Regular Instruction	1,533,314	1,463,234
4 4 Qtr ADM	372			50 Special Education	146,084	184,205
5 Prior Year 3 Qtr ADM	393			51 Career Education	169,024	167,804
6 Assessment	33,677,544			52 Adult Education	0	0
7 M&O Mills	25.00			53 Compensatory Education	79,217	75,940
8 URT Mills	25.00			54 Other	18,737	0
9 M&O Mills in Excess of URT	0.00			55 Total Instruction	1,946,377	1,891,183
10 Dedicated M&O Mills	0.00			District Level Support:		
11 Debt Service Mills	9.80			56 General Administration	167,573	188,578
12 Total Mills	34.80			57 Central Services	86,345	0
13 Total Debt Bond/Non Bond	726,792			58 Maintenance & Operations Of Plant	357,302	437,833
State and Local Revenue				59 Student Transportation	291,047	225,212
14 Property Tax Receipts (Incl URT)	1,078,204	1,084,000	60 Othr District Level Support Service	5,698	7,409	
15 Other Local Receipts	261,232	286,210	61 Total District Support Services	907,965	859,032	
16 Revenue From Interm Srcs	20,397	22,000	School Level Support:			
17.1 Foundation Funding (Excl URT)	1,611,733	1,543,476	62 Student Support Services	243,740	238,385	
17.2 98% of URT X Assessment less Net Revenues	0	0	63 Instructional Staff Support Service	279,808	279,507	
18 Student Growth Funding	0	0	64 School Administration	158,434	159,143	
19 Declining Enrollment Funding	0	63,419	65 Total District Support Services	681,982	677,035	
20 Consolidation Incentive/Assistance	0	0	Non-Instructional Services:			
21 Isolated Funding	0	0	66 Food Service Operations	315,357	361,755	
22 Supplemental Millage Incent. Funds	0	0	67 Other Enterprise Operations	0	0	
23 Other Unrestricted State Funding	0	0	68 Community Operations	33	196	
24 Total Unrestricted Revenue from State and Local Sources	2,971,566	2,999,105	69 Other Non-Instructional Services	0	0	
Restricted Revenue from State Sources:			70 Total Non-Instructional Services	315,390	361,951	
25 Adult Education	0	0	71 Facilities Acquisition And Const.	0	0	
Regular Education:			72 Debt Service	136,896	216,467	
26 Professional Development	17,036	16,570	75 Other Non-Programmed Costs	0	0	
27 Other Regular Education	128,227	123,027	76 Total Expenditures	3,988,611	4,005,668	
Special Education:			77 Less: Capital Expenditures	(111,720)	-32,000	
28 Gifted And Talented	0	0	78 Less: Debt Service	(136,896)	-216,467	
29 Alt. Learning Environment (ALE)	0	0	79 Total Current Expenditures	3,739,995	3,757,201	
30 English Language Learner (ELL)	0	0	80 Exclusions from Current Expenditures	(245,430)	-274,226	
31 National School Lunch State Categorical Funds (NSL)	304,735	296,471	81 Net Current Expenditures	3,494,565	3,482,975	
32 Other Special Education	1,520	2,300	82 Per Pupil Expenditures	9,900		
33 Career Education	0	0	83 Personnel - Non-Federal Licensed Classroom FTEs	38.02		
34 School Food Service	0	0	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	1,386,296		
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	36,462		
36 Early Childhood Programs	0	0	85 Personnel - Non-Federal Licensed FTEs	42.32		
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	1,618,981		
38 Other Non-Instructional Program Aid	8,965	7,489	86 Avg Salary - Non-Federal Licensed FTEs	38,256		
39 Total Restricted Revenue from State Sources	460,483	445,857	87.1 Legal Balance (funds 1-2-4)	479,183	498,232	
40 Total Restricted Revenue from Federal Sources	501,840	496,726	87.2 Categorical Fund Balance	11,021	894	
Other Sources of Funds:			87.3 Deposits With Paying Agents (QZAB)	0	0	
41 Financing Sources	101,025	76,547	87.4 Net Legal Bal (Excl Cat & QZAB)	468,161	497,338	
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	0	0	
43 Indirect Cost Reimbursement	0	0	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0	
44 Gains & Losses - Sale Fixed Assets	0	0				
45 Compensation - Loss Of Fixed Assets	16,798	10,000				
46 Other	0	0				
47 Total Other Sources of Funds	117,823	86,547				
48 Total Revenue and Other Sources of Funds from All Sources	4,051,712	4,028,235				

LEA: 5008
 County: NEVADA
 District: NEVADA

Final
 State Aid Notice 2012-13
 August 30, 2013

Refer to Commissioner's Memo Number
 FIN-14-019 for additional information

DATA

1.	2011 Real Assessment	\$	22,268,108	14.	Per-Student Revenue	\$	2,088.28
2.	2011 Personal Assessment	\$	4,523,110	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	6,228,789	16.	Per-Student State Foundation Funding Aid	\$	4,178.72
4.	2011 Total Assessment	\$	33,020,007	17.	PY ALE FTEs (Qtrs. 1-4)		0.00
5.	98% of URT X Assessment	\$	808,990	18.	CY English Language Learner Students		0
6.	Net Revenues	\$	837,905	19.	PY NSL Students (Free and Reduced)		295
7.	Five-Year Avg. Misc. Funds ¹	\$	10,911	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		402.49	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	62,862.75
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		392.62	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM for SGF (Qtr. 1)		373.96	23.	State Wealth Index		0.50026
11.	2012-13 ADM for SGF (Qtr. 2)		374.27	24.	PY ADM of Isolated School Area		0.00
12.	2012-13 ADM for SGF (Qtr. 3)		370.37	25.	Isolated Funding Amount	\$	0
13.	2012-13 ADM for SGF (Qtr. 4)		370.96				

FUNDING

	Funding Category		Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid (\$6,267)	\$	1,640,648	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust ² – R	\$	168,602	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment (\$4,228) – R	\$	0	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners (\$305) – R	\$	0	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical ³ (\$517/\$1,033/\$1,549) - R	\$	304,735	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding ³ (Rate Varies) – R	\$	0	6-20-2305	Yes	32381	281
32.	NSL Growth Funding ³ – R	\$	0	6-20-2305	Yes	32381	281
33.	Professional Development Funding (\$43.39) – R	\$	17,036	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance (\$18.03) – R	\$	6,742	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	\$	2,223	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	\$	0	6-20-2503	No	31620	001
37.	Isolated Funding	\$	0	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding ⁴	\$	0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding ⁴	\$	123,027	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation ⁴	\$	0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	\$	0	6-20-2305	No	31500	212
42.	Declining Enrollment Funding ⁵ – R	\$	0	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	\$	0	6-20-2305	No	31460	218
44.	Student Growth Funding - Qtrs. 1, 2, 3, & 4 ⁶ - R	\$	0	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues ⁷	\$	-28,915	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
- Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
- No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
- The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
- Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.

Annual Statistical Report 2012/2013

County: OUACHITA

STEPHENS SCHOOL DISTRICT

LEA: 5206000

	2012/2013 Actual	2013/2014 Budget		2012/2013 Actual	2013/2014 Budget	
1 Area in Square Miles	224		CURRENT EXPENDITURES			
2 ADA	337			Instruction:		
3 ADA Pct Change over 5 Years	-18%			49 Regular Instruction	1,240,299	1,288,798
4 4 Qtr ADM	342			50 Special Education	281,304	199,391
5 Prior Year 3 Qtr ADM	334			51 Career Education	25,892	31,250
6 Assessment	39,456,775			52 Adult Education	0	0
7 M&O Mills	25.00			53 Compensatory Education	119,608	306,507
8 URT Mills	25.00			54 Other	129,404	167,223
9 M&O Mills in Excess of URT	0.00			55 Total Instruction	1,796,507	1,993,170
10 Dedicated M&O Mills	0.00			District Level Support:		
11 Debt Service Mills	9.00			56 General Administration	237,847	219,965
12 Total Mills	34.00			57 Central Services	147,874	106,868
13 Total Debt Bond/Non Bond	880,000			58 Maintenance & Operations Of Plant	281,058	314,923
State and Local Revenue			59 Student Transportation	212,338	224,044	
14 Property Tax Receipts (Incl URT)	1,223,243	1,346,042	60 Othr District Level Support Service	19,262	44,000	
15 Other Local Receipts	96,560	26,450	61 Total District Support Services	898,379	909,800	
16 Revenue From Interm Srcs	61,147	40,000	School Level Support:			
17.1 Foundation Funding (Excl URT)	1,161,160	1,191,931	62 Student Support Services	142,096	206,510	
17.2 98% of URT X Assessment less Net Revenues	33,639	0	63 Instructional Staff Support Service	265,983	596,032	
18 Student Growth Funding	54,836	0	64 School Administration	232,724	222,933	
19 Declining Enrollment Funding	0	0	65 Total District Support Services	640,804	1,025,475	
20 Consolidation Incentive/Assistance	0	0	Non-Instructional Services:			
21 Isolated Funding	334	0	66 Food Service Operations	229,218	220,787	
22 Supplemental Millage Incent. Funds	4,634	3,089	67 Other Enterprise Operations	0	0	
23 Other Unrestricted State Funding	0	0	68 Community Operations	0	10,000	
24 Total Unrestricted Revenue from State and Local Sources	2,635,554	2,607,512	69 Other Non-Instructional Services	0	0	
Restricted Revenue from State Sources:			70 Total Non-Instructional Services	229,218	230,787	
25 Adult Education	0	0	71 Facilities Acquisition And Const.	0	540,763	
Regular Education:			72 Debt Service	53,387	58,062	
26 Professional Development	14,472	15,305	75 Other Non-Programmed Costs	0	0	
27 Other Regular Education	173,525	85,000	76 Total Expenditures	3,618,295	4,758,057	
Special Education:			77 Less: Capital Expenditures	(10,152)	-617,158	
28 Gifted And Talented	0	0	78 Less: Debt Service	(53,387)	-58,062	
29 Alt. Learning Environment (ALE)	8,794	0	79 Total Current Expenditures	3,554,757	4,082,837	
30 English Language Learner (ELL)	0	0	80 Exclusions from Current Expenditures	(79,671)	-33,336	
31 National School Lunch State Categorical Funds (NSL)	407,592	480,190	81 Net Current Expenditures	3,475,085	4,049,501	
32 Other Special Education	0	0	82 Per Pupil Expenditures	10,301		
33 Career Education	29,250	23,982	83 Personnel - Non-Federal Licensed Classroom FTEs	29.99		
34 School Food Service	1,583	1,600	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	1,169,105		
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	38,983		
36 Early Childhood Programs	0	0	85 Personnel - Non-Federal Licensed FTEs	34.05		
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	1,415,894		
38 Other Non-Instructional Program Aid	151,257	273,264	86 Avg Salary - Non-Federal Licensed FTEs	41,583		
39 Total Restricted Revenue from State Sources	786,473	879,341	87.1 Legal Balance (funds 1-2-4)	1,146,871	1,033,767	
40 Total Restricted Revenue from Federal Sources	638,015	1,000,531	87.2 Categorical Fund Balance	111,040	0	
Other Sources of Funds:			87.3 Deposits With Paying Agents (QZAB)	0	0	
41 Financing Sources	0	0	87.4 Net Legal Bal (Excl Cat & QZAB)	1,035,831	1,033,767	
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	576,423	495,733	
43 Indirect Cost Reimbursement	10,654	40,000	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0	
44 Gains & Losses - Sale Fixed Assets	1,620	0				
45 Compensation - Loss Of Fixed Assets	0	0				
46 Other	0	0				
47 Total Other Sources of Funds	12,274	40,000				
48 Total Revenue and Other Sources of Funds from All Sources	4,072,316	4,527,383				

DATA

1.	2011 Real Assessment	\$	23,984,736	14.	Per-Student Revenue	\$	2,785.68
2.	2011 Personal Assessment	\$	5,233,161	15.	Per-Student Foundation Funding Amount	\$	6,267.00
3.	2011 Utility Assessment	\$	7,659,727	16.	Per-Student State Foundation Funding Aid	\$	3,481.32
4.	2011 Total Assessment	\$	36,877,624	17.	PY ALE FTEs (Qtrs. 1-4)		2.08
5.	98% of URT X Assessment	\$	903,502	18.	CY English Language Learner Students		0
6.	Net Revenues	\$	869,863	19.	PY NSL Students (Free and Reduced)		296
7.	Five-Year Avg. Misc. Funds ¹	\$	25,633	20.	Professional Development Funding Rate	\$	43.39
8.	2010-11 ADM (Qtrs. 1-3 Avg.)		355.04	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	37,552.50
9.	2011-12 ADM (Qtrs. 1-3 Avg.)		333.54	22.	Bonded Debt Assistance Funding Factor	\$	18.03
10.	2012-13 ADM for SGF (Qtr. 1)		343.94	23.	State Wealth Index		0.19982
11.	2012-13 ADM for SGF (Qtr. 2)		347.01	24.	PY ADM of Isolated School Area		0.00 / 333.54
12.	2012-13 ADM for SGF (Qtr. 3)		342.44	25.	Isolated Funding Amount	\$	329 / 1
13.	2012-13 ADM for SGF (Qtr. 4)		335.77				

FUNDING

	Funding Category		Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
26.	State Foundation Funding Aid (\$6,267)	\$	1,161,160	6-20-2303, 6-20-2305	No	31101	2001
27.	Educational Excellence Trust ² – R	\$	119,327	6-5-301 et seq.	Yes		
28.	Alternative Learning Environment (\$4,228) – R	\$	8,794	6-20-2303, 6-20-2305	Yes	32370	275
29.	English Language Learners (\$305) – R	\$	0	6-20-2303, 6-20-2305	Yes	32371	276
30.	NSL State Categorical ³ (\$517/\$1,033/\$1,549) - R	\$	458,504	6-20-2303, 6-20-2305	Yes	32381	281
31.	NSL Transitional Funding ³ (Rate Varies) – R	\$	-50,912	6-20-2305	Yes	32381	281
32.	NSL Growth Funding ³ – R	\$	0	6-20-2305	Yes	32381	281
33.	Professional Development Funding (\$43.39) – R	\$	14,472	6-20-2303, 6-20-2305	Yes	32256	223
34.	Bonded Debt Assistance (\$18.03) – R	\$	1,224	6-20-2503	Yes	32915	001
35.	State Financial Assistance – GFF – R	\$	3,914	6-20-2503	No	32912	392
36.	State Financial Assistance – SMIF – R	\$	4,634	6-20-2503	No	31620	001
37.	Isolated Funding	\$	0 / 334	6-20-601, 6-20-603	Yes	31500	212
38.	Special Needs Isolated Funding ⁴	\$	0	6-20-604 (c), (d) & (e)	Yes	31500	212
39.	Special Needs Small District Funding ⁴	\$	104,515	6-20-604 (f)	No	32249	2920
40.	Special Needs Isolated Transportation ⁴	\$	0	6-20-604 (h)	Yes	32248	228
41.	Special Needs Isolated Adequacy	\$	0	6-20-2305	No	31500	212
42.	Declining Enrollment Funding ⁵ – R	\$	0	6-20-2305	No	31460	218
43.	Declining Enrollment Adequacy	\$	0	6-20-2305	No	31460	218
44.	Student Growth Funding - Qtrs. 1, 2, 3, & 4 ⁶ - R	\$	54,836	6-20-2303 & 2305	No	31450	217
45.	98% of URT X Assessment less Net Revenues ⁷	\$	33,639	6-20-2303, 6-20-2305	No	31103	2001

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- Miscellaneous funds per ACA § 6-20-2303 (11) for categories of miscellaneous funds received equal (average of FY07 through FY11) X (URT/district total mills in effect as of January 1 of the prior FY).
- Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- The combination of NSL state categorical, NSL transitional (plus or minus) and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- Eligible school districts shall receive special needs isolated, small district, and transportation funding under ACA § 6-20-604 or declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i).
- No school district shall receive both declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) and student growth funding under ACA § 6-20-2305 (c) (2) or special needs isolated, small district, and transportation funding under ACA § 6-20-604. The initial FY13 state aid notice provides declining enrollment funding under ACA § 6-20-2305 (a) (3) (A) (i) that has not been compared to student growth funding under ACA § 6-20-2305 (c) (2) and/or special needs isolated, small district, and transportation funding. Subsequent FY13 state aid notices will reflect these comparisons.
- The final determination of FY13 student growth funding will be made in FY14 pursuant to ACA § 6-20-2305.
- Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.

ENROLLMENT/DEMOGRAPHIC INFORMATION

Enrollment by Race (2011-Present)

2013-2014

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5204000	CAMDEN FAIRVIEW SCHOOL DISTRICT	88 (3.61%)	11 (0.45%)	1453 (59.62%)	52 (2.13%)	1 (0.04%)	4 (0.16%)	828 (33.98%)	2437
1402000	MAGNOLIA SCHOOL DISTRICT	28 (1.02%)	21 (0.76%)	1461 (53.20%)	114 (4.15%)	0 (0%)	2 (0.07%)	1120 (40.79%)	2746
5008000	NEVADA SCHOOL DISTRICT	19 (5.25%)	2 (0.55%)	119 (32.87%)	4 (1.10%)	2 (0.55%)	0 (0%)	216 (59.67%)	362
5206000	STEPHENS SCHOOL DISTRICT	2 (0.64%)	0 (0%)	254 (80.89%)	3 (0.96%)	0 (0%)	0 (0%)	55 (17.52%)	314

Source: ADE Data Center – October 2013 Counts

2012-2013

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5204000	CAMDEN FAIRVIEW SCHOOL DIST.	90 (3.71%)	13 (0.54%)	1456 (59.94%)	44 (1.81%)	1 (0.04%)	3 (0.12%)	822 (33.84%)	2429
1402000	MAGNOLIA SCHOOL DISTRICT	12 (0.44%)	17 (0.62%)	1448 (53.14%)	105 (3.85%)	1 (0.04%)	1 (0.04%)	1141 (41.87%)	2725
5008000	NEVADA SCHOOL DISTRICT	19 (5.07%)	1 (0.27%)	125 (33.33%)	9 (2.4%)	4 (1.07%)	0 (0%)	217 (57.87%)	375
5206000	STEPHENS SCHOOL DISTRICT	3 (0.89%)	1 (0.30%)	263 (77.81%)	5 (1.48%)	0 (0%)	0 (0%)	66 (19.53%)	338

Source: ADE Data Center – October 2012 Counts

2011-2012

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
5204000	CAMDEN FAIRVIEW SCHOOL DIST.	81 (3.34%)	15 (0.62%)	1481 (61.07%)	40 (1.65%)	0 (0%)	4 (0.16%)	804 (33.15%)	2425
1402000	MAGNOLIA SCHOOL DISTRICT	6 (0.22%)	20 (0.73%)	1460 (53.52%)	88 (3.23%)	1 (0.04%)	1 (0.04%)	1152 (42.23%)	2728
5008000	NEVADA SCHOOL DISTRICT	17 (4.26%)	1 (0.25%)	139 (34.84%)	7 (1.75%)	4 (1.00%)	0 (0%)	231 (57.89%)	399
5206000	STEPHENS SCHOOL DISTRICT	2 (0.61%)	1 (0.31%)	279 (85.58%)	4 (1.23%)	0 (0%)	0 (0%)	40 (12.27%)	326

Source: ADE Data Center – October 2011 Counts

Enrollment by Grade (2011-Present)

2013-2014

CAMDEN FAIRVIEW SCHOOL DISTRICT														LEA: 5204000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
232	241	217	193	172	166	177	189	182	166	169	164	169	0	0	2437	
MAGNOLIA SCHOOL DISTRICT														LEA: 1402000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
236	221	192	220	209	185	195	220	210	207	249	209	192	0	1	2746	
NEVADA SCHOOL DISTRICT														LEA: 5008000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
22	28	27	25	23	32	34	29	34	31	29	23	25	0	0	362	
STEPHENS SCHOOL DISTRICT														LEA: 5206000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
23	26	21	21	27	17	22	30	23	31	26	21	26	0	0	314	

Source: ADE Data Center

2012-2013

CAMDEN FAIRVIEW SCHOOL DIST.														LEA: 5204000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
246	217	209	173	169	194	198	176	166	180	164	168	169	0	0	2429	
MAGNOLIA SCHOOL DISTRICT														LEA: 1402000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
225	190	219	198	192	187	220	224	206	252	221	216	175	0	0	2725	
NEVADA SCHOOL DISTRICT														LEA: 5008000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
28	24	31	23	29	37	28	34	33	28	30	28	22	0	0	375	
STEPHENS SCHOOL DISTRICT														LEA: 5206000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL	
27	20	27	28	23	22	32	20	34	30	19	28	28	0	0	338	

Source: ADE Data Center

2011-2012

CAMDEN FAIRVIEW SCHOOL DIST.														LEA: 5204000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
226	209	188	175	178	198	182	176	169	184	182	186	172	0	0	2425
MAGNOLIA SCHOOL DISTRICT														LEA: 1402000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
190	224	208	191	181	224	217	203	247	218	227	190	208	0	0	2728
NEVADA SCHOOL DISTRICT														LEA: 5008000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
24	31	23	32	37	29	35	33	28	30	34	29	34	0	0	399
STEPHENS SCHOOL DISTRICT														LEA: 5206000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
22	27	28	24	24	32	18	29	28	19	26	27	22	0	0	326

Source: ADE Data Center

ESEA REPORTS

District	District Standards Status	District ESEA Status	School	School Standards Status	School ESEA Status
Camden-Fairview	Accredited	Needs Improvement			
			Fairview Elementary	Cited	Needs Improvement
			Camden Fairview High School	Cited	Focus
			Ivory Primary School	Cited	Needs improvement
			Camden Fairview Intermediate School	Accredited	Needs Improvement
			Camden Fairview Middle School	Cited	Focus
Magnolia	Accredited	Needs Improvement			
			Central Elementary School	Cited	Focus
			East Side Elementary School	Accredited	Focus
			Magnolia Jr. High School	Accredited	Focus
			Magnolia High School	Accredited	Focus
Nevada	Accredited	Needs Improvement			
			Nevada Elementary School	Accredited	Needs Improvement
			Nevada High School	Accredited	Focus
Stephens	Accredited	Needs Improvement			
			Stephens Elementary	Cited	Focus
			Stephens High School	Probationary	Priority

District:CAMDEN FAIRVIEW SCHOOL DIST. Superintendent:ROBERT DAVIS
 School:CAMDEN FAIRVIEW SCHOOL DIST. Principal:
 LEA:5204000 Grades:K-12
 Address:625 CLIFTON STREET Enrollment:2429
 CAMDEN, AR 71701 Attendance (3 QTR AVG):95.91
 Phone:870-836-4193 Poverty Rate:74.80

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1221	1232	99.11	1228	1249	98.32
Targeted Achievement Gap Group	950	961	98.86	954	971	98.25
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	723	729	99.18	722	733	98.50
Hispanic	23	23	100.00	27	27	100.00
White	410	415	98.80	412	422	97.63
Economically Disadvantaged	932	939	99.25	938	952	98.53
English Language Learners						
Students with Disabilities	118	122	96.72	115	118	97.46

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	798	1153	69.21	67.86	91.00	532	767	69.36	71.28	93.00
Targeted Achievement Gap Group	567	891	63.64	62.49	91.00	381	587	64.91	67.63	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	2347	3494	67.17	67.86	91.00	1635	2334	70.05	71.28	93.00
Targeted Achievement Gap Group	1663	2702	61.55	62.49	91.00	1195	1808	66.10	67.63	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	426	684	62.28	60.66		276	441	62.59	66.07	
Hispanic	13	21	61.90	69.13		11	17	64.71	86.84	
White	316	388	81.44	80.28		212	266	79.70	78.64	
Economically Disadvantaged	564	874	64.53	62.41		378	581	65.06	67.63	
English Language Learners				58.33					79.17	
Students with Disabilities	22	109	20.18	35.36		10	54	18.52	41.18	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	695	1154	60.23	69.62	92.00	330	767	43.02	60.23	81.00
Targeted Achievement Gap Group	485	891	54.43	64.96	92.00	218	587	37.14	56.01	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	2383	3825	62.30	69.62	92.00	1114	2335	47.71	60.23	81.00
Targeted Achievement Gap Group	1671	2935	56.93	64.96	92.00	761	1808	42.09	56.01	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	351	674	52.08	62.41		153	441	34.69	52.71	
Hispanic	15	24	62.50	70.00		10	17	58.82	69.30	
White	262	362	72.38	82.34		150	266	56.39	72.03	
Economically Disadvantaged	477	876	54.45	64.77		216	581	37.18	56.06	
English Language Learners				33.33					37.50	
Students with Disabilities	33	106	31.13	49.03		4	54	7.41	29.74	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	162	197	82.23	85.13	94.00
Targeted Achievement Gap Group	99	125	79.20	82.39	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	501	603	83.08	85.13	94.00
Targeted Achievement Gap Group	314	388	80.93	82.39	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	100	122	81.97	85.61	
Hispanic				100.00	
White	58	71	81.69	86.52	
Economically Disadvantaged	96	120	80.00	82.10	
English Language Learners				100.00	
Students with Disabilities	18	22	81.82	80.77	

District:CAMDEN FAIRVIEW SCHOOL DIST. Superintendent:ROBERT DAVIS
 School:FAIRVIEW ELEMENTARY SCHOOL Principal:TREASA THROWER
 LEA:5204021 Grades:K-01
 Address:#1 ROBIN STREET Enrollment:463
 CAMDEN, AR 71701 Attendance (3 QTR AVG):95.29
 Phone:870-231-5434 Poverty Rate:80.13

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	179	181	98.90	179	181	98.90
Targeted Achievement Gap Group	143	145	98.62	143	145	98.62
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	107	107	100.00	107	107	100.00
Hispanic						
White	55	57	96.49	55	57	96.49
Economically Disadvantaged	141	142	99.30	141	142	99.30
English Language Learners						
Students with Disabilities	16	17	94.12	16	17	94.12

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	123	167	73.65	72.89	91.00
Targeted Achievement Gap Group	91	134	67.91	66.67	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	370	492	75.20	72.89	91.00
Targeted Achievement Gap Group	268	386	69.43	66.67	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	66	100	66.00	67.83	
Hispanic				58.33	
White	46	51	90.20	86.39	
Economically Disadvantaged	90	132	68.18	66.15	
English Language Learners				58.33	
Students with Disabilities	4	14	28.57	33.33	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	125	167	74.85	82.43	92.00
Targeted Achievement Gap Group	93	134	69.40	78.21	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	395	492	80.28	82.43	92.00
Targeted Achievement Gap Group	291	386	75.39	78.21	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	69	100	69.00	77.73	
Hispanic				79.17	
White	46	51	90.20	94.90	
Economically Disadvantaged	91	132	68.94	77.87	
English Language Learners				33.33	
Students with Disabilities	7	14	50.00	44.44	

District:CAMDEN FAIRVIEW SCHOOL DIST. Superintendent:ROBERT DAVIS
 School:CAMDEN FAIRVIEW HIGH SCHOOL Principal:SHANNON PARKER
 LEA:5204023 Grades:09-12
 Address:1750 CASH ROAD Enrollment:681
 CAMDEN, AR 71701 Attendance (3 QTR AVG):95.15
 Phone:870-837-1300 Poverty Rate:67.25

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	167	170	98.24	107	109	98.17
Targeted Achievement Gap Group	122	125	97.60	88	89	98.88
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	108	111	97.30	77	79	97.47
Hispanic						
White	56	56	100.00	27	27	100.00
Economically Disadvantaged	119	121	98.35	87	88	98.86
English Language Learners						
Students with Disabilities	17	18	94.44	14	14	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	91	160	56.88	64.58	91.00
Targeted Achievement Gap Group	54	116	46.55	55.84	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	285	506	56.32	64.58	91.00
Targeted Achievement Gap Group	161	358	44.97	55.84	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	49	104	47.12		53.62
Hispanic					72.23
White	41	53	77.36		83.63
Economically Disadvantaged	54	113	47.79		55.84
English Language Learners					58.33
Students with Disabilities	2	16	12.50		24.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	44	96	45.83	68.61	92.00
Targeted Achievement Gap Group	38	80	47.50	63.26	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	375	665	56.39	68.61	92.00
Targeted Achievement Gap Group	259	493	52.54	63.26	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	34	71	47.89		63.37
Hispanic					16.67
White	9	23	39.13		81.68
Economically Disadvantaged	37	79	46.84		62.92
English Language Learners					16.67
Students with Disabilities	13	13	100.00		90.20

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	162	197	82.23	85.13	94.00
Targeted Achievement Gap Group	99	125	79.20	82.39	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	501	603	83.08	85.13	94.00
Targeted Achievement Gap Group	314	388	80.93	82.39	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	100	122	81.97		85.61
Hispanic					100.00
White	58	71	81.69		86.52
Economically Disadvantaged	96	120	80.00		82.10
English Language Learners					100.00
Students with Disabilities	18	22	81.82		80.77

District:CAMDEN FAIRVIEW SCHOOL DIST. Superintendent:ROBERT DAVIS
 School:CAMDEN FAIRVIEW INTERMEDIATE Principal:ARTIE FURLOW
 LEA:5204026 Grades:04-05
 Address:255 POPE STREET Enrollment:363
 CAMDEN, AR 71701 Attendance (3 QTR AVG):100.00
 Phone:870-836-6876 Poverty Rate:77.41

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	351	352	99.72	351	352	99.72
Targeted Achievement Gap Group	278	279	99.64	278	279	99.64
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	198	198	100.00	198	198	100.00
Hispanic						
White	118	119	99.16	118	119	99.16
Economically Disadvantaged	273	273	100.00	273	273	100.00
English Language Learners						
Students with Disabilities	32	33	96.97	32	33	96.97

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	274	331	82.78	70.41	91.00	238	303	78.55	77.05	93.00
Targeted Achievement Gap Group	204	259	78.76	66.38	91.00	178	235	75.74	75.03	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	782	1030	75.92	70.41	91.00	755	962	78.48	77.05	93.00
Targeted Achievement Gap Group	591	823	71.81	66.38	91.00	578	761	75.95	75.03	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	146	186	78.49	64.53	90TH PCTL	123	169	72.78	74.43	90TH PCTL
Hispanic				74.36					93.59	
White	103	114	90.35	78.49		91	106	85.85	78.99	
Economically Disadvantaged	203	255	79.61	66.13		176	232	75.86	74.75	
English Language Learners				44.44					72.23	
Students with Disabilities	9	30	30.00	50.98		7	19	36.84	58.33	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	195	331	58.91	70.88	92.00	94	303	31.02	59.08	81.00
Targeted Achievement Gap Group	133	259	51.35	68.43	92.00	62	235	26.38	57.55	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	654	1030	63.50	70.88	92.00	398	962	41.37	59.08	81.00
Targeted Achievement Gap Group	485	823	58.93	68.43	92.00	287	761	37.71	57.55	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	96	186	51.61	63.28		43	169	25.44	52.38	
Hispanic				67.95					67.95	
White	82	114	71.93	81.86		42	106	39.62	67.78	
Economically Disadvantaged	131	255	51.37	68.23		61	232	26.29	57.38	
English Language Learners				16.67					16.67	
Students with Disabilities	6	30	20.00	48.53		2	19	10.53	37.50	

District: **CAMDEN FAIRVIEW SCHOOL DIST.** Superintendent: **ROBERT DAVIS**
 School: **CAMDEN FAIRVIEW MIDDLE SCHOOL** Principal: **ANDRE TONEY**
 LEA: **5204028** Grades: **06-08**
 Address: **647 DOOLEY WOMACK DR** Enrollment: **540**
CAMDEN, AR 71701 Attendance (3 QTR AVG): **94.68**
 Phone: **870-836-9361** Poverty Rate: **74.44**

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	524	529	99.05	591	607	97.36
Targeted Achievement Gap Group	407	412	98.79	445	458	97.16
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	310	313	99.04	340	349	97.42
Hispanic	12	12	100.00	13	13	100.00
White	181	183	98.91	212	219	96.80
Economically Disadvantaged	399	403	99.01	437	449	97.33
English Language Learners						
Students with Disabilities	53	54	98.15	53	54	98.15

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	310	495	62.63	65.57	91.00	290	458	63.32	67.11	93.00
Targeted Achievement Gap Group	218	382	57.07	60.38	91.00	201	348	57.76	61.99	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	907	1460	62.12	65.57	91.00	874	1362	64.17	67.11	93.00
Targeted Achievement Gap Group	641	1130	56.73	60.38	91.00	614	1040	59.04	61.99	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	165	294	56.12	58.33		152	270	56.30	60.53	
Hispanic	7	12	58.33	64.28		7	12	58.33	72.23	
White	126	170	74.12	78.91		119	157	75.80	78.63	
Economically Disadvantaged	217	374	58.02	60.63		200	345	57.97	62.26	
English Language Learners				100.00					100.00	
Students with Disabilities	7	49	14.29	28.24		3	35	8.57	26.28	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	331	560	59.11	65.32	92.00	236	458	51.53	61.08	81.00
Targeted Achievement Gap Group	221	418	52.87	59.08	92.00	156	348	44.83	54.93	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	955	1631	58.55	65.32	92.00	714	1363	52.38	61.08	81.00
Targeted Achievement Gap Group	633	1227	51.59	59.08	92.00	473	1040	45.48	54.93	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	161	323	49.85	56.43		110	270	40.74	52.93	
Hispanic	10	13	76.92	76.19		9	12	75.00	72.23	
White	147	201	73.13	79.95		108	157	68.79	75.43	
Economically Disadvantaged	218	410	53.17	59.08		155	345	44.93	55.15	
English Language Learners				100.00					100.00	
Students with Disabilities	7	49	14.29	32.87		2	35	5.71	23.08	

District: CAMDEN FAIRVIEW SCHOOL DIST. Superintendent: ROBERT DAVIS
 School: IVORY PRIMARY SCHOOL Principal: ROBERT WRIGHT
 LEA: 5204025 Grades: 02-03
 Address: 575 DOOLEY WOMACK DR Enrollment: 382
 CAMDEN, AR 71701 Attendance (3 QTR AVG): 95.89
 Phone: 870-836-7381 Poverty Rate: 79.84

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	179	181	98.90	179	181	98.90
Targeted Achievement Gap Group	143	145	98.62	143	145	98.62
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	107	107	100.00	107	107	100.00
Hispanic						
White	55	57	96.49	55	57	96.49
Economically Disadvantaged	141	142	99.30	141	142	99.30
English Language Learners						
Students with Disabilities	16	17	94.12	16	17	94.12

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	123	167	73.65	72.89	91.00
Targeted Achievement Gap Group	91	134	67.91	66.67	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	370	492	75.20	72.89	91.00
Targeted Achievement Gap Group	268	386	69.43	66.67	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	66	100	66.00	67.83	
Hispanic				58.33	
White	46	51	90.20	86.39	
Economically Disadvantaged	90	132	68.18	66.15	
English Language Learners				58.33	
Students with Disabilities	4	14	28.57	33.33	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	125	167	74.85	82.43	92.00
Targeted Achievement Gap Group	93	134	69.40	78.21	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	395	492	80.28	82.43	92.00
Targeted Achievement Gap Group	291	386	75.39	78.21	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	69	100	69.00	77.73	
Hispanic				79.17	
White	46	51	90.20	94.90	
Economically Disadvantaged	91	132	68.94	77.87	
English Language Learners				33.33	
Students with Disabilities	7	14	50.00	44.44	

District: **MAGNOLIA SCHOOL DISTRICT** Superintendent: **JOHN MOORE**
 School: **MAGNOLIA SCHOOL DISTRICT** Principal:
 LEA: **1402000** Grades: **K-12**
 Address: **1403 High School Drive** Enrollment: **2725**
 Magnolia, AR 71753 Attendance (3 QTR AVG): **96.90**
 Phone: **870-234-4933** Poverty Rate: **67.78**

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1390	1402	99.14	1620	1636	99.02
Targeted Achievement Gap Group	963	973	98.97	1108	1124	98.58
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	743	747	99.46	860	868	99.08
Hispanic	52	55	94.55	58	60	96.67
White	576	581	99.14	680	686	99.13
Economically Disadvantaged	938	948	98.95	1081	1097	98.54
English Language Learners	20	22	90.91	24	25	96.00
Students with Disabilities	132	135	97.78	142	145	97.93

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	938	1337	70.16	69.95	91.00	666	887	75.08	78.66	93.00
Targeted Achievement Gap Group	558	919	60.72	61.68	91.00	419	624	67.15	73.85	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	2798	4130	67.75	69.95	91.00	2136	2839	75.24	78.66	93.00
Targeted Achievement Gap Group	1681	2872	58.53	61.68	91.00	1383	2020	68.47	73.85	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	417	719	58.00	60.63		317	494	64.17	72.43	
Hispanic	35	49	71.43	62.72		21	26	80.77	77.01	
White	470	551	85.30	82.17		320	359	89.14	86.98	
Economically Disadvantaged	553	898	61.58	62.23		416	613	67.86	73.83	
English Language Learners	10	20	50.00	49.28		9	13	69.23	73.68	
Students with Disabilities	24	123	19.51	28.85		12	78	15.38	38.31	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1096	1553	70.57	74.02	92.00	545	887	61.44	71.58	81.00
Targeted Achievement Gap Group	656	1056	62.12	67.24	92.00	328	624	52.56	64.90	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	3343	4815	69.43	74.02	92.00	1793	2840	63.13	71.58	81.00
Targeted Achievement Gap Group	2031	3323	61.12	67.24	92.00	1101	2021	54.48	64.90	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	471	821	57.37	64.50		234	494	47.37	62.78	
Hispanic	44	53	83.02	64.28		19	26	73.08	68.39	
White	499	589	84.72	86.29		284	359	79.11	83.63	
Economically Disadvantaged	646	1033	62.54	67.53		325	613	53.02	65.12	
English Language Learners	18	24	75.00	64.28		9	13	69.23	64.91	
Students with Disabilities	43	133	32.33	36.83		9	78	11.54	30.73	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	200	219	91.32	86.01	94.00
Targeted Achievement Gap Group	104	117	88.89	83.73	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	611	716	85.34	86.01	94.00
Targeted Achievement Gap Group	348	418	83.25	83.73	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	97	111	87.39	84.01	
Hispanic				72.23	
White	97	102	95.10	89.48	
Economically Disadvantaged	99	111	89.19	83.33	
English Language Learners					
Students with Disabilities	21	24	87.50	84.50	

District: MAGNOLIA SCHOOL DISTRICT	Superintendent: JOHN MOORE
School: CENTRAL ELEMENTARY SCHOOL	Principal: ANGELA WATERS
LEA: 1402006	Grades: 04-06
Address: 456 E North Street	Enrollment: 599
Magnolia, AR 71753	Attendance (3 QTR AVG): 96.42
Phone: 870-234-4911	Poverty Rate: 69.28

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	583	588	99.15	583	588	99.15
Targeted Achievement Gap Group	408	413	98.79	408	413	98.79
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	317	320	99.06	317	320	99.06
Hispanic	21	22	95.45	21	22	95.45
White	242	243	99.59	242	243	99.59
Economically Disadvantaged	400	405	98.77	400	405	98.77
English Language Learners						
Students with Disabilities	50	52	96.15	50	52	96.15

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	399	559	71.38	72.23	91.00	410	529	77.50	80.66	93.00
Targeted Achievement Gap Group	243	389	62.47	64.78	91.00	263	372	70.70	77.34	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1220	1756	69.48	72.23	91.00	1298	1674	77.54	80.66	93.00
Targeted Achievement Gap Group	775	1265	61.26	64.78	91.00	875	1210	72.31	77.34	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	187	305	61.31	61.87	91.00	197	292	67.47	74.98	91.00
Hispanic	10	20	50.00	67.39	91.00	12	16	75.00	84.13	91.00
White	199	231	86.15	85.61	91.00	198	218	90.83	87.59	91.00
Economically Disadvantaged	241	382	63.09	65.08	91.00	261	366	71.31	77.02	91.00
English Language Learners				61.11	91.00				88.09	91.00
Students with Disabilities	8	47	17.02	34.73	91.00	9	41	21.95	49.65	91.00

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	404	559	72.27	77.01	92.00	337	529	63.71	76.39	81.00
Targeted Achievement Gap Group	249	389	64.01	70.46	92.00	209	372	56.18	70.65	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1260	1756	71.75	77.01	92.00	1119	1674	66.85	76.39	81.00
Targeted Achievement Gap Group	808	1265	63.87	70.46	92.00	721	1210	59.59	70.65	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	181	305	59.34	65.40	92.00	151	292	51.71	67.23	92.00
Hispanic	16	20	80.00	74.64	92.00	11	16	68.75	76.19	92.00
White	204	231	88.31	91.97	92.00	172	218	78.90	88.65	92.00
Economically Disadvantaged	246	382	64.40	70.68	92.00	207	366	56.56	70.83	92.00
English Language Learners				77.78	92.00				76.19	92.00
Students with Disabilities	10	47	21.28	36.11	92.00	6	41	14.63	37.50	92.00

District: MAGNOLIA SCHOOL DISTRICT **Superintendent:** JOHN MOORE
School: EAST SIDE ELEMENTARY SCHOOL **Principal:** LANITA TALLEY
LEA: 1402007 **Grades:** K-03
Address: 1310 Hollensworth Street **Enrollment:** 832
Magnolia, AR 71753 **Attendance (3 QTR AVG):** 96.79
Phone: 870-234-5611 **Poverty Rate:** 72.48

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	199	199	100.00	199	199	100.00
Targeted Achievement Gap Group	151	151	100.00	151	151	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	102	102	100.00	102	102	100.00
Hispanic	14	14	100.00	14	14	100.00
White	77	77	100.00	77	77	100.00
Economically Disadvantaged	145	145	100.00	145	145	100.00
English Language Learners						
Students with Disabilities	20	20	100.00	20	20	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	130	190	68.42	63.17	91.00
Targeted Achievement Gap Group	88	143	61.54	56.23	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	357	554	64.44	63.17	91.00
Targeted Achievement Gap Group	238	417	57.07	56.23	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	60	99	60.61	55.25	
Hispanic	10	12	83.33	58.33	
White	56	74	75.68	75.00	
Economically Disadvantaged	87	138	63.04	56.82	
English Language Learners				16.67	
Students with Disabilities	5	18	27.78	25.00	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	159	190	83.68	82.04	92.00
Targeted Achievement Gap Group	113	143	79.02	78.42	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	437	554	78.88	82.04	92.00
Targeted Achievement Gap Group	308	417	73.86	78.42	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	75	99	75.76	79.17	
Hispanic	11	12	91.67	58.33	
White	68	74	91.89	86.91	
Economically Disadvantaged	109	138	78.99	78.71	
English Language Learners				16.67	
Students with Disabilities	9	18	50.00	33.33	

District: **MAGNOLIA SCHOOL DISTRICT** Superintendent: **JOHN MOORE**
 School: **MAGNOLIA HIGH SCHOOL** Principal: **ROGER LOPER**
 LEA: 1402009 Grades: 10-12
 Address: 1400 High School Dr Enrollment: 612
 Magnolia, AR 71753 Attendance (3 QTR AVG): 94.70
 Phone: 870-234-2610 Poverty Rate: 58.17

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	198	201	98.51	118	120	98.33
Targeted Achievement Gap Group	116	117	99.15	78	80	97.50
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	102	102	100.00	70	71	98.59
Hispanic						
White	87	89	97.75	44	45	97.78
Economically Disadvantaged	114	115	99.13	77	79	97.47
English Language Learners						
Students with Disabilities	13	13	100.00			

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	135	192	70.31	59.72	91.00
Targeted Achievement Gap Group	66	111	59.46	42.75	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	347	574	60.45	59.72	91.00
Targeted Achievement Gap Group	150	331	45.32	42.75	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	49	97	50.52	47.33	
Hispanic				37.50	
White	78	86	90.70	73.91	
Economically Disadvantaged	65	110	59.09	43.43	
English Language Learners				16.67	
Students with Disabilities	6	12	50.00	26.67	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	64	107	59.81	68.83	92.00
Targeted Achievement Gap Group	38	73	52.05	60.83	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	234	373	62.73	68.83	92.00
Targeted Achievement Gap Group	146	263	55.51	60.83	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	31	63	49.21	60.11	
Hispanic				72.23	
White	30	41	73.17	85.00	
Economically Disadvantaged	38	73	52.05	61.28	
English Language Learners				64.28	
Students with Disabilities				16.67	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	200	219	91.32	88.32	94.00
Targeted Achievement Gap Group	104	117	88.89	86.20	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	611	698	87.54	88.32	94.00
Targeted Achievement Gap Group	348	408	85.29	86.20	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	97	111	87.39	86.87	
Hispanic				72.23	
White	97	102	95.10	90.93	
Economically Disadvantaged	99	111	89.19	86.02	
English Language Learners					
Students with Disabilities	21	24	87.50	87.81	

District: MAGNOLIA SCHOOL DISTRICT **Superintendent: JOHN MOORE**
 School: MAGNOLIA JR. HIGH SCHOOL Principal: GWENDOLYN CARTER
 LEA: 1402008 Grades: 07-09
 Address: 540 E North Street Enrollment: 682
 Magnolia, AR 71753 Attendance (3 QTR AVG): 99.44
 Phone: 870-234-2206 Poverty Rate: 69.35

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	410	414	99.03	720	729	98.77
Targeted Achievement Gap Group	288	292	98.63	471	480	98.12
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	222	223	99.55	371	375	98.93
Hispanic	11	12	91.67	20	21	95.24
White	170	172	98.84	317	321	98.75
Economically Disadvantaged	279	283	98.59	459	468	98.08
English Language Learners				10	10	100.00
Students with Disabilities	49	50	98.00	71	72	98.61

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	272	391	69.57	74.96	91.00	255	354	72.03	75.89	93.00
Targeted Achievement Gap Group	160	272	58.82	67.13	91.00	156	249	62.65	68.48	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	870	1236	70.39	74.96	91.00	837	1160	72.16	75.89	93.00
Targeted Achievement Gap Group	516	854	60.42	67.13	91.00	508	807	62.95	68.48	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	120	215	55.81	67.73		120	200	60.00	69.07	
Hispanic	10	11	90.91	62.97		9	10	90.00	58.33	
White	136	158	86.08	84.73		121	139	87.05	86.11	
Economically Disadvantaged	159	264	60.23	67.73		155	244	63.52	68.94	
English Language Learners				33.33					33.33	
Students with Disabilities	5	46	10.87	21.43		3	37	8.11	19.54	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	464	690	67.25	70.71	92.00	206	354	58.19	64.68	81.00
Targeted Achievement Gap Group	253	446	56.73	61.99	92.00	118	249	47.39	56.06	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1403	2116	66.30	70.71	92.00	672	1161	57.88	64.68	81.00
Targeted Achievement Gap Group	763	1369	55.73	61.99	92.00	379	808	46.91	56.06	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	189	359	52.65	60.87		82	200	41.00	56.69	
Hispanic	15	20	75.00	46.43		8	10	80.00	47.92	
White	250	300	83.33	82.03		111	139	79.86	76.33	
Economically Disadvantaged	251	436	57.57	62.33		117	244	47.95	56.33	
English Language Learners	6	10	60.00	33.33					33.33	
Students with Disabilities	23	67	34.33	39.54		3	37	8.11	19.54	

District: NEVADA SCHOOL DISTRICT **Superintendent: RICHARD MCAFEE**
 School: NEVADA SCHOOL DISTRICT Principal:
 LEA: 5008000 Grades: K-12
 Address: P. O. BOX 50 Enrollment: 375
 ROSSTON, AR 71858 Attendance (3 QTR AVG): 95.52
 Phone: 870-871-2418 Poverty Rate: 76.53

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	215	215	100.00	239	240	99.58
Targeted Achievement Gap Group	169	169	100.00	181	182	99.45
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	81	81	100.00	82	82	100.00
Hispanic						
White	118	118	100.00	135	136	99.26
Economically Disadvantaged	166	166	100.00	179	180	99.44
English Language Learners						
Students with Disabilities	20	20	100.00	20	20	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	148	199	74.37	70.21	91.00	116	151	76.82	68.60	93.00
Targeted Achievement Gap Group	108	155	69.68	66.88	91.00	82	113	72.57	64.39	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	440	613	71.78	70.21	91.00	328	441	74.38	68.60	93.00
Targeted Achievement Gap Group	322	471	68.37	66.88	91.00	244	342	71.35	64.39	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	46	76	60.53	55.63		35	55	63.64	54.08	
Hispanic				72.23					72.23	
White	88	108	81.48	79.88		70	84	83.33	78.13	
Economically Disadvantaged	107	152	70.39	67.32		82	112	73.21	65.28	
English Language Learners										
Students with Disabilities	3	18	16.67	24.60		6	13	46.15	42.31	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	169	223	75.78	81.40	92.00	101	151	66.89	75.84	81.00
Targeted Achievement Gap Group	116	167	69.46	78.92	92.00	69	113	61.06	73.48	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	531	686	77.41	81.40	92.00	317	441	71.88	75.84	81.00
Targeted Achievement Gap Group	383	521	73.51	78.92	92.00	234	342	68.42	73.48	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	50	77	64.94	71.23		30	55	54.55	60.88	
Hispanic				66.67					100.00	
White	94	117	80.34	89.16		61	84	72.62	84.38	
Economically Disadvantaged	116	165	70.30	79.94		69	112	61.61	73.77	
English Language Learners										
Students with Disabilities	4	18	22.22	46.67		3	13	23.08	42.31	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	34	36	94.44	92.65	94.00
Targeted Achievement Gap Group	22	24	91.67	89.13	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	94	105	89.52	92.65	94.00
Targeted Achievement Gap Group	59	69	85.51	89.13	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	16	16	100.00	94.05	
Hispanic					
White	16	18	88.89	91.23	
Economically Disadvantaged	21	23	91.30	86.84	
English Language Learners					
Students with Disabilities				100.00	

District:NEVADA SCHOOL DISTRICT	Superintendent:RICHARD MCAFEE
School:NEVADA ELEMENTARY SCHOOL	Principal:LORI FINLEY
LEA:5008013	Grades:K-06
Address:P.O. BOX 50	Enrollment:200
ROSSTON, AR 71858	Attendance (3 QTR AVG):96.29
Phone:870-871-2475	Poverty Rate:79.00

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	123	123	100.00	123	123	100.00
Targeted Achievement Gap Group	98	98	100.00	98	98	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	43	43	100.00	43	43	100.00
Hispanic						
White	68	68	100.00	68	68	100.00
Economically Disadvantaged	97	97	100.00	97	97	100.00
English Language Learners						
Students with Disabilities	11	11	100.00	11	11	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	88	112	78.57	78.14	91.00	70	89	78.65	74.81	93.00
Targeted Achievement Gap Group	66	89	74.16	76.57	91.00	52	70	74.29	72.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	284	359	79.11	78.14	91.00	217	273	79.49	74.81	93.00
Targeted Achievement Gap Group	214	283	75.62	76.57	91.00	167	219	76.26	72.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	27	39	69.23	60.14		22	33	66.67	59.60	
Hispanic				72.23					72.23	
White	50	61	81.97	89.58		40	47	85.11	85.00	
Economically Disadvantaged	66	88	75.00	76.32		52	69	75.36	73.01	
English Language Learners										
Students with Disabilities	2	10	20.00	35.18		6	10	60.00	83.33	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	88	112	78.57	93.17	92.00	54	89	60.67	81.59	81.00
Targeted Achievement Gap Group	66	89	74.16	91.32	92.00	38	70	54.29	78.01	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	307	359	85.52	93.17	92.00	202	273	73.99	81.59	81.00
Targeted Achievement Gap Group	232	283	81.98	91.32	92.00	152	219	69.41	78.01	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	29	39	74.36	85.51		15	33	45.45	64.65	
Hispanic				66.67					100.00	
White	49	61	80.33	97.68		32	47	68.09	91.67	
Economically Disadvantaged	66	88	75.00	91.23		38	69	55.07	77.70	
English Language Learners										
Students with Disabilities	3	10	30.00	72.23		3	10	30.00	50.00	

District:NEVADA SCHOOL DISTRICT **Superintendent:RICHARD MCAFEE**
 School:NEVADA HIGH SCHOOL Principal:LORI FINLEY
 LEA:5008014 Grades:07-12
 Address:P.O. BOX 50 Enrollment:175
 ROSSTON, AR 71858 Attendance (3 QTR AVG):94.65
 Phone:870-871-2478 Poverty Rate:73.71

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	92	92	100.00	116	117	99.15
Targeted Achievement Gap Group	71	71	100.00	83	84	98.81
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	38	38	100.00	39	39	100.00
Hispanic						
White	50	50	100.00	67	68	98.53
Economically Disadvantaged	69	69	100.00	82	83	98.80
English Language Learners						
Students with Disabilities						

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	60	87	68.97	58.33	91.00	46	62	74.19	58.33	93.00
Targeted Achievement Gap Group	42	66	63.64	51.39	91.00	30	43	69.77	49.56	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	155	253	61.26	58.33	91.00	111	168	66.07	58.33	93.00
Targeted Achievement Gap Group	108	188	57.45	51.39	91.00	77	123	62.60	49.56	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	19	37	51.35	48.93		13	22	59.09	42.71	
Hispanic				72.23					72.23	
White	38	47	80.85	64.02		30	37	81.08	66.67	
Economically Disadvantaged	41	64	64.06	52.58		30	43	69.77	50.45	
English Language Learners										
Students with Disabilities				16.67					16.67	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	81	111	72.97	67.83	92.00	47	62	75.81	66.35	81.00
Targeted Achievement Gap Group	50	78	64.10	61.91	92.00	31	43	72.09	64.91	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	224	326	68.71	67.83	92.00	115	168	68.45	66.35	81.00
Targeted Achievement Gap Group	151	238	63.45	61.91	92.00	82	123	66.67	64.91	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	21	38	55.26	53.95		15	22	68.18	53.13	
Hispanic				66.67					100.00	
White	53	64	82.81	77.13		29	37	78.38	72.23	
Economically Disadvantaged	50	77	64.94	63.93		31	43	72.09	66.22	
English Language Learners										
Students with Disabilities				32.29					37.50	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	34	36	94.44	92.65	94.00
Targeted Achievement Gap Group	22	24	91.67	89.13	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	94	105	89.52	92.65	94.00
Targeted Achievement Gap Group	59	69	85.51	89.13	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	16	16	100.00	94.05	
Hispanic					
White	16	18	88.89	91.23	
Economically Disadvantaged	21	23	91.30	86.84	
English Language Learners					
Students with Disabilities				100.00	

District: STEPHENS SCHOOL DISTRICT **Superintendent: MARY THOMAS**
 School: STEPHENS SCHOOL DISTRICT Principal:
 LEA: 5206000 Grades: K-12
 Address: 315 West Chert Enrollment: 338
 Stephens, AR 71764 Attendance (3 QTR AVG): 97.99
 Phone: 870-786-5443 Poverty Rate: 91.72

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	LITERACY			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	180	184	97.83	188	196	95.92
Targeted Achievement Gap Group	162	166	97.59	173	181	95.58
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	150	153	98.04	159	166	95.78
Hispanic						
White	27	28	96.43	26	27	96.30
Economically Disadvantaged	160	164	97.56	170	178	95.51
English Language Learners						
Students with Disabilities	13	13	100.00	20	20	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	93	162	57.41	61.28	91.00	61	108	56.48	67.68	93.00
Targeted Achievement Gap Group	83	148	56.08	59.12	91.00	56	103	54.37	66.97	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	295	505	58.42	61.28	91.00	214	341	62.76	67.68	93.00
Targeted Achievement Gap Group	264	468	56.41	59.12	91.00	197	322	61.18	66.97	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	79	138	57.25	62.28	91.00	52	94	55.32	67.18	93.00
Hispanic				58.33					72.23	
White	11	21	52.38	55.88		6	11	54.55	67.95	
Economically Disadvantaged	83	146	56.85	59.93		56	102	54.90	67.43	
English Language Learners										
Students with Disabilities	1	13	7.69	20.14		1	10	10.00	28.58	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
ESEA Flexibility Indicators	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	73	167	43.71	58.76	92.00	27	108	25.00	46.84	81.00
Targeted Achievement Gap Group	67	157	42.68	56.50	92.00	24	103	23.30	45.95	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	273	554	49.28	58.76	92.00	102	341	29.91	46.84	81.00
Targeted Achievement Gap Group	240	512	46.88	56.50	92.00	91	322	28.26	45.95	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	59	143	41.26	56.90	92.00	20	94	21.28	47.81	81.00
Hispanic				58.33					16.67	
White	12	22	54.55	75.49		5	11	45.45	48.72	
Economically Disadvantaged	67	154	43.51	57.17		24	102	23.53	46.21	
English Language Learners										
Students with Disabilities	5	20	25.00	27.53		0	10	0.00	40.48	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	2012 SCHOOL GRADUATION RATE				
	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	22	28	78.57	89.32	94.00
Targeted Achievement Gap Group	19	23	82.61	97.03	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	90	105	85.71	89.32	94.00
Targeted Achievement Gap Group	74	82	90.24	97.03	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	20	25	80.00	91.93	
Hispanic					
White				79.17	
Economically Disadvantaged	19	22	86.36	96.92	
English Language Learners					
Students with Disabilities				90.74	

District:STEPHENS SCHOOL DISTRICT	Superintendent:MARY THOMAS
School:STEPHENS ELEMENTARY SCHOOL	Principal:GARY OWENS
LEA:5206032	Grades:K-06
Address:655 Arch St.	Enrollment:179
Stephens, AR 71764	Attendance (3 QTR AVG):97.39
Phone:870-786-5402	Poverty Rate:91.62

OVERALL SCHOOL STATUS: **FOCUS**

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	96	99	96.97	96	99	96.97
Targeted Achievement Gap Group	90	93	96.77	90	93	96.77
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	82	85	96.47	82	85	96.47
Hispanic						
White	13	13	100.00	13	13	100.00
Economically Disadvantaged	88	91	96.70	88	91	96.70
English Language Learners						
Students with Disabilities						

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	56	90	62.22	72.23	91.00	32	63	50.79	78.01	93.00
Targeted Achievement Gap Group	51	84	60.71	71.33	91.00	30	61	49.18	77.61	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	195	283	68.90	72.23	91.00	137	202	67.82	78.01	93.00
Targeted Achievement Gap Group	179	265	67.55	71.33	91.00	127	191	66.49	77.61	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	48	78	61.54	72.89		29	57	50.88	75.99	
Hispanic				72.23					100.00	
White	7	11	63.64	72.23					83.33	
Economically Disadvantaged	51	82	62.20	71.92		30	60	50.00	78.53	
English Language Learners										
Students with Disabilities				27.08					44.44	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	39	90	43.33	66.33	92.00	8	63	12.70	47.92	81.00
Targeted Achievement Gap Group	36	84	42.86	65.05	92.00	8	61	13.11	46.52	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	153	283	54.06	66.33	92.00	50	202	24.75	47.92	81.00
Targeted Achievement Gap Group	139	265	52.45	65.05	92.00	45	191	23.56	46.52	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	33	78	42.31	62.85		6	57	10.53	49.15	
Hispanic				72.23					16.67	
White	5	11	45.45	86.11					50.00	
Economically Disadvantaged	36	82	43.90	65.58		8	60	13.33	46.97	
English Language Learners										
Students with Disabilities				27.08					44.44	

District: STEPHENS SCHOOL DISTRICT **Superintendent: MARY THOMAS**
 School: STEPHENS HIGH SCHOOL Principal: GARY OWENS
 LEA: 5206033 Grades: 07-12
 Address: 315 West Chert St Enrollment: 159
 Stephens, AR 71764 Attendance (3 QTR AVG): 98.65
 Phone: 870-786-5442 Poverty Rate: 91.82

OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED

PERCENT TESTED STATUS: NEEDS IMPROVEMENT						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	84	85	98.82	92	97	94.85
Targeted Achievement Gap Group	72	73	98.63	83	88	94.32
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	68	68	100.00	77	81	95.06
Hispanic						
White	14	15	93.33	13	14	92.86
Economically Disadvantaged	72	73	98.63	82	87	94.25
English Language Learners						
Students with Disabilities				15	15	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	37	72	51.39	45.24	91.00	29	45	64.44	50.76	93.00
Targeted Achievement Gap Group	32	64	50.00	41.03	91.00	26	42	61.90	50.76	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	99	221	44.80	45.24	91.00	77	139	55.40	50.76	93.00
Targeted Achievement Gap Group	84	202	41.58	41.03	91.00	70	131	53.44	50.76	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	31	60	51.67	47.92		23	37	62.16	54.17	
Hispanic				16.67					16.67	
White	4	10	40.00	16.67					16.67	
Economically Disadvantaged	32	64	50.00	41.80		26	42	61.90	50.76	
English Language Learners										
Students with Disabilities				16.67					16.67	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	34	77	44.16	51.39	92.00	19	45	42.22	45.08	81.00
Targeted Achievement Gap Group	31	73	42.47	47.92	92.00	16	42	38.10	45.08	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	120	270	44.44	51.39	92.00	52	139	37.41	45.08	81.00
Targeted Achievement Gap Group	101	246	41.06	47.92	92.00	46	131	35.11	45.08	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	26	65	40.00	51.85		14	37	37.84	45.83	
Hispanic				16.67					16.67	
White	7	10	70.00	50.00					44.44	
Economically Disadvantaged	31	72	43.06	48.64		16	42	38.10	45.08	
English Language Learners										
Students with Disabilities	5	15	33.33	27.78					37.50	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	22	28	78.57	89.32	94.00
Targeted Achievement Gap Group	19	23	82.61	97.03	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	90	105	85.71	89.32	94.00
Targeted Achievement Gap Group	74	82	90.24	97.03	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	20	25	80.00	91.93	
Hispanic					
White				79.17	
Economically Disadvantaged	19	22	86.36	96.92	
English Language Learners					
Students with Disabilities				90.74	

DISTRICT REPORT CARDS

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
3rd Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	100	15.2	19.9	36.1	28.8	64.9	12.7	18.7	36.1	32.5	68.7	6.9	7.6	30.8	54.7	85.5	64.64	
TAGG	100						9	9	33.6	48.4	82	58.74						
African-American	100	14.3	22.3	42	21.4	63.4	15.8	20.8	33.7	29.7	63.4	6.1	9.8	37.8	46.3	84.2	56.72	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.05	
Caucasian	100	18.1	11.1	29.2	41.7	70.8	4.1	12.2	42.9	40.8	83.7	9.7	1.6	22.6	66.1	88.7	78.31	
Economically Disadvantaged	100	17	22.4	38.1	22.4	60.5	16.4	22.7	35.2	25.8	60.9	7.6	9.2	34.5	48.7	83.2	58.65	
Students with Disabilities	100	50	13.6	22.7	13.6	36.4	60	6.7	20	13.3	33.3	60	0	20	20	40	28.89	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy							0					0						
Limited English Proficient		RV	RV	RV	RV	RV											54.17	
Female	100	11	12	42	35	77	9.3	12.8	36	41.9	77.9	3.6	3.6	33.7	59	92.8		
Male	100	19.8	28.6	29.7	22	51.6	16.3	25	36.3	22.5	58.8	10.5	11.8	27.6	50	77.6		
Migrant		RV	RV	RV	RV	RV												
3rd Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	100	3.7	17.3	28.3	50.8	79.1	6	13.9	29.5	50.6	80.1	3.8	8.8	28.9	58.5	87.4	66.58	
TAGG	100						4.9	11.5	35.3	48.4	83.6	61.45						
African-American	100	3.6	17.9	33	45.5	78.6	6.9	17.8	34.7	40.6	75.2	4.9	9.8	36.6	48.8	85.4	58.65	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	67	
Caucasian	100	4.2	15.3	22.2	58.3	80.6	2	4.1	20.4	73.5	93.9	3.2	6.5	19.4	71	90.3	80.58	
Economically Disadvantaged	100	3.4	18.4	31.3	46.9	78.2	7.8	17.2	32.8	42.2	75	3.4	11.8	36.1	48.7	84.9	61.24	
Students with Disabilities	100	18.2	31.8	27.3	22.7	50	40	13.3	13.3	33.3	46.7	50	10	10	30	40	43.93	
Limited English Proficient		RV	RV	RV	RV	RV											26.67	
Female	100	2	15	27	56	83	5.8	15.1	26.7	52.3	79.1	2.4	12.1	32.5	53	85.5		
Male	100	5.5	19.8	29.7	45.1	74.7	6.3	12.5	32.5	48.8	81.3	5.3	5.3	25	64.5	89.5		
Migrant		RV	RV	RV	RV	RV												

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
4th Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	100	10.2	28.8	40.1	20.9	61	5.8	24.2	37.9	32.1	70	5.9	12.4	34.7	47.1	81.8	64.64	
TAGG	100						7	14.1	37.3	41.6	78.9	58.74						
African-American	100	11.7	35.1	39.6	13.5	53.2	3.8	31.4	40	24.8	64.8	9	14	36	41	77	56.72	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.05	
Caucasian	100	5.1	20.3	40.7	33.9	74.6	10.1	10.1	34.8	44.9	79.7	0	7.6	30.2	62.3	92.5	78.31	
Economically Disadvantaged	100	11.6	31.2	41.3	15.9	57.2	6.2	29.5	39	25.3	64.4	7.1	14.3	37.9	40.7	78.6	58.65	
Students with Disabilities	100	52.9	17.6	11.8	17.6	29.4	28.6	19	47.6	4.8	52.4	33.3	6.7	13.3	46.7	60	28.89	
Number of recently arrived LEP students not assessed in 4th Grade Literacy							0					0						
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						54.17	
Female	100	3.8	24.1	44.3	27.8	72.2	2	25	32	41	73	3.5	9.2	37.9	49.4	87.4		
Male	100	15.3	32.7	36.7	15.3	52	10	23.3	44.4	22.2	66.7	8.4	15.7	31.3	44.6	75.9		
Migrant							RV	RV	RV	RV	RV							
4th Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	100	16.9	16.9	26	40.1	66.1	7.9	20.5	29.5	42.1	71.6	10.6	17.1	34.1	38.2	72.4	66.58	
TAGG	100						12	19.7	35.2	33.1	68.3	61.45						
African-American	100	19.8	19.8	33.3	27	60.4	9.5	23.8	32.4	34.3	66.7	13	24	35	28	63	58.65	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	67	
Caucasian	100	11.9	11.9	11.9	64.4	76.3	7.2	14.5	21.7	56.5	78.3	3.8	5.7	34	56.6	90.6	80.58	
Economically Disadvantaged	100	18.8	19.6	27.5	34.1	61.6	10.3	19.9	33.6	36.3	69.9	12.1	20	35.7	32.1	67.9	61.24	
Students with Disabilities	100	52.9	23.5	5.9	17.6	23.5	28.6	14.3	19	38.1	57.1	20	20	13.3	46.7	60	43.93	
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						26.67	
Female	100	11.4	16.5	27.8	44.3	72.2	7	19	31	43	74	10.3	9.2	39.1	41.4	80.5		
Male	100	21.4	17.3	24.5	36.7	61.2	8.9	22.2	27.8	41.1	68.9	10.8	25.3	28.9	34.9	63.9		
Migrant							RV	RV	RV	RV	RV							

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
5th Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	98.4	5.8	36.8	40.6	16.8	57.4	6.1	34.8	40.2	18.9	59.1	3.3	13.9	41.1	41.7	82.8	64.64	
TAGG	98.7						4.3	15.7	44.3	35.7	80	58.74						
African-American	99	8.7	43.7	37.9	9.7	47.6	7.2	42.3	38.1	12.4	50.5	1.1	14.7	48.4	35.8	84.2	56.72	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.05	
Caucasian	97.4	0	23.4	46.8	29.8	76.6	3.5	28.1	36.8	31.6	68.4	5.6	11.3	31	52.1	83.1	78.31	
Economically Disadvantaged	98.6	7.1	44.6	40.2	8	48.2	7.5	37.6	40.6	14.3	54.9	3.7	16.2	45.6	34.6	80.2	58.65	
Students with Disabilities	100	41.7	25	16.7	16.7	33.3	57.1	7.1	21.4	14.3	35.7	30	30	10	30	40	28.89	
Number of recently arrived LEP students not assessed in 5th Grade Literacy							0					0						
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						54.17	
Female	98	5.2	32.5	41.6	20.8	62.3	2.7	29.3	44	24	68	1.1	10.6	36.2	52.1	88.3		
Male	98.9	6.4	41	39.7	12.8	52.6	9	39.3	37.1	14.6	51.7	5.8	17.4	46.5	30.2	76.7		
Migrant																		
5th Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	98.4	14.2	27.7	27.1	31	58.1	21.3	20.7	36	22	57.9	18.9	19.4	34.4	27.2	61.7	66.58	
TAGG	98.7						22.1	19.3	35	23.6	58.6	61.45						
African-American	99	20.4	34	25.2	20.4	45.6	30.9	23.7	33	12.4	45.4	23.2	20	40	16.8	56.8	58.65	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	67	
Caucasian	97.4	2.1	14.9	29.8	53.2	83	7	15.8	38.6	38.6	77.2	14.1	15.5	29.6	40.9	70.4	80.58	
Economically Disadvantaged	98.6	18.8	30.4	27.7	23.2	50.9	26.3	20.3	35.3	18	53.4	22.1	19.9	36	22.1	58.1	61.24	
Students with Disabilities	100	58.3	8.3	0	33.3	33.3	64.3	21.4	7.1	7.1	14.3	45	15	10	30	40	43.93	
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						26.67	
Female	98	7.8	31.2	32.5	28.6	61	24	20	30.7	25.3	56	16	19.2	35.1	29.8	64.9		
Male	98.9	20.5	24.4	21.8	33.3	55.1	19.1	21.3	40.4	19.1	59.6	22.1	19.8	33.7	24.4	58.1		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District		
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced			
5th Grade Science																			
Combined Population	98.4	13.5	49.7	32.9	3.9	36.8	21.3	47	28.7	3	31.7	17.2	40	33.9	8.9	42.8			
TAGG	98.7											20	42.9	29.3	7.9	37.1			
African-American	99	19.4	55.3	22.3	2.9	25.2	30.9	47.4	19.6	2.1	21.6	21.1	45.3	28.4	5.3	33.7			
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV			
Caucasian	97.4	2.1	36.2	55.3	6.4	61.7	7	43.9	43.9	5.3	49.1	12.7	31	40.9	15.5	56.3			
Economically Disadvantaged	98.6	17.9	54.5	25.9	1.8	27.7	26.3	46.6	25.6	1.5	27.1	19.9	44.1	29.4	6.6	36			
Students with Disabilities	100	41.7	25	16.7	16.7	33.3	57.1	28.6	7.1	7.1	14.3	35	25	15	25	40			
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV								
Female	98	16.9	48.1	32.5	2.6	35.1	22.7	48	25.3	4	29.3	18.1	34	39.4	8.5	47.9			
Male	98.9	10.3	51.3	33.3	5.1	38.5	20.2	46.1	31.5	2.2	33.7	16.3	46.5	27.9	9.3	37.2			
Migrant																			
6th Grade Literacy		Annual Measurable Objective (AMO)					67.6	2011 AMO					75.7						AMO
Combined Population	98.9	9.8	27	35	28.2	63.2	6.4	39.5	32.5	21.7	54.1	8	36.2	30.7	25.2	55.8	64.64		
TAGG	98.6											8.9	38.5	30.4	22.2	52.6	58.74		
African-American	98.1	13.1	31.8	32.7	22.4	55.1	7.1	48.5	30.3	14.1	44.4	9.3	45.4	26.8	18.6	45.4	56.72		
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.05		
Caucasian	100	3.9	15.7	41.2	39.2	80.4	4.1	24.5	34.7	36.7	71.4	5.1	25.4	32.2	37.3	69.5	78.31		
Economically Disadvantaged	98.6	13.1	34.4	32.8	19.7	52.5	7.5	43.3	33.3	15.8	49.2	9	38.8	30.6	21.6	52.2	58.65		
Students with Disabilities	100	45.5	36.4	0	18.2	18.2	27.3	45.5	0	27.3	27.3	53.3	20	13.3	13.3	26.7	28.89		
Number of recently arrived LEP students not assessed in 6th Grade Literacy							0					0							
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						54.17		
Female	98.7	5.8	22.1	37.2	34.9	72.1	3.8	30.4	43	22.8	65.8	2.7	33.8	31.1	32.4	63.5			
Male	99	14.3	32.5	32.5	20.8	53.2	9	48.7	21.8	20.5	42.3	12.4	38.2	30.3	19.1	49.4			
Migrant																			

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
6th Grade Mathematics		Annual Measurable Objective (AMO) 64.55					2011 AMO 73.41					AMO					
Combined Population	98.9	10.4	24.5	31.9	33.1	65	14	24.2	26.1	35.7	61.8	22.7	20.9	23.9	32.5	56.4	66.58
TAGG	98.6						26.7	21.5	23.7	28.2	51.9	61.45					
African-American	98.1	13.1	29.9	34.6	22.4	57	19.2	30.3	25.3	25.3	50.5	28.9	21.7	27.8	21.7	49.5	58.65
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	67
Caucasian	100	5.9	13.7	27.5	52.9	80.4	4.1	14.3	26.5	55.1	81.6	11.9	22	15.3	50.9	66.1	80.58
Economically Disadvantaged	98.6	13.1	29.5	37.7	19.7	57.4	17.5	27.5	26.7	28.3	55	26.9	21.6	23.9	27.6	51.5	61.24
Students with Disabilities	100	27.3	45.5	9.1	18.2	27.3	54.5	18.2	0	27.3	27.3	46.7	26.7	13.3	13.3	26.7	43.93
Limited English Proficient							RV	RV	RV	RV	RV						26.67
Female	98.7	8.1	19.8	37.2	34.9	72.1	12.7	26.6	30.4	30.4	60.8	20.3	24.3	18.9	36.5	55.4	
Male	99	13	29.9	26	31.2	57.1	15.4	21.8	21.8	41	62.8	24.7	18	28.1	29.2	57.3	
Migrant																	
7th Grade Literacy		Annual Measurable Objective (AMO) 67.6					2011 AMO 75.7					AMO					
Combined Population	100	8.2	35.7	36.3	19.9	56.1	7.4	35.2	34.6	22.8	57.4	1.9	29	43.2	25.9	69.1	64.64
TAGG	100						2.4	34.2	44.7	18.7	63.4	58.74					
African-American	100	9.3	42.6	30.6	17.6	48.1	8.5	40.6	32.1	18.9	50.9	1.9	37.9	41.8	18.5	60.2	56.72
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.05
Caucasian	100	5	25	45	25	70	5.8	25	40.4	28.8	69.2	0	15.7	41.2	43.1	84.3	78.31
Economically Disadvantaged	100	8.7	37.8	39.4	14.2	53.5	9	42.6	33.6	14.8	48.4	1.7	34.2	45.8	18.3	64.2	58.65
Students with Disabilities	100	41.7	25	8.3	25	33.3	30.8	38.5	7.7	23.1	30.8	13.3	60	6.7	20	26.7	28.89
Number of recently arrived LEP students not assessed in 7th Grade Literacy						0					0						
Limited English Proficient																	54.17
Female	100	8.1	32.6	36	23.3	59.3	5.7	26.4	39.1	28.7	67.8	1.3	24.1	45.6	29.1	74.7	
Male	100	8.2	38.8	36.5	16.5	52.9	9.3	45.3	29.3	16	45.3	2.4	33.7	41	22.9	63.9	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
7th Grade Mathematics		Annual Measurable Objective (AMO)				64.55	2011 AMO				73.41					AMO	
Combined Population	100	23.4	21.6	31	24	55	22.8	19.8	28.4	29	57.4	21.6	21	34	23.5	57.4	66.58
TAGG	100						26	23.6	31.7	18.7	50.4	61.45					
African-American	100	28.7	23.1	31.5	16.7	48.1	28.3	23.6	31.1	17	48.1	28.2	25.2	32	14.6	46.6	58.65
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	67
Caucasian	100	13.3	18.3	31.7	36.7	68.3	13.5	13.5	25	48.1	73.1	9.8	13.7	33.3	43.1	76.5	80.58
Economically Disadvantaged	100	27.6	22	33.1	17.3	50.4	28.7	22.1	28.7	20.5	49.2	25.8	23.3	32.5	18.3	50.8	61.24
Students with Disabilities	100	41.7	33.3	8.3	16.7	25	61.5	7.7	15.4	15.4	30.8	60	20	0	20	20	43.93
Limited English Proficient																	26.67
Female	100	25.6	22.1	31.4	20.9	52.3	19.5	17.2	32.2	31	63.2	22.8	25.3	30.4	21.5	51.9	
Male	100	21.2	21.2	30.6	27.1	57.6	26.7	22.7	24	26.7	50.7	20.5	16.9	37.4	25.3	62.7	
Migrant																	
7th Grade Science																	
Combined Population	100	49.1	32.2	15.8	2.9	18.7	36.4	38.3	19.8	5.6	25.3	42	34.6	16.7	6.8	23.5	
TAGG	100						50.4	33.3	11.4	4.9	16.3						
African-American	100	59.3	25.9	12	2.8	14.8	46.2	38.7	12.3	2.8	15.1	55.3	31.1	9.7	3.9	13.6	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100	30	45	21.7	3.3	25	19.2	40.4	28.8	11.5	40.4	15.7	41.2	29.4	13.7	43.1	
Economically Disadvantaged	100	55.1	28.3	15	1.6	16.5	45.1	38.5	13.9	2.5	16.4	50.8	33.3	11.7	4.2	15.8	
Students with Disabilities	100	66.7	8.3	8.3	16.7	25	69.2	0	0	30.8	30.8	73.3	6.7	0	20	20	
Limited English Proficient																	
Female	100	52.3	32.6	14	1.2	15.1	35.6	41.4	18.4	4.6	23	45.6	32.9	16.5	5.1	21.5	
Male	100	45.9	31.8	17.6	4.7	22.4	37.3	34.7	21.3	6.7	28	38.6	36.1	16.9	8.4	25.3	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
8th Grade Literacy		Annual Measurable Objective (AMO)					67.6	2011 AMO					75.7	AMO				
Combined Population	100	2.5	21.5	47.9	28.2	76.1	9.6	22.9	44.6	22.9	67.5	5.1	20.5	48.7	25.6	74.4	64.64	
TAGG	100						6.6	22.1	50	21.3	71.3	58.74						
African-American	100	3.7	26.9	46.3	23.1	69.4	11.8	30.4	42.2	15.7	57.8	5.6	21.5	53.3	19.6	72.9	56.72	
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.05	
Caucasian	100	0	9.3	51.9	38.9	90.7	4.9	9.8	49.2	36.1	85.2	4.4	20	40	35.6	75.6	78.31	
Economically Disadvantaged	100	3.2	26.6	47.6	22.6	70.2	11.4	24.4	43.1	21.1	64.2	5.8	22.3	50.4	21.5	71.9	58.65	
Students with Disabilities	100	21.1	26.3	26.3	26.3	52.6	58.3	8.3	0	33.3	33.3	31.3	43.8	12.5	12.5	25	28.89	
Number of recently arrived LEP students not assessed in 8th Grade Literacy							0						0					
Limited English Proficient		RV	RV	RV	RV	RV											54.17	
Female	100	0	20	44.4	35.6	80	7.1	27.4	40.5	25	65.5	4.7	10.6	48.2	36.5	84.7		
Male	100	5.5	23.3	52.1	19.2	71.2	12.2	18.3	48.8	20.7	69.5	5.6	32.4	49.3	12.7	62		
Migrant																		
8th Grade Mathematics		Annual Measurable Objective (AMO)					64.55	2011 AMO					73.41	AMO				
Combined Population	100	30.7	17.8	30.7	20.9	51.5	32.5	19.9	33.7	13.9	47.6	22.4	26.9	35.3	15.4	50.6	66.58	
TAGG	100						26.2	32	28.7	13.1	41.8	61.45						
African-American	100	43.5	18.5	24.1	13.9	38	42.2	20.6	28.4	8.8	37.3	27.1	30.8	32.7	9.4	42.1	58.65	
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	67	
Caucasian	100	3.7	16.7	44.4	35.2	79.6	14.8	18	44.3	23	67.2	13.3	20	44.4	22.2	66.7	80.58	
Economically Disadvantaged	100	39.5	20.2	29.8	10.5	40.3	36.6	22	31.7	9.8	41.5	25.6	32.2	28.9	13.2	42.2	61.24	
Students with Disabilities	100	73.7	0	10.5	15.8	26.3	66.7	0	8.3	25	33.3	68.8	12.5	0	18.8	18.8	43.93	
Limited English Proficient		RV	RV	RV	RV	RV											26.67	
Female	100	27.8	16.7	32.2	23.3	55.6	35.7	17.9	34.5	11.9	46.4	17.7	28.2	41.2	12.9	54.1		
Male	100	34.2	19.2	28.8	17.8	46.6	29.3	22	32.9	15.9	48.8	28.2	25.4	28.2	18.3	46.5		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
EOC Algebra 1		Annual Measurable Objective (AMO)				64.6	2011 AMO				73.45					AMO	
Combined Population	95	4	22.2	45.5	28.4	73.9	3.7	24.5	46	25.8	71.8	8.2	31.5	40.3	20.1	60.4	66.58
TAGG	94.4						10.1	32.1	44	13.8	57.8	61.45					
African-American	95.6	5.2	30.2	48.3	16.4	64.7	5.9	26.7	47.5	19.8	67.3	9.9	35.6	41.6	12.9	54.5	58.65
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	67
Caucasian	93.7	1.7	6.7	40	51.7	91.7	0	18.6	44.1	37.3	81.4	3.7	24.1	40.7	31.5	72.2	80.58
Economically Disadvantaged	94.4	4.9	31.7	46.3	17.1	63.4	4.2	28.3	46.7	20.8	67.5	10.1	32.1	44	13.8	57.8	61.24
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	43.93
Limited English Proficient							RV	RV	RV	RV	RV						26.67
Female	95.8	2.1	21.1	43.2	33.7	76.8	3.7	23.5	46.9	25.9	72.8	5.6	25.8	48.3	20.2	68.5	
Male	94	6.2	23.5	48.1	22.2	70.4	3.7	25.6	45.1	25.6	70.7	11.4	38.6	30	20	50	
Migrant																	
Biology																	
Combined Population	96.2	28.2	33.9	28.2	9.6	37.9	28.6	40	24.9	6.5	31.4	25.6	37.2	21.3	15.9	37.2	
TAGG	95.3						32.4	39.6	18.9	9	27.9	61.45					
African-American	96.7	40	37.3	19.1	3.6	22.7	35.3	46.2	16	2.5	18.5	33.3	43.5	13.9	9.3	23.2	
Hispanic		RV	RV	RV	RV	RV											
Caucasian	95.1	4.8	30.6	45.2	19.4	64.5	16.9	27.7	41.5	13.8	55.4	9.1	25.5	36.4	29.1	65.5	
Economically Disadvantaged	95.3	37.6	32.5	23.1	6.8	29.9	34.7	47.9	15.7	1.7	17.4	32.4	39.6	18.9	9	27.9	
Students with Disabilities	94.4	78.3	4.3	8.7	8.7	17.4	52.2	17.4	26.1	4.3	30.4	52.9	11.8	11.8	23.5	35.3	
Limited English Proficient		RV	RV	RV	RV	RV											
Female	95.2	19.1	43.8	27	10.1	37.1	24.4	45.3	24.4	5.8	30.2	25.3	30.8	25.3	18.7	44	
Male	97.5	37.5	23.9	29.5	9.1	38.6	32.3	35.4	25.3	7.1	32.3	26	45.2	16.4	12.3	28.8	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
EOC Geometry		Annual Measurable Objective (AMO)					64.6	2011 AMO					73.45	AMO				
Combined Population	97.1	6.8	21.1	49.7	22.4	72.1	8.2	31	38	22.8	60.8	7.6	34.4	40.8	17.2	58	66.58	
TAGG	96.6						7.6	39.6	43.4	9.4	52.8	61.45						
African-American	99.1	11.8	31.8	48.2	8.2	56.5	11.4	38.6	38.6	11.4	50	58.65	11	42	40	7	47	
Hispanic		RV	RV	RV	RV	RV						67						
Caucasian	93.5	0	5	51.7	43.3	95	1.8	15.8	36.8	45.6	82.5	80.58	1.8	19.6	42.9	35.7	78.6	
Economically Disadvantaged	96.6	8.8	27.5	51.6	12.1	63.7	10.6	39.8	40.7	8.8	49.6	61.24	7.6	39.6	43.4	9.4	52.8	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	43.93	RV	RV	RV	RV	RV	
Limited English Proficient												26.67						
Female	95.8	7.1	16.5	52.9	23.5	76.5	5.7	33	38.6	22.7	61.4	56.1	9.8	34.2	43.9	12.2	56.1	
Male	98.7	6.5	27.4	45.2	21	66.1	10.8	28.9	37.3	22.9	60.2	60	5.3	34.7	37.3	22.7	60	
Migrant																		
Grade 11 Literacy		Annual Measurable Objective (AMO)					67.75	2011 AMO					75.81	AMO				
Combined Population	98.9	7.7	32.5	58	1.8	59.8	9.6	32.9	47.3	10.2	57.5	64.64	7.8	35.8	40.8	15.6	56.4	
TAGG	98.4						11.2	44.8	36.8	7.2	44	58.74	11.2	44.8	36.8	7.2	44	
African-American	98.3	11.5	40.4	46.2	1.9	48.1	15.1	40.6	38.7	5.7	44.3	56.72	7.8	49.6	36.5	6.1	42.6	
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	66.05						
Caucasian	100	1.6	17.7	79	1.6	80.6	0	19.6	64.3	16.1	80.4	78.31	7.9	9.5	49.2	33.3	82.5	
Economically Disadvantaged	98.3	12.4	41.9	43.8	1.9	45.7	13.7	39.3	36.8	10.3	47	58.65	9.4	46.2	38.5	6	44.4	
Students with Disabilities	95.8	45	40	5	10	15	52.4	38.1	0	9.5	9.5	28.89	43.5	30.4	4.4	21.7	26.1	
Number of recently arrived LEP students not assessed in Grade 11 Literacy												0						
Limited English Proficient												54.17						
Female	98.8	4.1	28.9	64.9	2.1	67	3.4	33	53.4	10.2	63.6	59	4.8	36.1	42.2	16.9	59	
Male	99	12.5	37.5	48.6	1.4	50	16.5	32.9	40.5	10.1	50.6	54.2	10.4	35.4	39.6	14.6	54.2	
Migrant																		

CAMDEN FAIRVIEW SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

Norm-Referenced Test*	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		32	42		52	65		48	66
Grade One Math Problems		41	51		42	55		39	56
Grade Two Reading Comprehension		32	42		57	67		51	67
Grade Two Math Problems		38	53		43	56		43	58
Grade Three Reading		45	55		45	51		46	51
Grade Three Math		46	60		47	57		52	58
Grade Four Reading		53	72		38	52		45	52
Grade Four Math		57	72		48	62		47	62
Grade Five Reading		48	66		29	47		35	47
Grade Five Math		54	67		38	57		39	57
Grade Five Science		37	62		42	61		43	61
Grade Six Reading		44	54		34	47		32	47
Grade Six Math		59	71		44	57		40	58
Grade Seven Reading		43	63		41	51		37	51
Grade Seven Math		47	66		45	55		43	55
Grade Seven Science		44	65		47	62		41	62
Grade Eight Reading		54	63		41	53		41	54
Grade Eight Math		65	74		41	55		46	56
Grade Nine Reading Comprehension	34	34	46	38	38	49	39	39	49
Grade Nine Math Concepts and Problems	58	58	67	44	44	55	44	44	56

CAMDEN FAIRVIEW SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT									6,029
District Provided College Prep for Students Taking ACT in Grades 9-11									37
Number of Students in College and Career Readiness Planning (CCRPP)							87	87	1,193
Number of Students Taking ACT in Grades 9-11							152	152	37,235
Number of Students Taking ACT in Grade 12							141	141	26,716
ACT Reading	19.2	19.2	21	19	19	21	19.3	19.3	22
ACT English	19	19	21	18.2	18.2	20	18.5	18.5	21
ACT Mathematics	19.4	19.4	20	18.9	18.9	20	19.1	19.1	21
ACT Science	19.6	19.6	21	19.1	19.1	21	20	20	21
ACT Composite	18.9	18.9	21	18.4	18.4	21	19	19	21
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test							10	10	827
SAT Critical Reading Mean							430	430	570
SAT Math Mean							468	468	573
SAT Writing Mean							440	440	555
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	62	62	21,226	88	88	22,783	150	150	24,357
Number of AP Exams Taken	88	88	32,923	124	124	35,183	212	212	39,314
Number of AP Exams Scored 3, 4, or 5	12	12	9,541	9	9	10,581	13	13	14,234
Number of Students Taking International Baccalaureate Courses									386

*Note: Norm-Referenced Test used for 2009-10 was the SAT10. ITBS was used for 2010-11 and 2011-12.

CAMDEN FAIRVIEW SCHOOL DISTRICT

INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards	N	0	449	N	0	335			
First Year Not to Meet Standards (Alert)	Y	1	213	N	0	256			
Year One of Targeted School Improvement**	N	0	30	N	0	32			
Year Two of Targeted School Improvement	N	0	35	N	0	19			
Targeted Corrective Action	N	0	32	N	0	19			
Targeted Intensive School Improvement	N	0	13	N	0	11			
Targeted Restructuring	N	0	7	N	0	5			
Year One of Whole School Improvement	N	3	80	Y	1	110			
Year Two of Whole School Improvement	N	0	46	N	3	69			
Whole School Corrective Action	N	0	35	N	0	46			
Whole School Intensive Improvement	N	0	29	N	0	39			
Whole School Intensive Restructuring	N	1	36	N	0	28			
State Directed	N	0	78	N	1	102			
Arkansas ESEA Accountability 2012									
Needs Improvement							N	1	580
Needs Improvement Priority							N	0	48
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	11
Needs Improvement Focus							Y	2	109
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	36
Achieving							N	2	336
Exemplary							N	0	18
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	2			1			1		
1-Schools in Need of Immediate Improvement		0	115		1	214		1	85
2-Schools Approaching Standards (Alert)		1	252		2	251		1	231
3-Schools Meeting Improvement Standards		2	313		0	311		1	349
4-Schools Exceeding Improvement Standards		0	244		0	183		0	264
5-Schools of Excellence for Improvement		0	93		0	49		0	76

CAMDEN FAIRVIEW SCHOOL DISTRICT

INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Status)									
Performance (Status) School Rating	3			3			3		
1-Schools in Need of Immediate Improvement		0	7		0	6		0	8
2-Schools approaching standards (alert)		0	19		0	16		0	0
3-Schools Meeting Standards		3	246		2	187		2	150
4-Schools Exceeding Standards		1	506		2	496		1	416
5-Schools of Excellence		0	260		0	321		1	444
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y			Y			Y	
Annual Accreditation Status									
Annual Accreditation Status Accredited	YES	4	776	YES	5	853	NO	1	838
Accredited-Cited	NO	1	227	NO	0	183	YES	4	209
Accredited-Probationary	NO	0	63	NO	0	27	NO	0	19
Attendance Rate									
Attendance Rate	93.1	93	94.2	95.7	94.6	94.7	94.7	94.5	95.2
Dropout Rate									
Dropout Rate	4	3.1	2.5	4.1	3.3	2.6	3.6	3.4	2.4
Graduation Rate									
Graduation Rate Combined	82.2	82.2	77.2	85	85	79.6	82.2	82.2	84.1
Graduation Rate for Targeted Achievement Gap Group							79.2	79.2	79.3
Graduation Rate African American				88.8	88.8	71.4	82	82	78.1
Graduation Rate Hispanic				RV	RV	74	NA	NA	78
Graduation Rate Caucasian				79.7	79.7	83.2	81.7	81.7	87
Graduation Rate Economically Disadvantaged				84.9	84.9	74.5	80	80	79.1
Graduation Rate Students with Disabilities				92.3	92.3	73.8	81.8	81.8	79.2
Graduation Rate Limited English Proficient				NA	NA	71.1	NA	NA	77.3
Grade Inflation Rate	2.4	2.4	7.4	1.1	1.1	4.7	12.4	12.4	5.5
College Remediation Rate	58.1	58.1	49.1	60	60	51	58.7	58.7	48.7
October 1 Enrollment	779	2,455	467,061	760	2,438	468,066	724	2,425	468,656

CAMDEN FAIRVIEW SCHOOL DISTRICT

INDICATOR 3: RETENTION

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	0	19	1,687	0	16	1,653	0	18	1,535
Percent of Students Retained at Grade 1	0	9.1	4.5	0	8.5	4.4	0	8.6	4.1
Number of Students Retained at Grade 2	0	9	786	0	18	634	0	15	595
Percent of Students Retained at Grade 2	0	4.7	2.1	0	9.3	1.7	0	8	1.6
Number of Students Retained at Grade 3	0	0	359	0	1	286	0	6	305
Percent of Students Retained at Grade 3	0	0	1	0	0.6	0.8	0	3.4	0.8
Number of Students Retained at Grade 4	0	0	1	0	0.6	0.8	0	3.4	0.8
Percent of Students Retained at Grade 4	0	0.5	0.5	0	0	0.4	0	0	0.4
Number of Students Retained at Grade 5	0	0	140	0	0	105	0	0	83
Percent of Students Retained at Grade 5	0	0	0.4	0	0	0.3	0	0	0.2
Number of Students Retained at Grade 6	0	0	185	0	0	133	0	2	138
Percent of Students Retained at Grade 6	0	0	0.5	0	0	0.4	0	1.1	0.4
Number of Students Retained at Grade 7	0	0	401	0	1	369	0	2	318
Percent of Students Retained at Grade 7	0	0	1.1	0	0.6	1	0	1.1	0.9
Number of Students Retained at Grade 8	0	0	418	0	0	400	0	0	256
Percent of Students Retained at Grade 8	0	0	1.2	0	0	1.1	0	0	0.7

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discipline Training Provided to Staff	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parental Involvement Plan Adopted	Y	Y	Y	Y	Y	Y	Y	Y	Y
District Alternative Learning Environment Compliance		Y	94%		Y	98%		Y	99%
Expulsions	0	0	0.1	0	0	0.1	0	0	0.1
Weapons Incidents	0	0.4	0.1	0	0.1	0.2	0.3	0.3	0.1
Staff Assaults	0	0.3	0.1	0	0.5	0.1	0.4	0.6	0.1
Student Assaults		0.4	0.5		1.8	0.4		2.3	0.4

CAMDEN FAIRVIEW SCHOOL DISTRICT

INDICATOR 5: TEACHER QUALITY

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	99	95	96.3	97.3	93.1	95.7	97.3	97.6	98.2
% Teaching with Emergency/Provisional Credentials	4	3	2.7	1	2.8	2.4	1.4	1.4	2
% Teachers with Bachelor's Degree	50	54.5	53.6	51.4	55.6	51.1	71.4	74.2	59.3
% Teachers with Master's Degree	47.3	42.3	44.2	45.9	41.7	46.1	27	25.3	39.8
% Teachers with Advanced Degree	1.4	1.4	1.5	1.4	1.9	2	0	0	0.6
Highly Qualified (HQ) Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA	4.4	1.5	NA	2.8	1.4	NA	0.6	1
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA		1.1	NA		0.9	NA		0.5
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0.9	2.7	1.1	2.6	2.7	1.2	0	0.3	0.8
School Board Member Names*							Hours of Training		
Eddie Moore, Jr.							6		
Phil Foster							6		
Macon Pattton							16.25		
William McCoy							6		
Tommy Raines							6		
Cary Bennett							2		

*Note: School Board members who were recently elected may not have completed all of their training prior to the printing of this School Performance Report.

INDICATOR 6: CHOICE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	0.6	0.3	3	0.7	0.2	3.3	0.6	0.2	2.8

CAMDEN FAIRVIEW SCHOOL DISTRICT

INDICATOR 7: SCHOOL FUNDING

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Mills Voted		34	36.82		34	36.96		34	37.17
Expenditure Per Student		\$10,043	\$9,228		\$10,176	\$9,315		\$10,050	\$9,379
Average Teacher Salary		\$43,994	\$42,802		\$44,109	\$46,663		\$43,727	\$49,946
Total Expenditures		\$25,368,402	\$3,959,816,065		\$27,299,173	\$5,171,678,766		\$24,899,711	\$5,196,885,067
Instructional Expenditures		\$13,170,710	\$2,258,641,720		\$13,294,548	\$2,508,579,625		\$12,229,423	\$2,485,540,210
Administrative Expenditures		\$1,783,816	\$312,114,009		\$1,706,154	\$97,063,107		\$1,606,125	\$317,870,955
Extracurricular Expenditures		\$1,003,174	\$165,716,258		\$1,090,430	\$165,701,106		\$1,387,076	\$201,604,356
Capital Expenditures		\$876,415	\$650,002,941		\$1,940,242	\$649,987,805		\$417,778	\$608,547,135
Debt Service Expenditures		\$704,932	\$221,173,099		\$936,044	\$226,232,300		\$751,096	\$267,265,988
Percent of Students Eligible for Free and Reduced Meals		73	59.1		74.5	60		74.9	60.5
State Free and Reduced-Price Meal Rate***			55.9%			58.2%			60.33%
National Free and Reduced-Price Meal Rate**			51.2%			49.2%			53.92%

**Source: FNS National databank for federal fiscal year 2012.

***State Free and Reduced Meal Rate includes preschool and adult education students.

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
3rd Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	100	21.3	28.2	24.1	26.4	50.5	16.5	28	33	22.5	55.5	16.9	14.1	33.2	35.9	69	66.95	
TAGG	100						21.3	16.2	34.6	27.9	62.5	57.85						
African-American	100	29.9	37.6	17.1	15.4	32.5	19.3	34.9	33	12.8	45.9	23.7	15.5	34	26.8	60.8	56.69	
Hispanic	100	20	30	30	20	50	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	58.99	
Caucasian	100	10.3	16.1	32.2	41.4	73.6	11.4	18.6	34.3	35.7	70	7.2	12.1	32.5	48.2	80.7	80.38	
Economically Disadvantaged	100	26.8	33.6	23.5	16.1	39.6	19	32.8	33.6	14.6	48.2	20.9	16.4	34.3	28.4	62.7	58.46	
Students with Disabilities	100	84.2	5.3	5.3	5.3	10.5	50	40	10	0	10	69.2	0	30.8	0	30.8	21.74	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy							0					0						
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	44.2	
Female	100	11.5	28.8	26.9	32.7	59.6	10.2	34.1	30.7	25	55.7	9.5	17.9	28.6	44.1	72.6		
Male	100	30.4	27.7	21.4	20.5	42	22.3	22.3	35.1	20.2	55.3	23	11	37	29	66		
Migrant																		
3rd Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	100	10.2	17.6	37.5	34.7	72.2	3.8	18.1	34.1	44	78	7.1	18.5	25.5	48.9	74.5	71.42	
TAGG	100						9.6	22.1	27.9	40.4	68.4	63.97						
African-American	100	15.4	28.2	36.8	19.7	56.4	4.6	21.1	41.3	33	74.3	9.3	23.7	27.8	39.2	67	60.95	
Hispanic	100	10	0	80	10	90	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71	
Caucasian	100	3.4	5.7	33.3	57.5	90.8	1.4	14.3	24.3	60	84.3	4.8	10.8	24.1	60.2	84.3	84.92	
Economically Disadvantaged	100	14.1	22.8	43	20.1	63.1	4.4	21.2	39.4	35	74.5	9.7	21.6	27.6	41	68.7	64.29	
Students with Disabilities	100	52.6	31.6	15.8	0	15.8	30	50	10	10	20	23.1	46.2	23.1	7.7	30.8	30.51	
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71	
Female	100	9.6	15.4	33.7	41.3	75	3.4	18.2	37.5	40.9	78.4	7.1	14.3	25	53.6	78.6		
Male	100	10.7	19.6	41.1	28.6	69.6	4.3	18.1	30.9	46.8	77.7	7	22	26	45	71		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
4th Grade Literacy		Annual Measurable Objective (AMO)				71.2	2011 AMO				78.4					AMO	
Combined Population	100	14.4	26.2	37.4	22.1	59.5	7.5	20.8	36.8	34.9	71.7	6.3	16.7	39.1	37.9	77	66.95
TAGG	100						8.3	17.3	45.1	29.3	74.4	57.85					
African-American	100	21.4	32.5	38.5	7.7	46.2	11	30.3	42.2	16.5	58.7	8.5	17.9	48.1	25.5	73.6	56.69
Hispanic	100	RV	RV	RV	RV	RV	16.7	16.7	50	16.7	66.7	RV	RV	RV	RV	RV	58.99
Caucasian	100	4.4	17.6	33.8	44.1	77.9	2.2	10.1	28.1	59.6	87.6	3.1	13.9	26.2	56.9	83.1	80.38
Economically Disadvantaged	100	18.1	30.3	38.1	13.5	51.6	9.7	25.5	43.4	21.4	64.8	7.6	16.8	45.8	29.8	75.6	58.46
Students with Disabilities	100	72.2	22.2	5.6	0	5.6	45.5	27.3	13.6	13.6	27.3	RV	RV	RV	RV	RV	21.74
Number of recently arrived LEP students not assessed in 4th Grade Literacy											0					0	
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	44.2
Female	100	9.3	21.6	42.3	26.8	69.1	6.1	16.3	35.7	41.8	77.6	2.5	17.5	36.3	43.8	80	
Male	100	19.4	30.6	32.7	17.3	50	8.8	24.6	37.7	28.9	66.7	9.6	16	41.5	33	74.5	
Migrant							RV	RV	RV	RV	RV						
4th Grade Mathematics		Annual Measurable Objective (AMO)				70	2011 AMO				77.5					AMO	
Combined Population	100	20	20	23.6	36.4	60	11.3	14.2	28.8	45.8	74.5	8.1	13.2	32.8	46	78.7	71.42
TAGG	100						10.5	15.8	36.8	36.8	73.7	63.97					
African-American	100	29.1	24.8	23.9	22.2	46.2	17.4	22.9	33.9	25.7	59.6	11.3	17.9	38.7	32.1	70.8	60.95
Hispanic	100	RV	RV	RV	RV	RV	16.7	16.7	33.3	33.3	66.7	RV	RV	RV	RV	RV	60.71
Caucasian	100	5.9	13.2	22.1	58.8	80.9	3.4	3.4	21.3	71.9	93.3	3.1	4.6	24.6	67.7	92.3	84.92
Economically Disadvantaged	100	24.5	21.9	26.5	27.1	53.5	14.5	19.3	35.9	30.3	66.2	9.9	16	36.6	37.4	74.1	64.29
Students with Disabilities	100	77.8	11.1	5.6	5.6	11.1	59.1	18.2	4.5	18.2	22.7	RV	RV	RV	RV	RV	30.51
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71
Female	100	19.6	16.5	25.8	38.1	63.9	10.2	9.2	32.7	48	80.6	8.8	10	41.3	40	81.3	
Male	100	20.4	23.5	21.4	34.7	56.1	12.3	18.4	25.4	43.9	69.3	7.5	16	25.5	51.1	76.6	
Migrant							RV	RV	RV	RV	RV						

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
5th Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	99.5	9.8	26	36.3	27.9	64.2	7	28	42	23	65	6.2	19.1	34.9	39.7	74.6	66.95	
TAGG	99.3											9.1	23.1	41.3	26.6	67.8	57.85	
African-American	100	14	35.1	37.7	13.2	50.9	9.3	34.7	47.5	8.5	55.9	9.9	26.1	36.9	27	64	56.69	
Hispanic	92.3	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	9.1	27.3	54.6	9.1	63.6	58.99	
Caucasian	100	4.8	12	33.7	49.4	83.1	4.1	17.8	35.6	42.5	78.1	1.2	9.4	29.4	60	89.4	80.38	
Economically Disadvantaged	99.3	14.2	34.8	30.5	20.6	51.1	9	32.9	44.5	13.5	58.1	9.5	21.2	41.6	27.7	69.3	58.46	
Students with Disabilities	100	63.2	15.8	15.8	5.3	21.1	52.6	31.6	15.8	0	15.8	52.2	34.8	13	0	13	21.74	
Number of recently arrived LEP students not assessed in 5th Grade Literacy							0						0					
Limited English Proficient	87.5	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	44.2
Female	99	5.6	14.6	37.1	42.7	79.8	4.1	24.7	42.3	28.9	71.1	4	13.1	34.3	48.5	82.8		
Male	100	13	34.8	35.7	16.5	52.2	9.7	31.1	41.7	17.5	59.2	8.2	24.6	35.5	31.8	67.3		
Migrant	100											RV	RV	RV	RV	RV		
5th Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	99.5	14.2	16.2	30.4	39.2	69.6	11.5	14	40.5	34	74.5	13.4	13.4	26.8	46.4	73.2	71.42	
TAGG	99.3											18.2	18.2	31.5	32.2	63.6	63.97	
African-American	100	21.9	22.8	34.2	21.1	55.3	16.1	21.2	44.9	17.8	62.7	19.8	19.8	34.2	26.1	60.4	60.95	
Hispanic	92.3	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	36.4	9.1	9.1	45.5	54.6	60.71	
Caucasian	100	4.8	7.2	24.1	63.9	88	4.1	4.1	34.2	57.5	91.8	2.4	5.9	18.8	72.9	91.8	84.92	
Economically Disadvantaged	99.3	19.9	20.6	34	25.5	59.6	14.2	16.8	42.6	26.5	69	17.5	19	31.4	32.1	63.5	64.29	
Students with Disabilities	100	57.9	15.8	15.8	10.5	26.3	63.2	5.3	21.1	10.5	31.6	69.6	13	4.4	13	17.4	30.51	
Limited English Proficient	87.5	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71
Female	99	6.7	12.4	33.7	47.2	80.9	7.2	14.4	46.4	32	78.4	11.1	9.1	26.3	53.5	79.8		
Male	100	20	19.1	27.8	33	60.9	15.5	13.6	35	35.9	70.9	15.5	17.3	27.3	40	67.3		
Migrant	100											RV	RV	RV	RV	RV		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
5th Grade Science																	
Combined Population	99.5	12.3	22.5	49.5	15.7	65.2	9.5	22.5	46.5	21.5	68	9.6	22.5	34.5	33.5	67.9	
TAGG	99.3											14	25.9	42.7	17.5	60.1	
African-American	100	19.3	36	40.4	4.4	44.7	11.9	33.1	49.2	5.9	55.1	15.3	33.3	39.6	11.7	51.4	
Hispanic	92.3	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	9.1	9.1	45.5	36.4	81.8	
Caucasian	100	3.6	4.8	60.2	31.3	91.6	5.5	6.8	43.8	43.8	87.7	2.4	10.6	25.9	61.2	87.1	
Economically Disadvantaged	99.3	17.7	29.1	46.1	7.1	53.2	11	27.7	49	12.3	61.3	13.9	26.3	41.6	18.3	59.9	
Students with Disabilities	100	63.2	21.1	10.5	5.3	15.8	42.1	31.6	15.8	10.5	26.3	60.9	13	13	13	26.1	
Limited English Proficient	87.5	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	99	5.6	20.2	55.1	19.1	74.2	11.3	21.6	46.4	20.6	67	9.1	22.2	32.3	36.4	68.7	
Male	100	17.4	24.3	45.2	13	58.3	7.8	23.3	46.6	22.3	68.9	10	22.7	36.4	30.9	67.3	
Migrant	100											RV	RV	RV	RV	RV	
6th Grade Literacy																	
		Annual Measurable Objective (AMO)				67.6	2011 AMO				75.7					AMO	
Combined Population	99.5	10.6	29.5	37	22.9	59.9	11.5	26	35.5	27	62.5	11.7	27.3	32.2	28.8	61	66.95
TAGG	99.4											14.4	34.4	33.8	17.5	51.3	57.85
African-American	100	12.9	35	37.1	15	52.1	17.9	34.9	36.8	10.4	47.2	17.4	36.4	29.8	16.5	46.3	56.69
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	58.99
Caucasian	98.7	6.3	19	39.2	35.4	74.7	4.6	13.8	34.5	47.1	81.6	2.7	13.5	36.5	47.3	83.8	80.38
Economically Disadvantaged	99.4	13.4	36	37.2	13.4	50.6	15.9	33.3	34.8	15.9	50.8	14.6	33.5	34.2	17.7	51.9	58.46
Students with Disabilities	100	73.9	21.7	4.3	0	4.3	68.4	10.5	10.5	10.5	21.1	68.2	18.2	9.1	4.6	13.6	21.74
Number of recently arrived LEP students not assessed in 6th Grade Literacy										0			0				
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	44.2
Female	100	7.3	26.8	38.2	27.6	65.9	3.5	15.3	42.4	38.8	81.2	8.8	22.6	33.3	35.3	68.6	
Male	99.1	14.4	32.7	35.6	17.3	52.9	16.8	33.6	31	18.6	49.6	14.6	32	31.1	22.3	53.4	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
6th Grade Mathematics		Annual Measurable Objective (AMO) 64.55					2011 AMO 73.41					AMO					
Combined Population	99.5	11.5	21.6	32.2	34.8	67	15.5	17	30.5	37	67.5	19.5	19.5	28.3	32.7	61	71.42
TAGG	99.4						24.4	21.9	32.5	21.3	53.8	63.97					
African-American	100	16.4	26.4	33.6	23.6	57.1	21.7	26.4	33	18.9	51.9	28.1	25.6	34.7	11.6	46.3	60.95
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71
Caucasian	98.7	3.8	13.9	29.1	53.2	82.3	9.2	4.6	26.4	59.8	86.2	6.8	10.8	17.6	64.9	82.4	84.92
Economically Disadvantaged	99.4	14.6	25	37.8	22.6	60.4	20.5	21.2	32.6	25.8	58.3	24.7	21.5	32.9	20.9	53.8	64.29
Students with Disabilities	100	60.9	26.1	8.7	4.3	13	63.2	21.1	5.3	10.5	15.8	63.6	18.2	0	18.2	18.2	30.51
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71
Female	100	9.8	27.6	30.1	32.5	62.6	9.4	12.9	31.8	45.9	77.6	14.7	21.6	28.4	35.3	63.7	
Male	99.1	13.5	14.4	34.6	37.5	72.1	20.4	18.6	30.1	31	61.1	24.3	17.5	28.2	30.1	58.3	
Migrant																	
7th Grade Literacy		Annual Measurable Objective (AMO) 67.6					2011 AMO 75.7					AMO					
Combined Population	100	6	26.1	42.7	25.1	67.8	10.9	26.2	45.9	17	62.9	6.8	20	36.3	36.8	73.2	66.95
TAGG	100						10.1	27.1	38	24.8	62.8	57.85					
African-American	100	9.8	37.5	42	10.7	52.7	14.9	29.1	43.3	12.7	56	12.5	28.1	41.7	17.7	59.4	56.69
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	58.99
Caucasian	100	1.2	11.6	43	44.2	87.2	4.6	23	49.4	23	72.4	1.2	10.3	31	57.5	88.5	80.38
Economically Disadvantaged	100	9	34.3	42.5	14.2	56.7	14.2	31.5	46.9	7.4	54.3	10.2	26.6	38.3	25	63.3	58.46
Students with Disabilities	100	80	0	20	0	20	78.3	17.4	4.3	0	4.3	63.2	31.6	5.3	0	5.3	21.74
Number of recently arrived LEP students not assessed in 7th Grade Literacy						0					RV						
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	44.2
Female	100	2.1	24.2	42.1	31.6	73.7	8	21.6	49.6	20.8	70.4	3.4	14.8	33	48.9	81.8	
Male	100	9.6	27.9	43.3	19.2	62.5	14.4	31.7	41.3	12.5	53.8	9.8	24.5	39.2	26.5	65.7	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
7th Grade Mathematics		Annual Measurable Objective (AMO)				64.55	2011 AMO				73.41					AMO	
Combined Population	100	16.6	16.6	38.7	28.1	66.8	20.1	19.7	33.2	27.1	60.3	17.9	16.8	37.9	27.4	65.3	71.42
TAGG	100						24	23.3	36.4	16.3	52.7	63.97					
African-American	100	23.2	25	37.5	14.3	51.8	22.4	26.1	31.3	20.1	51.5	27.1	27.1	39.6	6.3	45.8	60.95
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71
Caucasian	100	8.1	5.8	40.7	45.3	86	17.2	9.2	37.9	35.6	73.6	9.2	5.8	36.8	48.3	85.1	84.92
Economically Disadvantaged	100	20.9	21.6	39.6	17.9	57.5	24.1	24.7	32.7	18.5	51.2	24.2	22.7	36.7	16.4	53.1	64.29
Students with Disabilities	100	90	0	0	10	10	91.3	4.3	4.3	0	4.3	84.2	15.8	0	0	0	30.51
Limited English Proficient	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71
Female	100	13.7	15.8	46.3	24.2	70.5	16	22.4	39.2	22.4	61.6	10.2	14.8	42.1	33	75	
Male	100	19.2	17.3	31.7	31.7	63.5	25	16.3	26	32.7	58.7	24.5	18.6	34.3	22.6	56.9	
Migrant																	
7th Grade Science																	
Combined Population	100	26.5	34.5	34	5	39	19.2	39.7	30.6	10.5	41	15.8	21.6	34.7	27.9	62.6	
TAGG	100						23.3	26.4	31.8	18.6	50.4						
African-American	100	40.2	37.5	22.3	0	22.3	27.6	41.8	23.1	7.5	30.6	29.2	32.3	29.2	9.4	38.5	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100	8.1	31.4	48.8	11.6	60.5	6.9	35.6	43.7	13.8	57.5	2.3	10.3	37.9	49.4	87.4	
Economically Disadvantaged	100	34.8	37.8	24.4	3	27.4	25.3	45.1	25.9	3.7	29.6	23.4	26.6	31.3	18.8	50	
Students with Disabilities	100	70	10	10	10	20	87	0	8.7	4.3	13	79	5.3	10.5	5.3	15.8	
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	100	24.2	40	34.7	1.1	35.8	20.8	42.4	28	8.8	36.8	10.2	19.3	36.4	34.1	70.5	
Male	100	28.6	29.5	33.3	8.6	41.9	17.3	36.5	33.7	12.5	46.2	20.6	23.5	33.3	22.6	55.9	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
8th Grade Literacy		Annual Measurable Objective (AMO)				67.6	2011 AMO				75.7	AMO					
Combined Population	100	10.5	17.7	48.3	23.4	71.8	7.6	14.2	49.2	28.9	78.2	11.8	17.9	41.1	29.3	70.3	66.95
TAGG	100						16.5	22.6	43.3	17.7	61	57.85					
African-American	100	16.4	28.2	43.6	11.8	55.5	8.9	22.8	51.5	16.8	68.3	15.2	22.7	43.9	18.2	62.1	56.69
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	58.99
Caucasian	100	4.3	6.5	52.2	37	89.1	5.4	4.3	47.3	43	90.3	6.8	11.4	36.4	45.5	81.8	80.38
Economically Disadvantaged	100	13.4	21.6	52.2	12.7	64.9	10.7	18.9	54.9	15.6	70.5	15.4	22.8	43.8	17.9	61.7	58.46
Students with Disabilities	100	70.6	11.8	5.9	11.8	17.6	83.3	8.3	8.3	0	8.3	77.3	18.2	4.6	0	4.6	21.74
Number of recently arrived LEP students not assessed in 8th Grade Literacy							0					0					
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	44.2
Female	100	8.5	16.2	47	28.2	75.2	2.2	11	52.7	34.1	86.8	7.4	16.4	41.8	34.4	76.2	
Male	100	13	19.6	50	17.4	67.4	12.3	17	46.2	24.5	70.8	16.8	19.6	40.2	23.4	63.6	
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
8th Grade Mathematics		Annual Measurable Objective (AMO)				64.55	2011 AMO				73.41	AMO					
Combined Population	100	28.7	12	46.4	12.9	59.3	26.9	20.8	33	19.3	52.3	24.5	21.8	40.2	13.5	53.7	71.42
TAGG	100						32.3	25	36	6.7	42.7	63.97					
African-American	100	43.6	13.6	39.1	3.6	42.7	36.6	24.8	28.7	9.9	38.6	32.6	25.8	31.8	9.9	41.7	60.95
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71
Caucasian	100	13	9.8	54.3	22.8	77.2	14	17.2	38.7	30.1	68.8	14.8	14.8	52.3	18.2	70.5	84.92
Economically Disadvantaged	100	38.1	13.4	42.5	6	48.5	34.4	26.2	28.7	10.7	39.3	31.5	25.3	36.4	6.8	43.2	64.29
Students with Disabilities	100	76.5	5.9	5.9	11.8	17.6	91.7	8.3	0	0	0	81.8	9.1	4.6	4.6	9.1	30.51
Limited English Proficient	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71
Female	100	26.5	12.8	49.6	11.1	60.7	26.4	20.9	34.1	18.7	52.7	24.6	25.4	36.1	13.9	50	
Male	100	31.5	10.9	42.4	15.2	57.6	27.4	20.8	32.1	19.8	51.9	24.3	17.8	44.9	13.1	57.9	
Migrant		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
EOC Algebra 1		Annual Measurable Objective (AMO)				64.6	2011 AMO				73.45						AMO
Combined Population	100	5	18.7	53.4	22.8	76.3	10	20.6	47.8	21.5	69.4	7.8	18.6	50.5	23	73.5	71.42
TAGG	100											12.2	22.1	48.1	17.6	65.7	63.97
African-American	100	7	29.6	49.6	13.9	63.5	16.2	25.7	44.8	13.3	58.1	12.8	18.4	49.5	19.3	68.8	60.95
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71
Caucasian	100	3	6.1	59.6	31.3	90.9	4	13.1	51.5	31.3	82.8	1.1	19.3	52.3	27.3	79.6	84.92
Economically Disadvantaged	100	7.8	27.3	51.6	13.3	64.8	12.4	24.8	48.1	14.7	62.8	12.2	22.1	48.1	17.6	65.7	64.29
Students with Disabilities		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						30.51
Limited English Proficient	100											RV	RV	RV	RV	RV	60.71
Female	100	2.5	19.3	55.5	22.7	78.2	6.8	22.2	47.9	23.1	70.9	4.8	18.3	54.8	22.1	76.9	
Male	100	8	18	51	23	74	14.1	18.5	47.8	19.6	67.4	11	19	46	24	70	
Migrant	100											RV	RV	RV	RV	RV	
Biology																	
Combined Population	99.5	35.1	26.2	22.2	16.4	38.7	30.5	36.9	17.6	15	32.6	17.5	41.2	26.8	14.4	41.2	
TAGG	99.2											23.4	46	19.4	11.3	30.7	
African-American	99	48.2	31.6	10.5	9.6	20.2	47.2	35.2	10.2	7.4	17.6	26.5	50	16.3	7.1	23.5	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	100	17.5	22.3	35	25.2	60.2	6.8	40.5	28.4	24.3	52.7	8	30.7	39.8	21.6	61.4	
Economically Disadvantaged	99.2	49.6	25.2	13.4	11.8	25.2	42.7	34.2	12	11.1	23.1	24.2	47.5	20	8.3	28.3	
Students with Disabilities	100	37	3.7	3.7	55.6	59.3	23.1	7.7	0	69.2	69.2	7.1	0	14.3	78.6	92.9	
Limited English Proficient		RV	RV	RV	RV	RV											
Female	100	38.7	28.8	19.8	12.6	32.4	30.9	39.4	19.1	10.6	29.8	19.1	43.6	27.3	10	37.3	
Male	98.9	31.3	24.1	24.1	20.5	44.6	30.1	34.4	16.1	19.4	35.5	15.5	38.1	26.2	20.2	46.4	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
EOC Geometry		Annual Measurable Objective (AMO)					64.6	2011 AMO					73.45	AMO				
Combined Population	99.5	6.7	28.2	43.6	21.5	65.1	5.1	21	53.3	20.6	73.8	4.1	21.8	47.7	26.4	74.1	71.42	
TAGG	100						4.9	27.9	49.2	18	67.2	63.97						
African-American	99	10.1	39.4	39.4	11.1	50.5	10.2	31.5	51.9	6.5	58.3	8	30	48	14	62	60.95	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	60.71	
Caucasian	100	2.3	17	47.7	33	80.7	0	9.9	55.4	34.7	90.1	0	12.1	49.5	38.5	87.9	84.92	
Economically Disadvantaged	100	10.3	35.5	42.1	12.1	54.2	8.1	29.8	52.4	9.7	62.1	4.9	27.9	49.2	18	67.2	64.29	
Students with Disabilities	100	20	50	10	20	30	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	30.51	
Limited English Proficient		RV	RV	RV	RV	RV											60.71	
Female	100	4.3	33.7	47.8	14.1	62	5.9	18.6	56.8	18.6	75.4	5.6	21.3	48.2	25	73.2		
Male	98.9	7.8	23.5	40.2	28.4	68.6	4.2	24	49	22.9	71.9	2.3	22.5	47.2	28.1	75.3		
Migrant																		
Grade 11 Literacy		Annual Measurable Objective (AMO)					67.75	2011 AMO					75.81	AMO				
Combined Population	99.4	9.6	39.6	46.5	4.3	50.8	9.5	38.9	37.4	14.2	51.7	4.7	35.1	43.9	16.4	60.2	66.95	
TAGG	99.1						7.6	46.7	37.1	8.6	45.7	57.85						
African-American	100	14.6	51.5	31.1	2.9	34	13.2	50	30.2	6.6	36.8	7.1	51	37.8	4.1	41.8	56.69	
Hispanic	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	58.99	
Caucasian	98.6	2.5	24.1	67.1	6.3	73.4	6.1	25.3	45.5	23.2	68.7	1.5	11.8	52.9	33.8	86.8	80.38	
Economically Disadvantaged	99.1	15.1	50	31.1	3.8	34.9	15.6	52.3	25.7	6.4	32.1	7.7	46.2	37.5	8.7	46.2	58.46	
Students with Disabilities	92.3	52.2	21.7	4.3	21.7	26.1	60	28	4	8	12	40	20	0	40	40	21.74	
Number of recently arrived LEP students not assessed in Grade 11 Literacy							0						0					
Limited English Proficient		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						44.2	
Female	100	8.6	34.6	51.9	4.9	56.8	7.5	36.8	41.5	14.2	55.7	1.2	33.7	51.8	13.3	65.1		
Male	98.9	10.4	43.4	42.5	3.8	46.2	11.4	41	33.3	14.3	47.6	8	36.4	36.4	19.3	55.7		
Migrant																		

MAGNOLIA SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

Norm-Referenced Test*	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		48	42		65	65		66	66
Grade One Math Problems		60	51		70	55		69	56
Grade Two Reading Comprehension		36	42		63	67		64	67
Grade Two Math Problems		65	53		65	56		74	58
Grade Three Reading		44	55		41	51		41	51
Grade Three Math		44	60		47	57		49	58
Grade Four Reading	54	54	72	40	40	52	42	42	52
Grade Four Math	50	50	72	47	47	62	56	56	62
Grade Five Reading	54	54	66	33	33	47	39	39	47
Grade Five Math	63	63	67	43	43	57	49	49	57
Grade Five Science	48	48	62	45	45	61	52	52	61
Grade Six Reading	45	45	54	41	41	47	35	35	47
Grade Six Math	61	61	71	45	45	57	43	43	58
Grade Seven Reading		62	63		43	51		46	51
Grade Seven Math		55	66		46	55		50	55
Grade Seven Science		59	65		51	62		57	62
Grade Eight Reading		50	63		46	53		42	54
Grade Eight Math		61	74		51	55		46	56
Grade Nine Reading Comprehension		36	46		39	49		45	49
Grade Nine Math Concepts and Problems		61	67		44	55		52	56

MAGNOLIA SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT									6,029
District Provided College Prep for Students Taking ACT in Grades 9-11									37
Number of Students in College and Career Readiness Planning (CCRPP)									1,193
Number of Students Taking ACT in Grades 9-11								171	37,235
Number of Students Taking ACT in Grade 12								222	26,716
ACT Reading		20.4	21		20.1	21		20.6	22
ACT English		19.8	21		19.3	20		20.2	21
ACT Mathematics		20	20		19.7	20		20.4	21
ACT Science		20.3	21		20	21		20.5	21
ACT Composite		19.8	21		19.5	21		20.1	21
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test								5	827
SAT Critical Reading Mean								RV	570
SAT Math Mean								RV	573
SAT Writing Mean								RV	555
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	.	124	21,226	.	158	22,783	.	161	24,357
Number of AP Exams Taken	.	217	32,923	.	258	35,183	.	292	39,314
Number of AP Exams Scored 3, 4, or 5	.	48	9,541	.	85	10,581	.	108	14,234
Number of Students Taking International Baccalaureate Courses									386

*Note: Norm-Referenced Test used for 2009-10 was the SAT10. ITBS was used for 2010-11 and 2011-12.

MAGNOLIA SCHOOL DISTRICT

INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards	N	0	449	N	0	335			
First Year Not to Meet Standards (Alert)	N	0	213	N	0	256			
Year One of Targeted School Improvement**	N	0	30	N	0	32			
Year Two of Targeted School Improvement	N	0	35	N	0	19			
Targeted Corrective Action	N	0	32	N	1	19			
Targeted Intensive School Improvement	N	0	13	Y	1	11			
Targeted Restructuring	N	0	7	N	0	5			
Year One of Whole School Improvement	N	0	80	N	0	110			
Year Two of Whole School Improvement	N	3	46	N	0	69			
Whole School Corrective Action	Y	1	35	N	2	46			
Whole School Intensive Improvement	N	0	29	N	0	39			
Whole School Intensive Restructuring	N	0	36	N	0	28			
State Directed	N	0	78	N	0	102			
Arkansas ESEA Accountability 2012									
Needs Improvement							N	0	580
Needs Improvement Priority							N	0	48
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	11
Needs Improvement Focus							Y	4	109
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	36
Achieving							N	0	336
Exemplary							N	0	18
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	5			4			3		
1-Schools in Need of Immediate Improvement		0	115		1	214		0	85
2-Schools Approaching Standards (Alert)		0	252		0	251		1	231
3-Schools Meeting Improvement Standards		1	313		1	311		2	349
4-Schools Exceeding Improvement Standards		0	244		1	183		0	264
5-Schools of Excellence for Improvement		2	93		0	49		0	76

**CENTRAL ELEMENTARY SCHOOL
MAGNOLIA SCHOOL DISTRICT
INDICATOR 2: SCHOOL PERFORMANCE**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Status)									
Performance (Status) School Rating	4			4			4		
1-Schools in Need of Immediate Improvement		0	7		0	6		0	8
2-Schools approaching standards (alert)		0	19		0	16		0	0
3-Schools Meeting Standards		2	246		2	187		2	150
4-Schools Exceeding Standards		2	506		2	496		2	416
5-Schools of Excellence		0	260		0	321		0	444
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y			Y			Y	
Annual Accreditation Status									
Annual Accreditation Status Accredited	YES	4	776	YES	4	853	YES	3	838
Accredited-Cited	NO	0	227	NO	0	183	NO	1	209
Accredited-Probationary	NO	0	63	NO	0	27	NO	0	19
Attendance Rate									
Attendance Rate	94.4	93.8	94.2	94.8	94.2	94.7	96.1	95.7	95.2
Dropout Rate									
Dropout Rate		2.2	2.5		1.2	2.6		1.6	2.4
Graduation Rate									
Graduation Rate Combined		83.2	77.2		82	79.6		91.3	84.1
Graduation Rate for Targeted Achievement Gap Group								88.9	79.3
Graduation Rate African American					77.8	71.4		87.4	78.1
Graduation Rate Hispanic					RV	74		RV	78
Graduation Rate Caucasian					88.2	83.2		95.1	87
Graduation Rate Economically Disadvantaged					82.9	74.5		89.2	79.1
Graduation Rate Students with Disabilities					72.4	73.8		87.5	79.2
Graduation Rate Limited English Proficient					RV	71.1		RV	77.3
Grade Inflation Rate		1.8	7.4		5.9	4.7		0	5.5
College Remediation Rate		53.8	49.1		59.3	51		51.5	48.7
October 1 Enrollment	659	2,876	467,061	645	2,810	468,066	622	2,728	468,656

MAGNOLIA SCHOOL DISTRICT

INDICATOR 3: RETENTION

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	0	0	1,687	0	0	1,653	0	0	1,535
Percent of Students Retained at Grade 1	0	0	4.5	0	0	4.4	0	0	4.1
Number of Students Retained at Grade 2	0	0	786	0	0	634	0	0	595
Percent of Students Retained at Grade 2	0	0	2.1	0	0	1.7	0	0	1.6
Number of Students Retained at Grade 3	0	0	359	0	0	286	0	0	305
Percent of Students Retained at Grade 3	0	0	1	0	0	0.8	0	0	0.8
Number of Students Retained at Grade 4	0	0	1	0	0	0.8	0	0	0.8
Percent of Students Retained at Grade 4	0	0	0.5	0.5	0.4	0.4	0	0	0.4
Number of Students Retained at Grade 5	0	0	140	1	1	105	0	0	83
Percent of Students Retained at Grade 5	0	0	0.4	0.5	0.5	0.3	0	0	0.2
Number of Students Retained at Grade 6	0	0	185	0	0	133	0	0	138
Percent of Students Retained at Grade 6	0	0	0.5	0	0	0.4	0	0	0.4
Number of Students Retained at Grade 7	0	1	401	0	4	369	0	10	318
Percent of Students Retained at Grade 7	0	0.5	1.1	0	1.6	1	0	4.9	0.9
Number of Students Retained at Grade 8	0	0	418	0	1	400	0	6	256
Percent of Students Retained at Grade 8	0	0	1.2	0	0.5	1.1	0	2.4	0.7

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discipline Training Provided to Staff	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parental Involvement Plan Adopted	Y	Y	Y	Y	Y	Y	Y	Y	Y
District Alternative Learning Environment Compliance		Y	94%		Y	98%		Y	99%
Expulsions	0	0.1	0.1	0	0	0.1	0	0	0.1
Weapons Incidents	0.3	0.2	0.1	0.3	0.2	0.2	0.3	0.3	0.1
Staff Assaults	0	0	0.1	0	0	0.1	0	0	0.1
Student Assaults		0.1	0.5		0.1	0.4		0.1	0.4

**CENTRAL ELEMENTARY SCHOOL
MAGNOLIA SCHOOL DISTRICT
INDICATOR 5: TEACHER QUALITY**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	100	99	96.3	100	98.8	95.7	96.7	98	98.2
% Teaching with Emergency/Provisional Credentials	2	1	2.7	0	0.4	2.4	3.3	2.8	2
% Teachers with Bachelor's Degree	61.5	53.7	53.6	66	54	51.1	71.7	66.2	59.3
% Teachers with Master's Degree	38.5	45.1	44.2	34	44.8	46.1	28.3	32.9	39.8
% Teachers with Advanced Degree	0	1.2	1.5	0	1.2	2	0	0.4	0.6
Highly Qualified (HQ) Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA		1.5	NA		1.4	NA		1
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA		1.1	NA		0.9	NA		0.5
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0	0.5	1.1	0	0.1	1.2	0	0	0.8
School Board Member Names*							Hours of Training		
William Watson							2		
Paul Babbitt							8		
Robert McDonald							10.75		
J.P. Mobley							9		
Mike Waters							4		

*Note: School Board members who were recently elected may not have completed all of their training prior to the printing of this School Performance Report.

INDICATOR 6: CHOICE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	0.3	0.1	3	0.3	0.1	3.3	0.2	0.1	2.8

**CENTRAL ELEMENTARY SCHOOL
MAGNOLIA SCHOOL DISTRICT
INDICATOR 7: SCHOOL FUNDING**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Mills Voted		29.6	36.82		29.6	36.96		29.6	37.17
Expenditure Per Student		\$8,738	\$9,228		\$8,882	\$9,315		\$9,461	\$9,379
Average Teacher Salary		\$46,102	\$42,802		\$44,130	\$46,663		\$47,216	\$49,946
Total Expenditures		\$28,982,327	\$3,959,816,065		\$28,477,455	\$5,171,678,766		\$30,644,551	\$5,196,885,067
Instructional Expenditures		\$15,079,468	\$2,258,641,720		\$15,074,994	\$2,508,579,625		\$14,527,968	\$2,485,540,210
Administrative Expenditures		\$1,948,536	\$312,114,009		\$1,979,615	\$97,063,107		\$2,028,862	\$317,870,955
Extracurricular Expenditures		\$2,284,825	\$165,716,258		\$931,373	\$165,701,106		\$1,067,718	\$201,604,356
Capital Expenditures		\$3,507,059	\$650,002,941		\$3,667,810	\$649,987,805		\$4,475,891	\$608,547,135
Debt Service Expenditures		\$639,544	\$221,173,099		\$229,810	\$226,232,300		\$425,641	\$267,265,988
Percent of Students Eligible for Free and Reduced Meals		66.5	59.1		67.6	60		68.5	60.5
State Free and Reduced-Price Meal Rate***			55.9%			58.2%			60.33%
National Free and Reduced-Price Meal Rate**			51.2%			49.2%			53.92%

**Source: FNS National databank for federal fiscal year 2012.

***State Free and Reduced Meal Rate includes preschool and adult education students.

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
3rd Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	100	8	12	44	36	80	8.8	23.5	32.4	35.3	67.6	7.7	19.2	23.1	50	73.1	67.23	
TAGG	100						10	25	20	45	65						63.57	
African-American	100	RV	RV	RV	RV	RV	15.4	53.8	23.1	7.7	30.8	RV	RV	RV	RV	RV	51.19	
Hispanic																	69.45	
Caucasian	100	5.6	16.7	27.8	50	77.8	5	5	40	50	90	6.7	13.3	20	60	80	77.87	
Economically Disadvantaged	100	8.7	13	43.5	34.8	78.3	13	21.7	39.1	26.1	65.2	10	25	20	45	65	64.05	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.06	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy							0						0					
Limited English Proficient																		
Female	100	0	9.1	54.5	36.4	90.9	0	15.4	38.5	46.2	84.6	0	15.4	30.8	53.9	84.6		
Male	100	14.3	14.3	35.7	35.7	71.4	14.3	28.6	28.6	28.6	57.1	15.4	23.1	15.4	46.2	61.5		
Migrant																		
3rd Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	100	0	8	32	60	92	2.9	5.9	26.5	64.7	91.2	0	23.1	23.1	53.9	76.9	79.54	
TAGG	100						0	30	25	45	70						76.81	
African-American	100	RV	RV	RV	RV	RV	0	15.4	38.5	46.2	84.6	RV	RV	RV	RV	RV	68.36	
Hispanic																	63.33	
Caucasian	100	0	5.6	27.8	66.7	94.4	5	0	20	75	95	0	13.3	20	66.7	86.7	88.07	
Economically Disadvantaged	100	0	8.7	34.8	56.5	91.3	4.3	8.7	30.4	56.5	87	0	30	25	45	70	77.94	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.33	
Limited English Proficient																		
Female	100	0	9.1	18.2	72.7	90.9	0	7.7	30.8	61.5	92.3	0	15.4	30.8	53.9	84.6		
Male	100	0	7.1	42.9	50	92.9	4.8	4.8	23.8	66.7	90.5	0	30.8	15.4	53.9	69.2		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
4th Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	100	3	9.1	57.6	30.3	87.9	3.7	22.2	40.7	33.3	74.1	0	10.8	32.4	56.8	89.2	67.23	
TAGG	100						0	15.4	30.8	53.9	84.6	63.57						
African-American	100	6.7	13.3	66.7	13.3	80	RV	RV	RV	RV	RV	0	26.7	53.3	20	73.3	51.19	
Hispanic																	69.45	
Caucasian	100	0	5.9	47.1	47.1	94.1	0	16.7	38.9	44.4	83.3	0	0	19.1	81	100	77.87	
Economically Disadvantaged	100	4.2	12.5	58.3	25	83.3	4.5	27.3	40.9	27.3	68.2	0	15.4	30.8	53.9	84.6	64.05	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.06
Number of recently arrived LEP students not assessed in 4th Grade Literacy							0						0					
Limited English Proficient																		
Female	100	0	7.1	42.9	50	92.9	0	16.7	41.7	41.7	83.3	0	12.5	18.8	68.8	87.5		
Male	100	5.3	10.5	68.4	15.8	84.2	6.7	26.7	40	26.7	66.7	0	9.5	42.9	47.6	90.5		
Migrant																		
4th Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	100	3	0	30.3	66.7	97	0	7.4	40.7	51.9	92.6	5.4	5.4	24.3	64.9	89.2	79.54	
TAGG	100						7.7	7.7	26.9	57.7	84.6	76.81						
African-American	100	6.7	0	33.3	60	93.3	RV	RV	RV	RV	RV	13.3	13.3	26.7	46.7	73.3	68.36	
Hispanic																	63.33	
Caucasian	100	0	0	23.5	76.5	100	0	5.6	38.9	55.6	94.4	0	0	23.8	76.2	100	88.07	
Economically Disadvantaged	100	4.2	0	25	70.8	95.8	0	9.1	40.9	50	90.9	7.7	7.7	26.9	57.7	84.6	77.94	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.33
Limited English Proficient																		
Female	100	0	0	42.9	57.1	100	0	8.3	33.3	58.3	91.7	6.3	6.3	25	62.5	87.5		
Male	100	5.3	0	21.1	73.7	94.7	0	6.7	46.7	46.7	93.3	4.8	4.8	23.8	66.7	90.5		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
5th Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	100	0	18.2	66.7	15.2	81.8	0	24.2	42.4	33.3	75.8	0	10.7	46.4	42.9	89.3	67.23	
TAGG	100	0	18.2	66.7	15.2	81.8	0	24.2	42.4	33.3	75.8	0	10.7	46.4	42.9	89.3	67.23	
African-American	100	0	28.6	71.4	0	71.4	0	26.7	53.3	20	73.3	RV	RV	RV	RV	RV	51.19	
Hispanic																	69.45	
Caucasian	100	0	5.6	66.7	27.8	94.4	0	23.5	35.3	41.2	76.5	0	5.6	38.9	55.6	94.4	77.87	
Economically Disadvantaged	100	0	12	76	12	88	0	25.9	48.1	25.9	74.1	0	13	52.2	34.8	87	64.05	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.06	
Number of recently arrived LEP students not assessed in 5th Grade Literacy							0					0						
Limited English Proficient																		
Female	100	0	16.7	55.6	27.8	83.3	0	18.8	31.3	50	81.3	0	0	40	60	100		
Male	100	0	20	80	0	80	0	29.4	52.9	17.6	70.6	0	16.7	50	33.3	83.3		
Migrant																		
5th Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	100	0	15.2	42.4	42.4	84.8	0	6.1	63.6	30.3	93.9	0	3.6	53.6	42.9	96.4	79.54	
TAGG	100	0	15.2	42.4	42.4	84.8	0	6.1	63.6	30.3	93.9	0	4.4	60.9	34.8	95.7	76.81	
African-American	100	0	21.4	42.9	35.7	78.6	0	13.3	73.3	13.3	86.7	RV	RV	RV	RV	RV	68.36	
Hispanic																	63.33	
Caucasian	100	0	5.6	44.4	50	94.4	0	0	58.8	41.2	100	0	0	44.4	55.6	100	88.07	
Economically Disadvantaged	100	0	16	44	40	84	0	7.4	66.7	25.9	92.6	0	4.4	60.9	34.8	95.7	77.94	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.33	
Limited English Proficient																		
Female	100	0	5.6	50	44.4	94.4	0	0	62.5	37.5	100	0	0	40	60	100		
Male	100	0	26.7	33.3	40	73.3	0	11.8	64.7	23.5	88.2	0	5.6	61.1	33.3	94.4		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
5th Grade Science																	
Combined Population	100	6.1	60.6	27.3	6.1	33.3	15.2	33.3	45.5	6.1	51.5	0	32.1	46.4	21.4	67.9	
TAGG	100											0	34.8	47.8	17.4	65.2	
African-American	100	14.3	78.6	7.1	0	7.1	20	53.3	20	6.7	26.7	RV	RV	RV	RV	RV	
Hispanic																	
Caucasian	100	0	44.4	44.4	11.1	55.6	11.8	17.6	70.6	0	70.6	0	22.2	50	27.8	77.8	
Economically Disadvantaged	100	8	56	32	4	36	18.5	37	37	7.4	44.4	0	34.8	47.8	17.4	65.2	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient																	
Female	100	0	66.7	22.2	11.1	33.3	18.8	31.3	43.8	6.3	50	0	10	80	10	90	
Male	100	13.3	53.3	33.3	0	33.3	11.8	35.3	47.1	5.9	52.9	0	44.4	27.8	27.8	55.6	
Migrant																	
6th Grade Literacy																	
		Annual Measurable Objective (AMO)				67.6	2011 AMO				75.7					AMO	
Combined Population	100	3.8	30.8	34.6	30.8	65.4	0	21.4	42.9	35.7	78.6	2.9	11.8	41.2	44.1	85.3	67.23
TAGG	100											3.5	13.8	44.8	37.9	82.8	63.57
African-American	100	10	60	20	10	30	0	54.5	27.3	18.2	45.5	6.7	13.3	40	40	80	51.19
Hispanic		RV	RV	RV	RV	RV											69.45
Caucasian	100	0	14.3	35.7	50	85.7	0	0	52.9	47.1	100	0	11.8	41.2	47.1	88.2	77.87
Economically Disadvantaged	100	4.5	31.8	40.9	22.7	63.6	0	21.7	43.5	34.8	78.3	3.6	14.3	42.9	39.3	82.1	64.05
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.06
Number of recently arrived LEP students not assessed in 6th Grade Literacy							0					0					
Limited English Proficient																	
Female	100	0	10	40	50	90	0	13.3	33.3	53.3	86.7	0	0	50	50	100	
Male	100	6.3	43.8	31.3	18.8	50	0	30.8	53.8	15.4	69.2	5.6	22.2	33.3	38.9	72.2	
Migrant	100											RV	RV	RV	RV	RV	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
6th Grade Mathematics		Annual Measurable Objective (AMO) 64.55					2011 AMO 73.41					AMO					
Combined Population	100	11.5	15.4	30.8	42.3	73.1	0	10.7	28.6	60.7	89.3	5.9	14.7	26.5	52.9	79.4	79.54
TAGG	100											6.9	17.2	27.6	48.3	75.9	76.81
African-American	100	30	30	20	20	40	0	27.3	27.3	45.5	72.7	13.3	20	20	46.7	66.7	68.36
Hispanic		RV	RV	RV	RV	RV											63.33
Caucasian	100	0	7.1	42.9	50	92.9	0	0	29.4	70.6	100	0	11.8	35.3	52.9	88.2	88.07
Economically Disadvantaged	100	13.6	13.6	36.4	36.4	72.7	0	13	30.4	56.5	87	7.1	17.9	28.6	46.4	75	77.94
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.33
Limited English Proficient																	
Female	100	0	10	40	50	90	0	6.7	20	73.3	93.3	0	25	25	50	75	
Male	100	18.8	18.8	25	37.5	62.5	0	15.4	38.5	46.2	84.6	11.1	5.6	27.8	55.6	83.3	
Migrant	100											RV	RV	RV	RV	RV	
7th Grade Literacy		Annual Measurable Objective (AMO) 67.6					2011 AMO 75.7					AMO					
Combined Population	97	11.5	46.2	34.6	7.7	42.3	20	30	40	10	50	0	27.6	37.9	34.5	72.4	67.23
TAGG	100											0	23.8	52.4	23.8	76.2	63.57
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	0	45.5	36.4	18.2	54.6	51.19
Hispanic							RV	RV	RV	RV	RV						69.45
Caucasian	95.2	11.8	35.3	41.2	11.8	52.9	12.5	25	56.3	6.3	62.5	0	17.7	35.3	47.1	82.4	77.87
Economically Disadvantaged	100	13.3	60	20	6.7	26.7	25	25	41.7	8.3	50	0	25	50	25	75	64.05
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.06
Number of recently arrived LEP students not assessed in 7th Grade Literacy																	0
Limited English Proficient																	
Female	93.8	0	40	50	10	60	14.3	14.3	64.3	7.1	71.4	0	13.3	33.3	53.3	86.7	
Male	100	18.8	50	25	6.3	31.3	25	43.8	18.8	12.5	31.3	0	42.9	42.9	14.3	57.1	
Migrant							RV	RV	RV	RV	RV						

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
7th Grade Mathematics		Annual Measurable Objective (AMO) 64.55					2011 AMO 73.41					AMO					
Combined Population	97	7.7	23.1	46.2	23.1	69.2	20	13.3	40	26.7	66.7	3.5	17.2	34.5	44.8	79.3	79.54
TAGG	100						0	19.1	47.6	33.3	81	76.81					
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	0	27.3	45.5	27.3	72.7	68.36
Hispanic							RV	RV	RV	RV	RV						63.33
Caucasian	95.2	5.9	17.6	52.9	23.5	76.5	12.5	6.3	43.8	37.5	81.3	5.9	11.8	29.4	52.9	82.4	88.07
Economically Disadvantaged	100	13.3	33.3	33.3	20	53.3	20.8	12.5	41.7	25	66.7	0	20	50	30	80	77.94
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.33
Limited English Proficient																	
Female	93.8	0	20	40	40	80	14.3	7.1	35.7	42.9	78.6	6.7	13.3	26.7	53.3	80	
Male	100	12.5	25	50	12.5	62.5	25	18.8	43.8	12.5	56.3	0	21.4	42.9	35.7	78.6	
Migrant							RV	RV	RV	RV	RV						
7th Grade Science																	
Combined Population	97	26.9	57.7	15.4	0	15.4	30	50	16.7	3.3	20	34.5	41.4	24.1	0	24.1	
TAGG	100						42.9	42.9	14.3	0	14.3						
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	72.7	27.3	0	0	0	
Hispanic							RV	RV	RV	RV	RV						
Caucasian	95.2	17.6	64.7	17.6	0	17.6	12.5	62.5	18.8	6.3	25	11.8	47.1	41.2	0	41.2	
Economically Disadvantaged	100	40	46.7	13.3	0	13.3	37.5	45.8	16.7	0	16.7	45	40	15	0	15	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient																	
Female	93.8	20	60	20	0	20	14.3	57.1	21.4	7.1	28.6	20	40	40	0	40	
Male	100	31.3	56.3	12.5	0	12.5	43.8	43.8	12.5	0	12.5	50	42.9	7.1	0	7.1	
Migrant							RV	RV	RV	RV	RV						

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
8th Grade Literacy		Annual Measurable Objective (AMO)				67.6	2011 AMO				75.7	AMO					
Combined Population	100	8.7	26.1	56.5	8.7	65.2	4	44	44	8	52	7.7	23.1	53.9	15.4	69.2	67.23
TAGG	100						9.1	18.2	59.1	13.6	72.7	63.57					
African-American	100	14.3	21.4	50	14.3	64.3	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	51.19
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	69.45
Caucasian	100	RV	RV	RV	RV	RV	6.7	40	40	13.3	53.3	12.5	18.8	50	18.8	68.8	77.87
Economically Disadvantaged	100	11.1	33.3	55.6	0	55.6	0	71.4	21.4	7.1	28.6	9.1	18.2	59.1	13.6	72.7	64.05
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.06
Number of recently arrived LEP students not assessed in 8th Grade Literacy							0					0					
Limited English Proficient																	
Female	100	9.1	9.1	63.6	18.2	81.8	RV	RV	RV	RV	RV	8.3	8.3	66.7	16.7	83.3	
Male	100	8.3	41.7	50	0	50	6.3	50	43.8	0	43.8	7.1	35.7	42.9	14.3	57.1	
Migrant																	
8th Grade Mathematics		Annual Measurable Objective (AMO)				64.55	2011 AMO				73.41	AMO					
Combined Population	100	21.7	17.4	47.8	13	60.9	12	36	44	8	52	19.2	19.2	46.2	15.4	61.5	79.54
TAGG	100						18.2	18.2	50	13.6	63.6	76.81					
African-American	100	35.7	14.3	42.9	7.1	50	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	68.36
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	63.33
Caucasian	100	RV	RV	RV	RV	RV	13.3	33.3	46.7	6.7	53.3	12.5	18.8	43.8	25	68.8	88.07
Economically Disadvantaged	100	27.8	22.2	44.4	5.6	50	14.3	35.7	35.7	14.3	50	18.2	18.2	50	13.6	63.6	77.94
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.33
Limited English Proficient																	
Female	100	27.3	27.3	27.3	18.2	45.5	RV	RV	RV	RV	RV	8.3	16.7	50	25	75	
Male	100	16.7	8.3	66.7	8.3	75	12.5	43.8	37.5	6.3	43.8	28.6	21.4	42.9	7.1	50	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
EOC Algebra 1		Annual Measurable Objective (AMO)				64.6	2011 AMO				73.45						AMO	
Combined Population	93.1	7.7	23.1	61.5	7.7	69.2	13.6	22.7	40.9	22.7	63.6	0	26.9	53.9	19.2	73.1	79.54	
TAGG	95						0	31.6	52.6	15.8	68.4	0	31.6	52.6	15.8	68.4	76.81	
African-American	100	6.7	26.7	53.3	13.3	66.7	10	40	30	20	50	0	40	53.3	6.7	60	68.36	
Hispanic							RV	RV	RV	RV	RV						63.33	
Caucasian	84.6	9.1	18.2	72.7	0	72.7	0	10	60	30	90	0	10	50	40	90	88.07	
Economically Disadvantaged	95	11.1	22.2	55.6	11.1	66.7	11.8	29.4	47.1	11.8	58.8	0	31.6	52.6	15.8	68.4	77.94	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.33
Limited English Proficient																		
Female	93.8	0	8.3	83.3	8.3	91.7	18.2	9.1	36.4	36.4	72.7	0	33.3	46.7	20	66.7		
Male	92.3	14.3	35.7	42.9	7.1	50	9.1	36.4	45.5	9.1	54.5	0	18.2	63.6	18.2	81.8		
Migrant																		
Biology																		
Combined Population	100	33.3	48.1	14.8	3.7	18.5	RV	RV	RV	RV	RV	14.3	57.1	25	3.6	28.6		
TAGG	100											12.5	66.7	20.8	0	20.8		
African-American	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	13.3	66.7	20	0	20		
Hispanic		RV	RV	RV	RV	RV												
Caucasian	100	18.8	56.3	18.8	6.3	25	RV	RV	RV	RV	RV	15.4	46.2	30.8	7.7	38.5		
Economically Disadvantaged	100	35.7	42.9	21.4	0	21.4	RV	RV	RV	RV	RV	13	65.2	21.7	0	21.7		
Students with Disabilities	100	RV	RV	RV	RV	RV						RV	RV	RV	RV	RV		
Limited English Proficient																		
Female	100	35.7	50	7.1	7.1	14.3	RV	RV	RV	RV	RV	21.4	42.9	28.6	7.1	35.7		
Male	100	30.8	46.2	23.1	0	23.1	RV	RV	RV	RV	RV	7.1	71.4	21.4	0	21.4		
Migrant	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
EOC Geometry		Annual Measurable Objective (AMO)					64.6	2011 AMO					73.45	AMO				
Combined Population	100	23.1	42.3	30.8	3.8	34.6	16.7	20.8	50	12.5	62.5	12.5	15.6	59.4	12.5	71.9	79.54	
TAGG	100						14.8	14.8	55.6	14.8	70.4	76.81						
African-American	100	28.6	42.9	28.6	0	28.6	27.3	27.3	45.5	0	45.5	22.2	22.2	38.9	16.7	55.6	68.36	
Hispanic		RV	RV	RV	RV	RV											63.33	
Caucasian	100	18.2	36.4	36.4	9.1	45.5	10	20	50	20	70	0	7.7	84.6	7.7	92.3	88.07	
Economically Disadvantaged	100	41.7	41.7	16.7	0	16.7	36.4	18.2	45.5	0	45.5	15.4	15.4	53.9	15.4	69.2	77.94	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	41.33	
Limited English Proficient																		
Female	100	25	41.7	25	8.3	33.3	RV	RV	RV	RV	RV	6.7	13.3	60	20	80		
Male	100	21.4	42.9	35.7	0	35.7	11.1	27.8	50	11.1	61.1	17.7	17.7	58.8	5.9	64.7		
Migrant																		
Grade 11 Literacy		Annual Measurable Objective (AMO)					67.75	2011 AMO					75.81	AMO				
Combined Population	100	20.7	44.8	34.5	0	34.5	10	40	46.7	3.3	50	11.1	37	44.4	7.4	51.9	67.23	
TAGG	100						15.8	36.8	42.1	5.3	47.4	63.57						
African-American	100	26.7	40	33.3	0	33.3	20	33.3	46.7	0	46.7	18.2	36.4	45.5	0	45.5	51.19	
Hispanic	100	RV	RV	RV	RV	RV						RV	RV	RV	RV	RV	69.45	
Caucasian	100	15.4	46.2	38.5	0	38.5	0	46.2	46.2	7.7	53.8	7.1	35.7	50	7.1	57.1	77.87	
Economically Disadvantaged	100	33.3	46.7	20	0	20	15	40	45	0	45	16.7	33.3	44.4	5.6	50	64.05	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	17.06	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																	0	
Limited English Proficient																		
Female	100	8.3	50	41.7	0	41.7	0	40	50	10	60	20	20	53.3	6.7	60		
Male	100	29.4	41.2	29.4	0	29.4	15	40	45	0	45	0	58.3	33.3	8.3	41.7		
Migrant																		

NEVADA SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

Norm-Referenced Test*	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	36	36	42	66	66	65	61	61	66
Grade One Math Problems	49	49	51	60	60	55	49	49	56
Grade Two Reading Comprehension	36	36	42	58	58	67	77	77	67
Grade Two Math Problems	60	60	53	47	47	56	74	74	58
Grade Three Reading	47	47	55	40	40	51	39	39	51
Grade Three Math	46	46	60	50	50	57	39	39	58
Grade Four Reading	74	74	72	44	44	52	46	46	52
Grade Four Math	77	77	72	59	59	62	61	61	62
Grade Five Reading	52	52	66	46	46	47	42	42	47
Grade Five Math	67	67	67	57	57	57	56	56	57
Grade Five Science	54	54	62	54	54	61	58	58	61
Grade Six Reading	52	52	54	48	48	47	51	51	47
Grade Six Math	70	70	71	64	64	57	57	57	58
Grade Seven Reading		45	63		41	51		48	51
Grade Seven Math		51	66		48	55		58	55
Grade Seven Science		47	65		53	62		54	62
Grade Eight Reading		38	63		42	53		41	54
Grade Eight Math		64	74		44	55		44	56
Grade Nine Reading Comprehension		33	46		35	49		30	49
Grade Nine Math Concepts and Problems		59	67		46	55		39	56

NEVADA SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT									6,029
District Provided College Prep for Students Taking ACT in Grades 9-11									37
Number of Students in College and Career Readiness Planning (CCRPP)									1,193
Number of Students Taking ACT in Grades 9-11								18	37,235
Number of Students Taking ACT in Grade 12								27	26,716
ACT Reading		17.9	21		17.2	21		17.6	22
ACT English		19	21		15.4	20		17	21
ACT Mathematics		19	20		17.2	20		17.2	21
ACT Science		19.2	21		17.3	21		19.3	21
ACT Composite		18.6	21		16.7	21		17.7	21
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test									827
SAT Critical Reading Mean									570
SAT Math Mean									573
SAT Writing Mean									555
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	.	14	21,226	.	12	22,783	.	14	24,357
Number of AP Exams Taken	.	16	32,923	.	19	35,183	.	14	39,314
Number of AP Exams Scored 3, 4, or 5	.	1	9,541	.	0	10,581	.	0	14,234
Number of Students Taking International Baccalaureate Courses									386

*Note: Norm-Referenced Test used for 2009-10 was the SAT10. ITBS was used for 2010-11 and 2011-12.

NEVADA SCHOOL DISTRICT

INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards	Y	1	449	N	0	335			
First Year Not to Meet Standards (Alert)	N	0	213	Y	1	256			
Year One of Targeted School Improvement**	N	0	30	N	0	32			
Year Two of Targeted School Improvement	N	0	35	N	0	19			
Targeted Corrective Action	N	0	32	N	0	19			
Targeted Intensive School Improvement	N	0	13	N	0	11			
Targeted Restructuring	N	0	7	N	0	5			
Year One of Whole School Improvement	N	0	80	N	0	110			
Year Two of Whole School Improvement	N	0	46	N	0	69			
Whole School Corrective Action	N	1	35	N	0	46			
Whole School Intensive Improvement	N	0	29	N	1	39			
Whole School Intensive Restructuring	N	0	36	N	0	28			
State Directed	N	0	78	N	0	102			
Arkansas ESEA Accountability 2012									
Needs Improvement							N	0	580
Needs Improvement Priority							N	0	48
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	11
Needs Improvement Focus							N	1	109
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	36
Achieving							Y	1	336
Exemplary							N	0	18
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	4			3			5		
1-Schools in Need of Immediate Improvement		1	115		1	214		0	85
2-Schools Approaching Standards (Alert)		0	252		0	251		1	231
3-Schools Meeting Improvement Standards		0	313		1	311		0	349
4-Schools Exceeding Improvement Standards		1	244		0	183		0	264
5-Schools of Excellence for Improvement		0	93		0	49		1	76

**NEVADA ELEMENTARY SCHOOL
NEVADA SCHOOL DISTRICT
INDICATOR 2: SCHOOL PERFORMANCE**

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Status)									
Performance (Status) School Rating	4			5			5		
1-Schools in Need of Immediate Improvement		0	7		0	6		0	8
2-Schools approaching standards (alert)		0	19		0	16		0	0
3-Schools Meeting Standards		1	246		1	187		1	150
4-Schools Exceeding Standards		1	506		0	496		0	416
5-Schools of Excellence		0	260		1	321		1	444
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y			Y			Y	
Annual Accreditation Status									
Annual Accreditation Status Accredited	YES	2	776	YES	2	853	NO	1	838
Accredited-Cited	NO	0	227	NO	0	183	YES	1	209
Accredited-Probationary	NO	0	63	NO	0	27	NO	0	19
Attendance Rate									
Attendance Rate	94.4	93.6	94.2	95.1	95.3	94.7	95.5	95	95.2
Dropout Rate									
Dropout Rate		1.1	2.5		3.4	2.6		0.5	2.4
Graduation Rate									
Graduation Rate Combined		91.2	77.2		82.9	79.6		94.4	84.1
Graduation Rate for Targeted Achievement Gap Group								91.7	79.3
Graduation Rate African American					94.1	71.4		100	78.1
Graduation Rate Hispanic					RV	74		NA	78
Graduation Rate Caucasian					68.8	83.2		88.9	87
Graduation Rate Economically Disadvantaged					84.2	74.5		91.3	79.1
Graduation Rate Students with Disabilities					RV	73.8		RV	79.2
Graduation Rate Limited English Proficient					NA	71.1		NA	77.3
Grade Inflation Rate		21.1	7.4		23.1	4.7		26.1	5.5
College Remediation Rate		58.8	49.1		84	51		80	48.7
October 1 Enrollment	215	399	467,061	226	403	468,066	211	399	468,656

NEVADA SCHOOL DISTRICT

INDICATOR 3: RETENTION

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	1	1	1,687	5	5	1,653	1	1	1,535
Percent of Students Retained at Grade 1	3.1	3.1	4.5	17.2	17.2	4.4	3.2	3.2	4.1
Number of Students Retained at Grade 2	0	0	786	0	0	634	0	0	595
Percent of Students Retained at Grade 2	0	0	2.1	0	0	1.7	0	0	1.6
Number of Students Retained at Grade 3	0	0	359	0	0	286	0	0	305
Percent of Students Retained at Grade 3	0	0	1	0	0	0.8	0	0	0.8
Number of Students Retained at Grade 4	0	0	1	0	0	0.8	0	0	0.8
Percent of Students Retained at Grade 4	0	0	0.5	0	0	0.4	0	0	0.4
Number of Students Retained at Grade 5	0	0	140	1	1	105	0	0	83
Percent of Students Retained at Grade 5	0	0	0.4	2.9	2.9	0.3	0	0	0.2
Number of Students Retained at Grade 6	0	0	185	0	0	133	0	0	138
Percent of Students Retained at Grade 6	0	0	0.5	0	0	0.4	0	0	0.4
Number of Students Retained at Grade 7	0	0	401	0	0	369	0	0	318
Percent of Students Retained at Grade 7	0	0	1.1	0	0	1	0	0	0.9
Number of Students Retained at Grade 8	0	0	418	0	0	400	0	0	256
Percent of Students Retained at Grade 8	0	0	1.2	0	0	1.1	0	0	0.7

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discipline Training Provided to Staff	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parental Involvement Plan Adopted	Y	Y	Y	Y	Y	Y	Y	Y	Y
District Alternative Learning Environment Compliance		Y	94%		Y	98%		Y	99%
Expulsions	0	0	0.1	0	0	0.1	0	0	0.1
Weapons Incidents	0	0	0.1	0	0	0.2	0	0.5	0.1
Staff Assaults	0	0	0.1	0	0	0.1	0	0	0.1
Student Assaults		0	0.5		0.2	0.4		0	0.4

NEVADA SCHOOL DISTRICT

INDICATOR 5: TEACHER QUALITY

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	100	100	96.3	95.8	97.7	95.7	95.5	95.3	98.2
% Teaching with Emergency/Provisional Credentials	0	0	2.7	0	0	2.4	0	2.3	2
% Teachers with Bachelor's Degree	56.5	53.3	53.6	62.5	56.8	51.1	63.2	60	59.3
% Teachers with Master's Degree	43.5	46.7	44.2	37.5	43.2	46.1	36.8	40	39.8
% Teachers with Advanced Degree	0	0	1.5	0	0	2	0	0	0.6
Highly Qualified (HQ) Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	0	0	1.5	0	0	1.4	NA		1
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA		1.1	NA		0.9	NA		0.5
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	0	0	1.1	0	0	1.2	0	0	0.8
School Board Member Names*							Hours of Training		
nelwyn Almand							6		
Todd Brown							6		
Jerry Bishop							6		
Brandon Rhodes							6		
Jeremy Casey							6		

*Note: School Board members who were recently elected may not have completed all of their training prior to the printing of this School Performance Report.

INDICATOR 6: CHOICE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	0	0	3	0.9	1.7	3.3	0.9	1.8	2.8

NEVADA SCHOOL DISTRICT

INDICATOR 7: SCHOOL FUNDING

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Mills Voted		34.8	36.82		34.8	36.96		34.8	37.17
Expenditure Per Student		\$9,902	\$9,228		\$9,712	\$9,315		\$9,550	\$9,379
Average Teacher Salary		\$38,522	\$42,802		\$37,360	\$46,663		\$37,657	\$49,946
Total Expenditures		\$4,647,416	\$3,959,816,065		\$4,173,202	\$5,171,678,766		\$3,975,502	\$5,196,885,067
Instructional Expenditures		\$2,140,267	\$2,258,641,720		\$2,050,613	\$2,508,579,625		\$2,134,010	\$2,485,540,210
Administrative Expenditures		\$295,175	\$312,114,009		\$290,896	\$97,063,107		\$295,989	\$317,870,955
Extracurricular Expenditures		\$47,515	\$165,716,258		\$45,275	\$165,701,106		\$52,658	\$201,604,356
Capital Expenditures		\$428,092	\$650,002,941		\$94,389	\$649,987,805		\$16,379	\$608,547,135
Debt Service Expenditures		\$269,569	\$221,173,099		\$140,593	\$226,232,300		\$116,719	\$267,265,988
Percent of Students Eligible for Free and Reduced Meals		72.7	59.1		74	60		73.9	60.5
State Free and Reduced-Price Meal Rate***			55.9%			58.2%			60.33%
National Free and Reduced-Price Meal Rate**			51.2%			49.2%			53.92%

**Source: FNS National databank for federal fiscal year 2012.

***State Free and Reduced Meal Rate includes preschool and adult education students.

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
3rd Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	100	12.9	32.3	35.5	19.4	54.8	13	17.4	26.1	43.5	69.6	4.4	13	30.4	52.2	82.6	57.4	
TAGG	100										4.6	13.6	31.8	50	81.8	55.03		
African-American	100	7.4	29.6	40.7	22.2	63	14.3	14.3	28.6	42.9	71.4	5.3	10.5	31.6	52.6	84.2	58.5	
Hispanic							RV	RV	RV	RV	RV						54.17	
Caucasian	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	51.47	
Economically Disadvantaged	100	11.1	37	33.3	18.5	51.9	13.6	18.2	22.7	45.5	68.2	4.6	13.6	31.8	50	81.8	55.93	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	12.16	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy							0					0						
Limited English Proficient																		
Female	100	6.3	31.3	43.8	18.8	62.5	0	26.7	33.3	40	73.3	RV	RV	RV	RV	RV		
Male	100	20	33.3	26.7	20	46.7	RV	RV	RV	RV	RV	7.1	14.3	28.6	50	78.6		
Migrant																		
3rd Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	100	3.2	38.7	22.6	35.5	58.1	8.7	21.7	13	56.5	69.6	0	13	52.2	34.8	87	54.63	
TAGG	100											0	13.6	54.6	31.8	86.4	52.15	
African-American	100	0	40.7	25.9	33.3	59.3	9.5	23.8	9.5	57.1	66.7	0	15.8	52.6	31.6	84.2	52.59	
Hispanic							RV	RV	RV	RV	RV						54.17	
Caucasian	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	73.04	
Economically Disadvantaged	100	3.7	40.7	25.9	29.6	55.6	9.1	18.2	13.6	59.1	72.7	0	13.6	54.6	31.8	86.4	52.88	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	20.29	
Limited English Proficient																		
Female	100	0	50	12.5	37.5	50	0	20	20	60	80	RV	RV	RV	RV	RV		
Male	100	6.7	26.7	33.3	33.3	66.7	RV	RV	RV	RV	RV	0	21.4	50	28.6	78.6		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
4th Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	100	4.8	28.6	57.1	9.5	66.7	5.7	31.4	40	22.9	62.9	4.6	13.6	31.8	50	81.8	57.4	
TAGG	100						4.8	14.3	28.6	52.4	81	55.03						
African-American	100	5.6	33.3	55.6	5.6	61.1	3.4	31	37.9	27.6	65.5	4.8	14.3	33.3	47.6	81	58.5	
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	54.17	
Caucasian		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						51.47	
Economically Disadvantaged	100	5.6	27.8	61.1	5.6	66.7	3	33.3	42.4	21.2	63.6	4.8	14.3	28.6	52.4	81	55.93	
Students with Disabilities	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	12.16	
Number of recently arrived LEP students not assessed in 4th Grade Literacy							0						0					
Limited English Proficient																		
Female	100	RV	RV	RV	RV	RV	0	26.7	46.7	26.7	73.3	0	16.7	41.7	41.7	83.3		
Male	100	8.3	50	33.3	8.3	41.7	10	35	35	20	55	10	10	20	60	80		
Migrant																		
4th Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	100	14.3	28.6	38.1	19	57.1	22.9	22.9	31.4	22.9	54.3	18.2	22.7	40.9	18.2	59.1	54.63	
TAGG	100						19.1	23.8	38.1	19.1	57.1	52.15						
African-American	100	16.7	33.3	44.4	5.6	50	17.2	27.6	34.5	20.7	55.2	19.1	23.8	42.9	14.3	57.1	52.59	
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	54.17	
Caucasian		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						73.04	
Economically Disadvantaged	100	16.7	33.3	27.8	22.2	50	21.2	24.2	30.3	24.2	54.5	19.1	23.8	38.1	19.1	57.1	52.88	
Students with Disabilities	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	20.29	
Limited English Proficient																		
Female	100	RV	RV	RV	RV	RV	20	20	33.3	26.7	60	8.3	33.3	50	8.3	58.3		
Male	100	16.7	8.3	50	25	75	25	25	30	20	50	30	10	30	30	60		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
5th Grade Literacy		Annual Measurable Objective (AMO)					71.2	2011 AMO					78.4	AMO				
Combined Population	94.4	3.6	28.6	42.9	25	67.9	0	25	43.8	31.3	75	0	25	46.9	28.1	75	57.4	
TAGG	94.1						0	25.8	48.4	25.8	74.2	0	25.8	48.4	25.8	74.2	55.03	
African-American	100	3.8	26.9	42.3	26.9	69.2	0	25	50	25	75	0	22.2	48.2	29.6	77.8	58.5	
Hispanic		RV	RV	RV	RV	RV											54.17	
Caucasian	71.4	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	51.47	
Economically Disadvantaged	93.9	4.2	29.2	41.7	25	66.7	0	28.6	50	21.4	71.4	0	23.3	50	26.7	76.7	55.93	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	12.16	
Number of recently arrived LEP students not assessed in 5th Grade Literacy							0						0					
Limited English Proficient																		
Female	100	0	15.4	38.5	46.2	84.6	RV	RV	RV	RV	RV	0	26.7	46.7	26.7	73.3		
Male	90.5	6.7	40	46.7	6.7	53.3	0	30	40	30	70	0	23.5	47.1	29.4	76.5		
Migrant																		
5th Grade Mathematics		Annual Measurable Objective (AMO)					70	2011 AMO					77.5	AMO				
Combined Population	94.4	21.4	35.7	25	17.9	42.9	6.3	50	25	18.8	43.8	34.4	25	28.1	12.5	40.6	54.63	
TAGG	94.1											35.5	25.8	25.8	12.9	38.7	52.15	
African-American	100	23.1	34.6	26.9	15.4	42.3	8.3	66.7	16.7	8.3	25	37	25.9	25.9	11.1	37	52.59	
Hispanic		RV	RV	RV	RV	RV											54.17	
Caucasian	71.4	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	73.04	
Economically Disadvantaged	93.9	20.8	41.7	20.8	16.7	37.5	7.1	57.1	21.4	14.3	35.7	33.3	26.7	26.7	13.3	40	52.88	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	20.29	
Limited English Proficient																		
Female	100	7.7	38.5	30.8	23.1	53.8	RV	RV	RV	RV	RV	40	20	33.3	6.7	40		
Male	90.5	33.3	33.3	20	13.3	33.3	10	40	30	20	50	29.4	29.4	23.5	17.7	41.2		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District		
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced			
5th Grade Science																			
Combined Population	94.4	21.4	53.6	25	0	25	6.3	56.3	37.5	0	37.5	25	62.5	12.5	0	12.5			
TAGG	94.1						25.8	64.5	9.7	0	9.7								
African-American	100	23.1	53.8	23.1	0	23.1	8.3	50	41.7	0	41.7	29.6	59.3	11.1	0	11.1			
Hispanic		RV	RV	RV	RV	RV													
Caucasian	71.4	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV			
Economically Disadvantaged	93.9	20.8	54.2	25	0	25	7.1	64.3	28.6	0	28.6	26.7	63.3	10	0	10			
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV			
Limited English Proficient																			
Female	100	7.7	69.2	23.1	0	23.1	RV	RV	RV	RV	RV	40	46.7	13.3	0	13.3			
Male	90.5	33.3	40	26.7	0	26.7	10	50	40	0	40	11.8	76.5	11.8	0	11.8			
Migrant																			
6th Grade Literacy																			
		Annual Measurable Objective (AMO)					67.6	2011 AMO					75.7						AMO
Combined Population	95.2	10.3	34.5	41.4	13.8	55.2	3.8	30.8	50	15.4	65.4	11.8	17.7	47.1	23.5	70.6	57.4		
TAGG	94.4						14.3	21.4	50	14.3	64.3	55.03							
African-American	92.3	7.7	30.8	46.2	15.4	61.5	0	36.4	45.5	18.2	63.6	8.3	16.7	50	25	75	58.5		
Hispanic		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						54.17		
Caucasian	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	51.47		
Economically Disadvantaged	94.4	11.1	37	44.4	7.4	51.9	4.2	29.2	50	16.7	66.7	14.3	21.4	50	14.3	64.3	55.93		
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	12.16		
Number of recently arrived LEP students not assessed in 6th Grade Literacy							0					0							
Limited English Proficient																			
Female	100	0	35.7	50	14.3	64.3	0	30.8	46.2	23.1	69.2	RV	RV	RV	RV	RV			
Male	92.9	20	33.3	33.3	13.3	46.7	7.7	30.8	53.8	7.7	61.5	18.2	18.2	45.5	18.2	63.6			
Migrant																			

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
6th Grade Mathematics		Annual Measurable Objective (AMO) 64.55					2011 AMO 73.41					AMO					
Combined Population	95.2	17.2	20.7	44.8	17.2	62.1	3.8	30.8	46.2	19.2	65.4	23.5	23.5	35.3	17.7	52.9	54.63
TAGG	94.4						28.6	28.6	28.6	14.3	42.9	52.15					
African-American	92.3	15.4	19.2	46.2	19.2	65.4	4.5	36.4	36.4	22.7	59.1	33.3	16.7	41.7	8.3	50	52.59
Hispanic							RV	RV	RV	RV	RV						54.17
Caucasian	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	73.04
Economically Disadvantaged	94.4	18.5	22.2	48.1	11.1	59.3	4.2	33.3	41.7	20.8	62.5	28.6	28.6	28.6	14.3	42.9	52.88
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	20.29
Limited English Proficient																	
Female	100	7.1	14.3	64.3	14.3	78.6	0	23.1	53.8	23.1	76.9	RV	RV	RV	RV	RV	
Male	92.9	26.7	26.7	26.7	20	46.7	7.7	38.5	38.5	15.4	53.8	18.2	27.3	36.4	18.2	54.6	
Migrant																	
7th Grade Literacy		Annual Measurable Objective (AMO) 67.6					2011 AMO 75.7					AMO					
Combined Population	91.2	23.8	42.9	23.8	9.5	33.3	16.7	46.7	33.3	3.3	36.7	7.4	18.5	29.6	44.4	74.1	57.4
TAGG	90						8.3	16.7	33.3	41.7	75	55.03					
African-American	100	20	45	25	10	35	15.4	42.3	38.5	3.8	42.3	8.7	21.7	26.1	43.5	69.6	58.5
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	54.17
Caucasian	50	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	51.47
Economically Disadvantaged	90	23.8	42.9	23.8	9.5	33.3	13.8	48.3	34.5	3.4	37.9	8.3	16.7	33.3	41.7	75	55.93
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	12.16
Number of recently arrived LEP students not assessed in 7th Grade Literacy											0						0
Limited English Proficient																	
Female	100	28.6	28.6	28.6	14.3	42.9	6.7	60	33.3	0	33.3	0	8.3	25	66.7	91.7	
Male	85.7	RV	RV	RV	RV	RV	26.7	33.3	33.3	6.7	40	13.3	26.7	33.3	26.7	60	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
7th Grade Mathematics		Annual Measurable Objective (AMO)				64.55	2011 AMO				73.41					AMO	
Combined Population	91.2	42.9	19	28.6	9.5	38.1	23.3	33.3	26.7	16.7	43.3	22.2	7.4	51.9	18.5	70.4	54.63
TAGG	90						20.8	8.3	50	20.8	70.8	52.15					
African-American	100	40	20	30	10	40	15.4	38.5	26.9	19.2	46.2	26.1	8.7	52.2	13	65.2	52.59
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	54.17
Caucasian	50	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	73.04
Economically Disadvantaged	90	42.9	19	28.6	9.5	38.1	20.7	34.5	27.6	17.2	44.8	20.8	8.3	50	20.8	70.8	52.88
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	20.29
Limited English Proficient																	
Female	100	42.9	7.1	35.7	14.3	50	6.7	46.7	26.7	20	46.7	8.3	8.3	66.7	16.7	83.3	
Male	85.7	RV	RV	RV	RV	RV	40	20	26.7	13.3	40	33.3	6.7	40	20	60	
Migrant																	
7th Grade Science																	
Combined Population	91.2	76.2	19	4.8	0	4.8	56.7	36.7	6.7	0	6.7	33.3	48.2	18.5	0	18.5	
TAGG	90						33.3	50	16.7	0	16.7	52.15					
African-American	100	75	20	5	0	5	57.7	34.6	7.7	0	7.7	39.1	43.5	17.4	0	17.4	
Hispanic	100						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	50	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Economically Disadvantaged	90	76.2	19	4.8	0	4.8	55.2	37.9	6.9	0	6.9	33.3	50	16.7	0	16.7	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient																	
Female	100	71.4	21.4	7.1	0	7.1	60	33.3	6.7	0	6.7	8.3	75	16.7	0	16.7	
Male	85.7	RV	RV	RV	RV	RV	53.3	40	6.7	0	6.7	53.3	26.7	20	0	20	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
8th Grade Literacy		Annual Measurable Objective (AMO)					67.6	2011 AMO					75.7	AMO				
Combined Population	90.9	10.5	21.1	36.8	31.6	68.4	30	35	30	5	35	17.9	39.3	39.3	3.6	42.9	57.4	
TAGG	90.3						19.2	42.3	34.6	3.9	38.5	55.03						
African-American	96.3	11.8	17.6	41.2	29.4	70.6	26.3	36.8	31.6	5.3	36.8	16	36	44	4	48	58.5	
Hispanic																	54.17	
Caucasian	66.7	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	51.47	
Economically Disadvantaged	90	15.4	23.1	30.8	30.8	61.5	27.8	38.9	27.8	5.6	33.3	20	40	36	4	40	55.93	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	12.16	
Number of recently arrived LEP students not assessed in 8th Grade Literacy							0						0					
Limited English Proficient																		
Female	100	RV	RV	RV	RV	RV	16.7	25	50	8.3	58.3	14.3	35.7	42.9	7.1	50		
Male	83.3	20	20	30	30	60	RV	RV	RV	RV	RV	21.4	42.9	35.7	0	35.7		
Migrant																		
8th Grade Mathematics		Annual Measurable Objective (AMO)					64.55	2011 AMO					73.41	AMO				
Combined Population	90.9	31.6	10.5	52.6	5.3	57.9	65	10	15	10	25	67.9	17.9	10.7	3.6	14.3	54.63	
TAGG	90.3						69.2	19.2	7.7	3.9	11.5	52.15						
African-American	96.3	35.3	11.8	47.1	5.9	52.9	63.2	10.5	15.8	10.5	26.3	72	16	8	4	12	52.59	
Hispanic																	54.17	
Caucasian	66.7	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	73.04	
Economically Disadvantaged	90	46.2	7.7	46.2	0	46.2	66.7	11.1	16.7	5.6	22.2	68	20	8	4	12	52.88	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	20.29	
Limited English Proficient																		
Female	100	RV	RV	RV	RV	RV	50	8.3	25	16.7	41.7	78.6	14.3	7.1	0	7.1		
Male	83.3	40	0	50	10	60	RV	RV	RV	RV	RV	57.1	21.4	14.3	7.1	21.4		
Migrant																		

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	
EOC Algebra 1		Annual Measurable Objective (AMO)				64.6	2011 AMO				73.45					AMO	
Combined Population	85.7	17.4	43.5	30.4	8.7	39.1	9.5	19	38.1	33.3	71.4	0	28.6	28.6	42.9	71.4	54.63
TAGG	85						0	30.8	30.8	38.5	69.2	52.15					
African-American	90	13.6	45.5	31.8	9.1	40.9	10	20	35	35	70	0	28.6	28.6	42.9	71.4	52.59
Hispanic																	54.17
Caucasian		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV						73.04
Economically Disadvantaged	85	20	45	25	10	35	12.5	25	37.5	25	62.5	0	30.8	30.8	38.5	69.2	52.88
Students with Disabilities		RV	RV	RV	RV	RV											20.29
Limited English Proficient																	
Female	100	27.3	54.5	18.2	0	18.2	10	10	40	40	80	0	18.2	27.3	54.6	81.8	
Male	62.5	8.3	33.3	41.7	16.7	58.3	9.1	27.3	36.4	27.3	63.6	RV	RV	RV	RV	RV	
Migrant																	
Biology																	
Combined Population	92.3	47.6	38.1	14.3	0	14.3	12	64	20	4	24	20.8	54.2	20.8	4.2	25	
TAGG	90						27.8	55.6	16.7	0	16.7						
African-American	92	50	35	15	0	15	12.5	62.5	20.8	4.2	25	21.7	52.2	21.7	4.4	26.1	
Hispanic																	
Caucasian	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Economically Disadvantaged	90	56.3	37.5	6.3	0	6.3	13	65.2	17.4	4.3	21.7	27.8	55.6	16.7	0	16.7	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient																	
Female	84.6	36.4	54.5	9.1	0	9.1	16.7	66.7	16.7	0	16.7	18.2	63.6	18.2	0	18.2	
Male	100	60	20	20	0	20	7.7	61.5	23.1	7.7	30.8	23.1	46.2	23.1	7.7	30.8	
Migrant																	

INDICATOR 1: ACHIEVEMENT

Augmented Criterion Referenced Achievement by Grade and Subgroup

	Tested 2011-12	2009-2010					2010-2011					2011-2012					District	
		Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced	Below Basic	Basic	Proficient	Advanced	Proficient & Advanced		
EOC Geometry		Annual Measurable Objective (AMO)					64.6	2011 AMO					73.45	AMO				
Combined Population	88.9	29.4	29.4	35.3	5.9	41.2	25	50	20.8	4.2	25	8.3	54.2	33.3	4.2	37.5	54.63	
TAGG	85.7						11.1	66.7	22.2	0	22.2	54.2	66.7	22.2	0	22.2	52.15	
African-American	88	31.3	31.3	31.3	6.3	37.5	25	50	20.8	4.2	25	9.1	54.6	31.8	4.6	36.4	52.59	
Hispanic																	54.17	
Caucasian	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	73.04	
Economically Disadvantaged	85.7	38.5	30.8	23.1	7.7	30.8	27.3	50	18.2	4.5	22.7	11.1	66.7	22.2	0	22.2	52.88	
Students with Disabilities		RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	20.29	
Limited English Proficient																		
Female	92.3	RV	RV	RV	RV	RV	33.3	58.3	8.3	0	8.3	16.7	58.3	25	0	25		
Male	85.7	RV	RV	RV	RV	RV	16.7	41.7	33.3	8.3	41.7	0	50	41.7	8.3	50		
Migrant																		
Grade 11 Literacy		Annual Measurable Objective (AMO)					67.75	2011 AMO					75.81	AMO				
Combined Population	92.6	19.4	45.2	35.5	0	35.5	20	50	30	0	30	8.3	66.7	25	0	25	57.4	
TAGG	92						8.7	69.6	21.7	0	21.7	66.7	69.6	21.7	0	21.7	55.03	
African-American	100	21.4	46.4	32.1	0	32.1	21.1	47.4	31.6	0	31.6	9.1	63.6	27.3	0	27.3	58.5	
Hispanic																	54.17	
Caucasian	50	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	51.47	
Economically Disadvantaged	92	22.2	44.4	33.3	0	33.3	25	62.5	12.5	0	12.5	8.7	69.6	21.7	0	21.7	55.93	
Students with Disabilities	100	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	12.16	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																	0	
Limited English Proficient																		
Female	100	15.4	46.2	38.5	0	38.5	15.4	53.8	30.8	0	30.8	9.1	63.6	27.3	0	27.3		
Male	87.5	22.2	44.4	33.3	0	33.3	RV	RV	RV	RV	RV	7.7	69.2	23.1	0	23.1		
Migrant																		

STEPHENS SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

Norm-Referenced Test*	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		32	42		58	65		54	66
Grade One Math Problems		28	51		29	55		28	56
Grade Two Reading Comprehension		26	42		53	67		40	67
Grade Two Math Problems		43	53		24	56		19	58
Grade Three Reading		34	55		41	51		31	51
Grade Three Math		38	60		43	57		49	58
Grade Four Reading		48	72		26	52		36	52
Grade Four Math		50	72		37	62		33	62
Grade Five Reading		44	66		38	47		24	47
Grade Five Math		45	67		49	57		28	57
Grade Five Science		41	62		47	61		33	61
Grade Six Reading		44	54		37	47		34	47
Grade Six Math		61	71		44	57		39	58
Grade Seven Reading	39	39	63	28	28	51	35	35	51
Grade Seven Math	27	27	66	33	33	55	36	36	55
Grade Seven Science	35	35	65	31	31	62	36	36	62
Grade Eight Reading	44	44	63	20	20	53	25	25	54
Grade Eight Math	58	58	74	33	33	55	30	30	56
Grade Nine Reading Comprehension	21	21	46	30	30	49	28	28	49
Grade Nine Math Concepts and Problems	52	52	67	42	42	55	37	37	56

STEPHENS SCHOOL DISTRICT

INDICATOR 1: ACHIEVEMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT									6,029
District Provided College Prep for Students Taking ACT in Grades 9-11									37
Number of Students in College and Career Readiness Planning (CCRPP)									1,193
Number of Students Taking ACT in Grades 9-11							18	18	37,235
Number of Students Taking ACT in Grade 12							25	25	26,716
ACT Reading	17.4	17.4	21	16.5	16.5	21	17.3	17.3	22
ACT English	17	17	21	14.7	14.7	20	16.1	16.1	21
ACT Mathematics	18.8	18.8	20	16.2	16.2	20	17.3	17.3	21
ACT Science	19.1	19.1	21	17.5	17.5	21	17.7	17.7	21
ACT Composite	17.7	17.7	21	16	16	21	16.6	16.6	21
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test									827
SAT Critical Reading Mean									570
SAT Math Mean									573
SAT Writing Mean									555
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses	33	33	21,226	21	21	22,783	14	14	24,357
Number of AP Exams Taken	42	42	32,923	36	36	35,183	31	31	39,314
Number of AP Exams Scored 3, 4, or 5	0	0	9,541	0	0	10,581	0	0	14,234
Number of Students Taking International Baccalaureate Courses									386

*Note: Norm-Referenced Test used for 2009-10 was the SAT10. ITBS was used for 2010-11 and 2011-12.

STEPHENS SCHOOL DISTRICT

INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards	N	0	449	N	0	335			
First Year Not to Meet Standards (Alert)	N	0	213	N	0	256			
Year One of Targeted School Improvement**	N	0	30	N	0	32			
Year Two of Targeted School Improvement	N	0	35	N	0	19			
Targeted Corrective Action	N	0	32	N	0	19			
Targeted Intensive School Improvement	N	0	13	N	0	11			
Targeted Restructuring	N	0	7	N	0	5			
Year One of Whole School Improvement	N	0	80	N	0	110			
Year Two of Whole School Improvement	N	0	46	N	0	69			
Whole School Corrective Action	N	0	35	N	0	46			
Whole School Intensive Improvement	N	0	29	N	0	39			
Whole School Intensive Restructuring	Y	1	36	N	0	28			
State Directed	N	1	78	Y	2	102			
Arkansas ESEA Accountability 2012									
Needs Improvement							N	0	580
Needs Improvement Priority							Y	1	48
Needs Improvement Priority Met Year 1 Exit Criteria							N	0	11
Needs Improvement Focus							N	1	109
Needs Improvement Focus Met Year 1 Exit Criteria							N	0	36
Achieving							N	0	336
Exemplary							N	0	18
Improvement School Rating (Gains)									
Improvement (Gain) School Rating	2			1			2		
1-Schools in Need of Immediate Improvement		0	115		1	214		1	85
2-Schools Approaching Standards (Alert)		1	252		0	251		1	231
3-Schools Meeting Improvement Standards		0	313		1	311		0	349
4-Schools Exceeding Improvement Standards		0	244		0	183		0	264
5-Schools of Excellence for Improvement		1	93		0	49		0	76

STEPHENS SCHOOL DISTRICT

INDICATOR 2: SCHOOL PERFORMANCE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Status)									
Performance (Status) School Rating	3			3			3		
1-Schools in Need of Immediate Improvement		0	7		0	6		0	8
2-Schools approaching standards (alert)		0	19		0	16		0	0
3-Schools Meeting Standards		2	246		1	187		1	150
4-Schools Exceeding Standards		0	506		1	496		1	416
5-Schools of Excellence		0	260		0	321		0	444
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y			Y			Y	
Annual Accreditation Status									
Annual Accreditation Status Accredited	NO	1	776	NO	0	853		0	838
Accredited-Cited	YES	1	227	NO	0	183		0	209
Accredited-Probationary	NO	0	63	YES	2	27		0	19
Attendance Rate									
Attendance Rate	100	97.2	94.2	97.5	96.3	94.7	94.6	95	95.2
Dropout Rate									
Dropout Rate	4	4.4	2.5	1.2	1.2	2.6	1.3	1.3	2.4
Graduation Rate									
Graduation Rate Combined	87.2	87.2	77.2	89.5	89.5	79.6	78.6	78.6	84.1
Graduation Rate for Targeted Achievement Gap Group							82.6	82.6	79.3
Graduation Rate African American				88.9	88.9	71.4	80	80	78.1
Graduation Rate Hispanic				NA	NA	74	NA	NA	78
Graduation Rate Caucasian				RV	RV	83.2	RV	RV	87
Graduation Rate Economically Disadvantaged				90.3	90.3	74.5	86.4	86.4	79.1
Graduation Rate Students with Disabilities				RV	RV	73.8	RV	RV	79.2
Graduation Rate Limited English Proficient				NA	NA	71.1	NA	NA	77.3
Grade Inflation Rate	10	10	7.4	33.3	33.3	4.7	18.2	18.2	5.5
College Remediation Rate	71.4	71.4	49.1	90	90	51	73.3	73.3	48.7
October 1 Enrollment	159	349	467,061	172	355	468,066	151	326	468,656

STEPHENS SCHOOL DISTRICT

INDICATOR 3: RETENTION

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	0		1,687	0	0	1,653	0	0	1,535
Percent of Students Retained at Grade 1	0	0	4.5	0	0	4.4	0	0	4.1
Number of Students Retained at Grade 2	0		786	0	0	634	0	0	595
Percent of Students Retained at Grade 2	0	0	2.1	0	0	1.7	0	0	1.6
Number of Students Retained at Grade 3	0		359	0	1	286	0	0	305
Percent of Students Retained at Grade 3	0	0	1	0	4.2	0.8	0	0	0.8
Number of Students Retained at Grade 4	0	0	1	0	4.2	0.8	0	0	0.8
Percent of Students Retained at Grade 4	0	0	0.5	0	0	0.4	0	4.2	0.4
Number of Students Retained at Grade 5	0		140	0	0	105	0	0	83
Percent of Students Retained at Grade 5	0	0	0.4	0	0	0.3	0	0	0.2
Number of Students Retained at Grade 6	0		185	0	0	133	0	0	138
Percent of Students Retained at Grade 6	0	0	0.5	0	0	0.4	0	0	0.4
Number of Students Retained at Grade 7	0		401	0	0	369	1	1	318
Percent of Students Retained at Grade 7	0	0	1.1	0	0	1	3.5	3.4	0.9
Number of Students Retained at Grade 8	0		418	0	0	400	0	0	256
Percent of Students Retained at Grade 8	0	0	1.2	0	0	1.1	0	0	0.7

INDICATOR 4: SAFE & ORDERLY ENVIRONMENT

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	Y	Y	Y	Y	Y	Y	Y	Y
Discipline Training Provided to Staff	Y	Y	Y	Y	Y	Y	Y	Y	Y
Parental Involvement Plan Adopted	Y	Y	Y	Y	Y	Y	Y	Y	Y
District Alternative Learning Environment Compliance		Y	94%		N	98%		Y	99%
Expulsions	0	0	0.1	1.7	0.8	0.1	0	0	0.1
Weapons Incidents	0	0	0.1	0	0	0.2	0	0	0.1
Staff Assaults	0	0	0.1	0	0	0.1	0	0	0.1
Student Assaults		0	0.5		0	0.4		0	0.4

STEPHENS SCHOOL DISTRICT

INDICATOR 5: TEACHER QUALITY

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	67	82	96.3	59.1	70.3	95.7	89.3	83.3	98.2
% Teaching with Emergency/Provisional Credentials	10	4	2.7	0	0	2.4	7.1	4.8	2
% Teachers with Bachelor's Degree	57.1	62.2	53.6	63.6	70.3	51.1	65	73	59.3
% Teachers with Master's Degree	42.9	37.8	44.2	36.4	29.7	46.1	35	27	39.8
% Teachers with Advanced Degree	0	0	1.5	0	0	2	0	0	0.6
Highly Qualified (HQ) Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	35.6	23.8	1.5	13.3	13.8	1.4	12.6	13	1
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers	NA		1.1	NA		0.9	NA		0.5
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers	35.6	23.8	1.1	13.3	13.8	1.2	12.6	13	0.8
School Board Member Names*							Hours of Training		
Hurlen Cross							43.5		
Sarah Green							0		
Maurice Porchia							23.5		
Erma Brown							49.75		
James Cross							35.25		

*Note: School Board members who were recently elected may not have completed all of their training prior to the printing of this School Performance Report.

INDICATOR 6: CHOICE

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Percent of Students School Choice	0.6	0.3	3	0	0	3.3	0	0	2.8

STEPHENS SCHOOL DISTRICT

INDICATOR 7: SCHOOL FUNDING

	2009-2010			2010-2011			2011-2012		
	School	District	State	School	District	State	School	District	State
Mills Voted		34	36.82		34	36.96		34	37.17
Expenditure Per Student		\$12,814	\$9,228		\$11,518	\$9,315		\$11,106	\$9,379
Average Teacher Salary		\$52,007	\$42,802		\$40,840	\$46,663		\$38,146	\$49,946
Total Expenditures		\$4,976,378	\$3,959,816,065		\$4,948,348	\$5,171,678,766		\$3,850,923	\$5,196,885,067
Instructional Expenditures		\$2,268,350	\$2,258,641,720		\$2,320,316	\$2,508,579,625		\$1,871,373	\$2,485,540,210
Administrative Expenditures		\$388,166	\$312,114,009		\$408,587	\$97,063,107		\$359,356	\$317,870,955
Extracurricular Expenditures		\$55,022	\$165,716,258		\$42,088	\$165,701,106		\$77,123	\$201,604,356
Capital Expenditures		\$427,617	\$650,002,941		\$831,594	\$649,987,805		\$112,852	\$608,547,135
Debt Service Expenditures		\$39,496	\$221,173,099		\$78,760	\$226,232,300		\$46,044	\$267,265,988
Percent of Students Eligible for Free and Reduced Meals		86.5	59.1		90.7	60		90.8	60.5
State Free and Reduced-Price Meal Rate***			55.9%			58.2%			60.33%
National Free and Reduced-Price Meal Rate**			51.2%			49.2%			53.92%

**Source: FNS National databank for federal fiscal year 2012.

***State Free and Reduced Meal Rate includes preschool and adult education students.

STANDARDS REPORTS



ARKANSAS
DEPARTMENT
OF EDUCATION

**Camden Fairview School Dist.
2012/2013 School Year**

Standards Annual Accreditation Report

Camden Fairview School Dist.

Accreditation Status:

District:

5204000 - Camden Fairview School Dist.

Superintendent Robert Davis

625 Clifton Street

Camden , AR 71701

870-836-4193

Schools:

5204021 - [Fairview Elementary School](#) - Cited

5204023 - [Camden Fairview High School](#) - Cited

5204025 - [Ivory Primary School](#) - Cited

5204026 - [Camden Fairview Intermediate](#) - Accredited

5204028 - [Camden Fairview Middle School](#) - Cited

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment		District Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
K	246	2429	300	50153
1	217	FTE Information		
2	209	Counselor	Principal	Assitant Principal
3	173	7.00	5.00	5.00
4	169	Library/Media Specialist		
5	194	5.00		

6	198
7	176
8	166
9	180
10	164
11	168
12	169



**Fairview Elementary School
2012/13 School Year**

Standards Annual Accreditation Report

Fairview Elementary School

Accreditation Status: Cited

District:

5204000 - [Camden Fairview School Dist.](#)

Superintendent Robert Davis

625 Clifton Street

Camden , AR 71701

870-836-4193

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	5204021	Job Not Certified: MILLICAN, LEIGH 971500 Special Education Itinerant Services (Special Education Itinerant Se)	ALP Licensure Completion Date: 09/01/2013	Cited

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
1	217	463	60	9484
K	246			
FTE Information				
Counselor	Principal	Assistant Principal	Library/Media Specialist	
1.28	1.00	1.00	1.00	



**Camden Fairview High School
2012/13 School Year**

Standards Annual Accreditation Report

Camden Fairview High School

Accreditation Status: Cited

District:

5204000 - [Camden Fairview School Dist.](#)

Superintendent Robert Davis

625 Clifton Street

Camden , AR 71701

870-836-4193

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	5204023	Job Not Certified: DEVEREUX, DONNA 971500 Special Education Itinerant Services (LIFE SKILLS)	ALP Licensure Completion Date: 09/01/2013	Cited
Job Not Certified	X	15.03.3	5204023	Job Not Certified: DEVEREUX, DONNA 971500 Special Education Itinerant Services (TRANSITION)	ALP Licensure Completion Date: 09/01/2013	Cited
Job Not Certified	X	15.03.3	5204023	Job Not Certified: DEVEREUX, DONNA 972100 Special Education Language Arts (LIT/PORTFOLIO)	ALP Licensure Completion Date: 09/01/2013	Cited
Job Not Certified	X	15.03.3	5204023	Job Not Certified: ALLEN, KAMERON 971500 Special Education Itinerant Services (LIFE SKILLS)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	5204023	Job Not Certified: ALLEN, KAMERON 973910 10th Grade Science Portfolio (SCI PORTFOLIO)	ALP Licensure Completion Date: 09/01/2015	
Provisional License	X	15.03.6	5204023	Provisional License: WALLS, JIMMIE Navy JROTC I (NAVY ROTC I)	Informational Only.	
Provisional License	X	15.03.6	5204023	Provisional License: WALLS, JIMMIE Navy JROTC II (NAVY ROTC II)	Informational Only.	

Provisional License	X	15.03.6	5204023	Provisional License: WALLS, JIMMIE Prep Period (PREP PERIOD)	Informational Only.	
Advanced Placement Approval	IV	9.03.4.10	5204023	No AP Approval for teacher MENDI, JOSEPH for course Advanced Placement French Language (AP FRENCH)		Cited
Advanced Placement Approval	IV	9.03.4.10	5204023	No AP Approval for teacher SCOTT, MARSHALL for course Advanced Placement Physics B (AP PHYSICS B)		Cited

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
10	164	681	60	10382
11	168			
12	169			
9	180			
FTE Information				
Counselor	Principal	Assistant Principal	Library/Media Specialist	
2.00	1.00	2.00	1.00	



**Ivory Primary School
2012/13 School Year**

Standards Annual Accreditation Report

Ivory Primary School

Accreditation Status: Cited

District:

5204000 - [Camden Fairview School Dist.](#)

Superintendent Robert Davis

625 Clifton Street

Camden , AR 71701

870-836-4193

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	5204025	Job Not Certified: MILLICAN, LEIGH 971500 Special Education Itinerant Services (Special Education Itinerant Se)	ALP Licensure Completion Date: 09/01/2013	Cited
Job Not Certified	X	15.03.3	5204025	Job Not Certified: MILLICAN, LEIGH 972100 Special Education Language Arts (SP ED LANG ART)	ALP Licensure Completion Date: 09/01/2013	Cited
Job Not Certified	X	15.03.3	5204025	Job Not Certified: MILLICAN, LEIGH 972110 Special Education Reading (SP ED READING)	ALP Licensure Completion Date: 09/01/2013	Cited
Job Not Certified	X	15.03.3	5204025	Job Not Certified: MILLICAN, LEIGH 972300 Special Education Mathematics (SP ED MATH)	ALP Licensure Completion Date: 09/01/2013	Cited

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
2	209	382	60	10710
3	173			
FTE Information				

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00



**Camden Fairview Intermediate
2012/13 School Year**

Standards Annual Accreditation Report

Camden Fairview Intermediate

Accreditation Status: Accredited

District:

5204000 - [Camden Fairview School Dist.](#)

Superintendent Robert Davis

625 Clifton Street

Camden , AR 71701

870-836-4193

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	5204026	Job Not Certified: KELLEY, RACHELLE 355010 Grade 5 (WORD STUDY 5)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	5204026	Job Not Certified: KELLEY, RACHELLE 355210 Science Grade 5 (SCIENCE 5)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	5204026	Job Not Certified: KELLEY, RACHELLE 355310 Mathematics Grade 5 (MATH 5)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	5204026	Job Not Certified: KELLEY, RACHELLE 355710 Social Studies Grade 5 (SOC. STUDIES 5)	ALP Licensure Completion Date: 09/01/2015	

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
4	169	363	60	8081
5	194			
FTE Information				
Counselor	Principal	Assistant Principal	Library/Media Specialist	

	1.00	1.00	1.00	1.00
--	------	------	------	------



**Camden Fairview Middle School
2012/13 School Year**

Standards Annual Accreditation Report

Camden Fairview Middle School

Accreditation Status: Cited

District:

5204000 - [Camden Fairview School Dist.](#)

Superintendent Robert Davis

625 Clifton Street

Camden , AR 71701

870-836-4193

ADE Standards Assurance Supervisor:

Mari Nokes

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Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	5204028	Job Not Certified: FINLEY, NICK 388210 Science Grade 8 (SCIENCE 8)	ALP Licensure Completion Date: 09/01/2013	Cited
Job Not Certified	X	15.03.3	5204028	Job Not Certified: BROCK, QUION 366210 Science Grade 6 (SCIENCE 6)	ALP Licensure Completion Date: 09/01/2015	

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
6	198	540	60	11496
7	176			
8	166			
FTE Information				
Counselor	Principal	Assistant Principal	Library/Media Specialist	
1.72	1.00	1.00	1.00	



**Magnolia School District
2012/2013 School Year**

Standards Annual Accreditation Report

Magnolia School District

Accreditation Status:

District:

1402000 - Magnolia School District
Superintendent John Moore
1403 High School Drive
Magnolia , AR 71753
870-234-4933

Schools:

1402006 - [Central Elementary School](#) - Cited
1402007 - [East Side Elementary School](#) - Accredited
1402008 - [Magnolia Jr. High School](#) - Accredited
1402009 - [Magnolia High School](#) - Accredited
1402031 - [Walker Pre-k Center](#) -

ADE Standards Assurance Supervisor:

Mari Nokes
Mari.Nokes@arkansas.gov
Telephone: 501-682-4380
Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment	
<u>Grade Level</u>	<u>Student Count</u>
01	190
02	219
03	198
04	192
05	187
06	220
07	224

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
2725	240	42595

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
7.00	5.00	9.00	4.00

08	206
09	252
K	225
10	221
11	216
12	175



**Central Elementary School
2012/13 School Year**

Standards Annual Accreditation Report

Central Elementary School

Accreditation Status: Cited

District:

1402000 - [Magnolia School District](#)

Superintendent John Moore

1403 High School Drive

Magnolia , AR 71753

870-234-4933

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	1402006	Job Not Certified: SNIDER, ROCHELLE 5010 Elementary Library/Media Specialist	ALP Licensure Completion Date: 09/01/2014	Cited

School Details Summary

Student Enrollment		School Information			
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume	
04	192	599	60	10269	
05	187	FTE Information			
06	220	Counselor	Principal	Assistant Principal	Library/Media Specialist
		1.60	1.00	2.00	1.00



**East Side Elementary School
2012/13 School Year**

Standards Annual Accreditation Report

East Side Elementary School

Accreditation Status: Accredited

District:

1402000 - [Magnolia School District](#)

Superintendent John Moore

1403 High School Drive

Magnolia , AR 71753

870-234-4933

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment		School Information			
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume	
01	190	832	60	12724	
02	219	FTE Information			
03	198	Counselor	Principal	Assistant Principal	Library/Media Specialist
K	225	2.40	1.00	3.00	1.00



**Magnolia Jr. High School
2012/13 School Year**

Standards Annual Accreditation Report

Magnolia Jr. High School

Accreditation Status: Accredited

District:

1402000 - [Magnolia School District](#)

Superintendent John Moore

1403 High School Drive

Magnolia , AR 71753

870-234-4933

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Provisional License	X	15.03.6	1402008	Provisional License: HARDIN, SCOTT Oral Communications (.5 credit) (Oral Communications)	Informational Only.	
Provisional License	X	15.03.6	1402008	Provisional License: Walls, Jamie Language Arts Grade 7 (English 7 SAYS)	Informational Only.	
Provisional License	X	15.03.6	1402008	Provisional License: Walls, Jamie Language Arts Grade 8 (English 8 SAYS)	Informational Only.	
Provisional License	X	15.03.6	1402008	Provisional License: Walls, Jamie Reading Grade 8 (Reading 8 SAYS)	Informational Only.	
Provisional License	X	15.03.6	1402008	Provisional License: Walls, Jamie Social Studies Grade 7 (Social Studies 7 SAYS)	Informational Only.	
Provisional License	X	15.03.6	1402008	Provisional License: Walls, Jamie Social Studies Grade 8 (Social Studies 8 SAYS)	Informational Only.	

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
07	224	682	60	9497

08	206	FTE Information			
09	252				
		Counselor	Principal	Assistant Principal	Library/Media Specialist
		1.00	1.00	2.00	1.00



**Magnolia High School
2012/13 School Year**

Standards Annual Accreditation Report

Magnolia High School

Accreditation Status: Accredited

District:

1402000 - [Magnolia School District](#)
 Superintendent John Moore
 1403 High School Drive
 Magnolia , AR 71753
 870-234-4933

ADE Standards Assurance Supervisor:

Mari Nokes
 Mari.Nokes@arkansas.gov
 Telephone: 501-682-4380
 Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Provisional License	X	15.03.6	1402009	Provisional License: CASTON, JOHN Sports Medicine I (SPORTS MEDICINE I)	Informational Only.	

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
10	221	612	60	10105
11	216	FTE Information		
12	175	<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>
		2.00	1.00	<u>Library/Media Specialist</u>
				1.00



**Walker Pre-k Center
2012/13 School Year**

Standards Annual Accreditation Report

Walker Pre-k Center

Accreditation Status:

District:

1402000 - [Magnolia School District](#)

Superintendent John Moore

1403 High School Drive

Magnolia , AR 71753

870-234-4933

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Library/Media Specialist	XI	16.02.3	1402031	No library media specialist was found for the school.		
Library Book Collection	XI	16.02.4	1402031	Total number of library books must be greater than 3000. Library Volumes Total: 611.		

School Details Summary

<p>Student Enrollment</p> <p>No exceptions found.</p>	<p>School Information</p> <p>No exceptions found.</p> <p>FTE Information</p> <table border="1"> <thead> <tr> <th>Counselor</th> <th>Principal</th> <th>Assistant Principal</th> <th>Library/Media Specialist</th> </tr> </thead> <tbody> <tr> <td>0.00</td> <td>1.00</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table>	Counselor	Principal	Assistant Principal	Library/Media Specialist	0.00	1.00	0.00	0.00
Counselor	Principal	Assistant Principal	Library/Media Specialist						
0.00	1.00	0.00	0.00						



**Nevada School District
2012/2013 School Year**

Standards Annual Accreditation Report

Nevada School District

Accreditation Status:

District:

5008000 - Nevada School District

Superintendent Richard McAfee

P. O. Box 50

Rosston , AR 71858

870-871-2418

Schools:

5008013 - [Nevada Elementary School](#) - Accredited

5008014 - [Nevada High School](#) - Accredited

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	5008000	Job Not Certified: DAVIS, KIMBERLY 3040 Special Education Supervisor	ALP Licensure Completion Date: 09/01/2015	

District Details Summary

Student Enrollment		District Information			
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume	
K	28	375	120	15000	
1	24				
2	31	FTE Information			
3	23	Counselor	Principal	Assitant Principal	Library/Media Specialist
4	29	2.00	1.00	0.00	1.00
5	37				
6	28				
7	34				
8	33				

9	28
10	30
11	28
12	22



**Nevada Elementary School
2012/13 School Year**

Standards Annual Accreditation Report

Nevada Elementary School

Accreditation Status: Accredited

District:

5008000 - [Nevada School District](#)

Superintendent Richard McAfee

P. O. Box 50

Rosston , AR 71858

870-871-2418

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment		School Information		
Grade Level	Student Count	Total Enrollment	Staff Development Hours	Total Book Volume
1	24	200	60	10000
2	31	FTE Information		
3	23	Counselor	Principal	Assistant Principal
4	29			Library/Media Specialist
5	37	1.00	0.50	0.00
6	28			0.50
K	28			



**Nevada High School
2012/13 School Year**

Standards Annual Accreditation Report

Nevada High School

Accreditation Status: Accredited

District:

5008000 - [Nevada School District](#)

Superintendent Richard McAfee

P. O. Box 50

Rosston , AR 71858

870-871-2418

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	5008014	Job Not Certified: LAMB, BREANA 7145 Inclusion Tchr (Co-teaching model)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	5008014	Job Not Certified: LAMB, BREANA 971550 Special Education Self-Contained (T/P Ratio 1-6) (ENGLISH)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	5008014	Job Not Certified: LAMB, BREANA 971550 Special Education Self-Contained (T/P Ratio 1-6) (HISTORY)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	5008014	Job Not Certified: LAMB, BREANA 971550 Special Education Self-Contained (T/P Ratio 1-6) (MATH)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	5008014	Job Not Certified: LAMB, BREANA 971550 Special Education Self-Contained (T/P Ratio 1-6) (SCIENCE)	ALP Licensure Completion Date: 09/01/2015	

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
10	30	175	60	5000

11	28
12	22
7	34
8	33
9	28

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	0.50	0.00	0.50



**Stephens School District
2012/2013 School Year**

Standards Annual Accreditation Report

Stephens School District

Accreditation Status:

District:

5206000 - Stephens School District
Superintendent Mary Thomas
315 West Chert
Stephens , AR 71764
870-786-5443

Schools:

5206032 - [Stephens Elementary School](#) - Cited
5206033 - [Stephens High School](#) - Probationary

ADE Standards Assurance Supervisor:

Mari Nokes
Mari.Nokes@arkansas.gov
Telephone: 501-682-4380
Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment		District Information			
Grade Level	Student Count	Total Enrollment	Staff Development Hours	Total Book Volume	
01	20	338	120	14500	
02	27				
03	28				
04	23				
05	22				
06	32				
07	20				
08	34				
09	30				
K	27				
10	19				
11	28				
		FTE Information			
		Counselor	Principal	Assitant Principal	Library/Media Specialist
		1.00	1.00	0.00	0.75

12	28	
----	----	--



**Stephens Elementary School
2012/13 School Year**

Standards Annual Accreditation Report

Stephens Elementary School

Accreditation Status: Cited

District:

5206000 - [Stephens School District](#)

Superintendent Mary Thomas

315 West Chert

Stephens , AR 71764

870-786-5443

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	5206032	Job Not Certified: BAIG, MARYAM 200510 K. Visual Arts (Visual Arts)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206032	Job Not Certified: BAIG, MARYAM 211510 Grade 1 Visual Arts (Visual Arts)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206032	Job Not Certified: BAIG, MARYAM 222510 Grade 2 Visual Arts (Visual Arts)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206032	Job Not Certified: BAIG, MARYAM 233510 Grade 3 Visual Arts (Visual Arts)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206032	Job Not Certified: BAIG, MARYAM 244510 Grade 4 Visual Arts (Visual Arts)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206032	Job Not Certified: BAIG, MARYAM 355510 Visual Art Grade 5 (***) (Visual Arts)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206032	Job Not Certified: BAIG, MARYAM 366510 Visual Art Grade 6 (***) (Visual Arts)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206032	Job Not Certified: CATHEY, PAULA 3050 Gifted/Talented Coordinator	ALP Licensure Completion Date: 09/01/2014	Cited

Job Not Certified	X	15.03.3	5206032	Job Not Certified: CATHEY, PAULA 970800 Gifted and Talented (Gr Enrich 1-A)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206032	Job Not Certified: OWENS, GARY 2010 Elementary School Principal	ALP Licensure Completion Date: 09/01/2015	

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
01	20	179	60	7500
02	27	FTE Information		
03	28	Counselor	Principal	Assistant Principal
04	23			Library/Media Specialist
05	22	0.50	1.00	0.00
06	32			0.75
K	27			



**Stephens High School
2012/13 School Year**

Standards Annual Accreditation Report

Stephens High School

Accreditation Status: Probationary

District:

5206000 - [Stephens School District](#)

Superintendent Mary Thomas

315 West Chert

Stephens, AR 71764

870-786-5443

ADE Standards Assurance Supervisor:

Mari Nokes

Mari.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	5206033	Job Not Certified: CATHEY, PAULA 3050 Gifted/Talented Coordinator	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206033	Job Not Certified: EASLEY, KARRY 421000 Chemistry (Chemistry)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206033	Job Not Certified: EASLEY, KARRY 422000 Physics (Physics)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206033	Job Not Certified: EASLEY, KARRY 423000 Physical Science (Phys Science)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	5206033	Job Not Certified: BAIG, MARYAM 453000 Survey of Fine Arts (.5 credit) (Survey Fine Art)	ALP Licensure Completion Date: 09/01/2015 No Waiver	Probationary
Job Not Certified	X	15.03.3	5206033	Job Not Certified: MCKINNEY, DAMON 414010 Oral Communications (Oral Comm)	ALP Licensure Completion Date: 09/01/2015	

School Details Summary

Student Enrollment	School Information

<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
07	20	159	60	7000
08	34	FTE Information		
09	30	Counselor	Principal	Assistant Principal
10	19			Library/Media Specialist
11	28	0.50	0.00	0.00
12	28			

DESEGREGATION INFORMATION



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

March 5, 2014

**State Board
of Education**

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Little Rock

Joe Black
Newport

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Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

The Honorable Attorney General Dustin McDaniel
ATTN: Senior Assistant Attorney General Scott Richardson
Office of the Attorney General
323 Center Street, Suite 200
Little Rock, AR 72201

Re: Proposed Administrative Consolidation

Dear Attorney General McDaniel:

Pursuant to Ark. Code Ann. § 6-13-1408 and 6-13-1603, the State Board of Education (State Board) is required to accomplish consolidations of school districts in a way that does not hamper, delay, or in any manner negatively affect the desegregation of another school district.

Therefore, I respectfully request your advisory opinion as to whether the involuntary consolidation of the Stephens School District into or with one or more of its contiguous school districts (Camden Fairview, Magnolia and Nevada) would negatively affect, hamper or delay the desegregation efforts of the affected or any other school districts.

I note that the Stephens School District is subject to a desegregation order in the case of *Runyan v. McNeil School District, et al.*, Case No. 1:69-cv-00042, U.S. District Court, Western District of Arkansas (El Dorado). I also note the Camden-Fairview School District's involvement in the cases of *Milton, et al. v. Huckabee, et al.*, Case No. 88-1142, U.S. District Court, Western District of Arkansas (El Dorado) and *Lancaster, et al. v. Guess, et al.*, Case No. 09-CV-1056, U.S. District Court, Western District of Arkansas (El Dorado).

As the State Board must make a decision concerning this consolidation on Thursday, April 10, 2014, your earliest response to this request is greatly appreciated.

Respectfully,

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

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



THE ATTORNEY GENERAL
STATE OF ARKANSAS
DUSTIN MCDANIEL

Scott P. Richardson
Senior Assistant Attorney General

Direct dial: (501) 682-1019
E-mail: scott.richardson@arkansasag.gov

March 28, 2014

Dr. Tom Kimbrell
Commissioner of Education
Arkansas Department of Education
4 State Capitol Mall
Little Rock, Arkansas 72201-1019

Re: Proposed Consolidation of the Stephens School District

Dear Dr. Kimbrell:

This is in response to your letter to Attorney General McDaniel dated March 5, 2014, in which you ask for our advice, pursuant to Ark. Code Ann. §§ 6-13-1408(b) and 6-13-1603, concerning the potential desegregation effects of a proposed consolidation of the Stephens School District to one or more of the following contiguous school districts: (1) Camden Fairview, (2) Magnolia, and (3) Nevada.

Section 6-13-1408(b) provides that, prior to the entry of any order annexing or consolidating school districts, "the state board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state." Section 6-13-1603(c) provides that "[a]ll administrative consolidations or annexations under this section shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state."

Under United States Supreme Court precedent, the term "desegregation" is a legal term of art that describes the process by which a school district eliminates, to the extent practicable, the lingering effects or "vestiges" of prior *de jure* racial discrimination. Thus, in the absence of a finding that a school district has engaged in the past in activities prohibited by the Fourteenth Amendment to the United States Constitution, and that there are presently lingering effects or vestiges of that discrimination that remain unaddressed, a school district is not "desegregating" as that term is used in case law.

In this case, the State Board is considering the possible consolidation of the Stephens School District to one or more of three contiguous school districts. If approved, the annexation would result in either the creation of a new larger district or the expansion of two or three

existing school districts. In addition to the three schools being considered as consolidation partners, the Smackover School District could potentially share a border with the newly formed district(s).

The Department of Education has indicated that the Stephens School District is subject to a desegregation order in the case of *Runyan v. McNeil School District, et al.*, Case No. 1:69-cv-00042, U.S. District Court, Western District of Arkansas (El Dorado). Of the surrounding districts, the Department of Education has indicated that only the Camden-Fairview School District has been subject to desegregation litigation in the cases of *Milton v. Huckabee*, Case No. 88-1142, U.S. District Court, Western District of Arkansas (El Dorado) and *Lancaster v. Guess*, Case No. 09-CV-1056, U.S. District Court, Western District of Arkansas (El Dorado). I will address each case in turn.

1) *Runyan v. McNeil School District*: The Runyan case was originally filed on November 5, 1969, forty-four years ago. The former McNeil School District submitted a desegregation plan to the federal court on January 5, 1970, and the same day the Court approved the district's plan. The case lay dormant until 2004 when the McNeil School District was required to consolidate with a neighboring school district because it fell below the minimum school district size set out in Act 60 of 2003 (Second Extra. Session). At that time, McNeil sought an order dismissing the case and (by separate motion) sought an order approving McNeil's voluntary annexation with the Stephens School District. The Motion to Dismiss was opposed by written response of the Plaintiffs on May 6, 2004, but the motion asking for approval of the voluntary annexation was not opposed. On June 23, 2004, the District Court, Hon. Harry F. Barnes presiding, approved the consolidation of the two school districts and denied the motion to dismiss. On July 14, 2004, the Stephens School District was added to the case as a party defendant.

The "Unification Plan" that the McNeil School District adopted in 1970 addressed only the areas of student assignments, student transportation, and staff assignments. In the district's motion to dismiss and motion for approval of the annexation, McNeil represented to the Court that it had been in full and complete compliance with its unification plan since January 5, 1970; thirty-four years. We note that in their Response to the Motion to Dismiss, the Plaintiffs in the case failed to articulate any actions of the district that failed to comply with the unification plan.

2) *Milton v. Huckabee*: This case was filed December 16, 1988. The case resulted in the consolidation of the Camden and Fairview school districts. By Consent Judgment entered February 1, 2002, the State's obligations in the *Milton* case ended except for a limited number of payments to be made. Those payments ended on or about July 1, 2008. The final, February 1, 2002, Consent Order entered in *Milton* concluded with this paragraph:

The defendants, State defendants, City of Camden, Housing Authority of Camden, Harmony Grove School District, and Camden Fairview School District have complied with all obligations imposed pursuant to the 1991 settlement agreement and all court orders entered in this case and are DISMISSED WITH PREJUDICE from this suit.

There are no current obligations of the State in the *Milton* case. None of the orders in the *Milton* case appear to affect either the McNeil or the Stephens School Districts.

3) *Lancaster v. Guess*: This case was originally filed in state court on December 1, 2009, but was removed to federal court on December 14, 2009. It was a challenge to Camden-Fairview's denial of a school choice transfer to a student under Ark. Code Ann. 6-18-206. The requested transfer was to Harmony Grove School District from Camden-Fairview School District. Camden-Fairview denied the transfer, apparently, on the basis of orders entered years before in the *Milton v. Huckabee* case discussed above. The Court dismissed the case on joint motion of the parties. In its order the Court held that certain orders from the *Milton* case controlling the transfer of students between Camden-Fairview and Harmony Grove School Districts remained in effect and subject to the jurisdiction of the District Court. The Court also modified paragraph ten of a February 1, 2002, order in the *Milton* case to require Camden-Fairview to obtain Court approval before "granting its written consent to the attendance at [Harmony Grove] of the child of a [Camden-Fairview] resident who is an employee of [Harmony Grove]." None of the orders in the *Lancaster* case appear to affect either the McNeil or the Stephens School Districts. None of the orders in the *Lancaster* case imposed any obligations on the State.

As will be the case in any proposed annexation or consolidation, the Board must be cognizant that it may not order or approve any proposed annexation or consolidation with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation — that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1, Denver*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

There are numerous cases that discuss legal challenges to school district annexations and consolidations in the context of desegregation litigation, but in each case the question of whether a particular annexation or consolidation (or series of annexations or consolidations) were done with the requisite unconstitutional intent is a highly fact-specific inquiry.

To assist the State Board, Department of Education staff have provided the Board with enrollment figures showing the racial composition of the school district to be annexed or consolidated and the surrounding school districts. We suggest that this practice continue and that the State Board consider the relative racial balance of the affected school districts in making its decision.

Dr. Tom Kimbrell
March 28, 2014
p. 2 of 2

Neither state nor federal law requires the Board to create school districts in a manner that would achieve any particular “racial balance” in the student population of a school district.¹ We have, however, previously noted that the Stephens District is subject to an ongoing (albeit old) desegregation order and that the Camden-Fairview School District may or may not be subject to continuing desegregation obligations. For this reason, we strongly advise the Board to scrutinize this proposed consolidation with great care and to satisfy itself that there are legitimate, non-racially-motivated reasons for the consolidation of Stephens to one or more of the three potential “partners” identified in your letter is selected. We also strongly advise seeking the approval of the Court in the *Runyan* Case of whatever consolidation is ordered by the State Board.

Best Regards,



Scott P. Richardson
Senior Assistant Attorney General

SPR/jd

cc: Mr. Clay Findley (*via electronic mail*)
Mr. Allen Roberts (*via electronic mail*)
Mr. Jeremy Lasiter (*via electronic mail*)

¹ It should be noted that a decision made solely on a racial basis, even for laudable purposes such as diversity in education or the prevention of (re)segregation, would be subject to “strict scrutiny” analysis. *Parents Involved in Community Schools v. Seattle School Dist. No. 1*, 127 S.Ct. 2738 (2007).

APPLICABLE LAW

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↔ A.C.A. § 6-13-1601 ↔



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A.C.A. § 6-13-1601

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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 13 School Districts

Subchapter 16 -- Public Education Reorganization Act

A.C.A. § 6-13-1601 (2013)

6-13-1601. Definitions.

As used in this subchapter:

(1) "Administrative annexation" means the joining of an affected school district or a part of the school district with a receiving district;

(2) "Administrative consolidation" means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;

(3) "Affected district" means a school district that loses territory or students as a result of administrative annexation or administrative consolidation;

(4) "Average daily membership" has the same meaning as defined in § 6-20-2303;

(5) "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of administrative annexation; and

(6) "Resulting district" means the new school district created from an affected district or districts as a result of administrative consolidation.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 2151, § 21; 2013, No. 1073, § 12.

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↔ A.C.A. § 6-13-1601 ↔



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A.C.A. § 6-13-1602

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Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 16 -- Public Education Reorganization Act

A.C.A. § 6-13-1602 (2013)

6-13-1602. Administrative consolidation list.

By January 1 of each year, the Department of Education shall publish a:

(1) List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and

(2) Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 2151, § 22; 2011, No. 989, § 10.

View  A.C.A. § 6-13-1602 [Return to Search Results](#)**A.C.A. § 6-13-1602** (Copy w/ Cite)

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A.C.A. § 6-13-1603

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Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 16 -- Public Education Reorganization Act

A.C.A. § 6-13-1603 (2013)

6-13-1603. Administrative reorganization.

(a) (1) Any school district included in the Department of Education's consolidation list under § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of this section.

(2) (A) Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board of Education by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition.

(B) If the petition is approved by the state board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under § 6-13-1602.

(3) Any school district on the consolidation list that does not submit a petition under subdivision (a)(2)(A) of this section or that does not receive approval by the state board for a voluntary consolidation or annexation petition shall be administratively consolidated by the state board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under § 6-13-1602.

(4) The state board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under § 6-13-1602.

(5) The state board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:

(A) The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or

(B) The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.

(b) Any school district required to be administratively consolidated under this subchapter shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).

(c) All administrative consolidations or annexations under this section shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.

(d) In the administratively consolidated or annexed school districts created under this subchapter, the ad valorem tax rate shall be determined as set forth under § 6-13-1409.

(e) Nothing in this section shall be construed to require the closing of any school or school facility.

(f) No administratively consolidated or annexed school district shall have more than one (1) superintendent.

(g) Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the state board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:

(1) The school district fails to meet minimum teacher salary requirements; or

(2) The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the department.

(h) Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:

(1) Are within the same county, and the state board approves the administrative consolidation; or

(2) Are not within the same county, and the state board approves the administrative consolidation or administrative annexation and finds that:

(A) The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or

(B) The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.

(i) Contiguous school districts may administratively consolidate even if they are not in the same county.

(j) The state board shall promulgate rules to facilitate the administration of this subchapter.

(k) The provisions of §§ 6-13-1415 -- 6-13-1417 shall govern the board of directors of each resulting district or receiving district created under this subchapter.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 1397, § 1; 2005, No. 1962, § 9; 2005, No. 2151, § 23; 2011, No. 1217, § 5.

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A.C.A. § 6-13-1604 (2013)

6-13-1604. [Repealed.]

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A.C.A. § 6-13-1605 (2013)

6-13-1605. [Repealed.]

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A.C.A. § 6-13-1606 (2013)

6-13-1606. Development of plan to track student progress.

(a) Following the administrative consolidation or administrative annexation under §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

(1) Students who have been placed at risk of academic failure as required under § 6-15-1602;

(2) Economically disadvantaged students;

(3) Students from major racial and ethnic groups; and

(4) Specific population groups as identified by the State Board of Education, the department, the affected district, or the receiving district as target groups for closing the achievement gaps.

(b) The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:

(1) Individual student records;

(2) Attendance records;

(3) Enrollment records;

(4) Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and

(5) ACT and SAT results and records.

(c) The school district shall report to the department information determined by the department as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:

(1) Students who have been placed at risk of academic failure as required under § 6-15-1602;

(2) Economically disadvantaged students; and

(3) Students from major racial and ethnic groups.

(d) By November 1, 2005, and by November 1 each year thereafter, the department shall file a written report with the Governor, the chair of the interim House Committee on Education, the chair of the interim Senate Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:

(1) Students who have been placed at risk of academic failure as required under § 6-15-1602;

(2) Economically disadvantaged students; and

(3) Students from major racial and ethnic groups.

HISTORY: Acts 2005, No. 1198, § 1; 2009, No. 376, § 12.

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A.C.A. § 6-13-1607 (2013)

6-13-1607. Retention of historical records and documents.

Following the annexations or consolidations under § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

- (1) Student transcripts;
- (2) Graduation records;
- (3) Minutes and other legal documents of the local board of directors;
- (4) Maps or boundary documents;
- (5) Sports records, trophies, and awards;
- (6) Employee records; and
- (7) Financial records.

HISTORY: Acts 2005, No. 2146, § 1.View  A.C.A. § 6-13-1607 

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A.C.A. § 6-13-1608 (2013)

6-13-1608. Audit required.

(a) The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board of Education.

(b) The comprehensive financial review shall begin no less than ten (10) days after the earliest of:

(1) The publication of the district's name on the consolidation and annexation list under § 6-13-1602;

(2) The filing of a petition for voluntary administrative consolidation or administrative annexation; or

(3) The adoption of a motion by the state board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.

(c) (1) Beginning on the date of publication of the consolidation list under § 6-13-1602 each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.

(2) No contract or other debt obligation incurred by a school district for which the department has oversight authority under this section shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

(d) Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.

(e) The department and the division shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of this section.

(f) A school district may not incur debt without the prior written approval of the department if the school district is identified by the department under § 6-13-1602(1) as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

HISTORY: Acts 2005, No. 1236, § 1; 2011, No. 989, § 11.

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A.C.A. § 6-13-1609 (2013)

6-13-1609. Preservation of historical school artifacts.

Following the administrative consolidations or administrative annexations under §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

HISTORY: Acts 2005, No. 2229, § 1; 2007, No. 1594, § 1; 2009, No. 376, § 13.

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A.C.A. § 6-13-1610 (2013)

6-13-1610. Financial relief for debts acquired as a result of involuntary consolidations.

(a) As used in this section:

(1) "Accounts payable" means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;

(2) "Act 60 school district" means a school district that was on the consolidation list under § 6-13-1602 and was involuntarily consolidated under § 6-13-1603(a)(3);

(3) "Available funding" means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;

(4) "Excess accounts payable" means accounts payable of an Act 60 school district that exceed available funding; and

(5) "Improper expenditure exceptions" means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

(b) If on July 1, 2004, or thereafter, the State Board of Education required an involuntary administrative consolidation under § 6-13-1603(a)(3) and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending if paid from the funds of the Act 60 district, the department shall provide supplemental funding to the resulting district.

(c) (1) The amount of the supplemental funding provided under subsection (b) of this section shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

(2) (A) The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the department based on information provided in a final audit and other verifiable fiscal information available to the department.

(B) The audit of an Act 60 school district required under this section shall be completed within the time under § 6-20-1801(d) for school districts in fiscal distress.

(3) No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under § 6-20-1801.

(d) (1) Beginning on the date of the publication of the consolidation list under § 6-13-1602 each year, the department shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

(2) No contract or other debt obligation incurred by a school district for which the department has oversight authority under this section shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

HISTORY: Acts 2005, No. 2230, § 1.

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A.C.A. § 6-13-1611 (2013)

6-13-1611. Reports.

(a) By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the interim House Committee on Education, the interim Senate Committee on Education, and the Department of Education indicating:

(1) What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:

- (A) Parent-teacher associations;
- (B) Booster clubs; and
- (C) Parent involvement committees;

(2) The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and

(3) The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.

(b) The department shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:

- (1) Opportunities for inclusion or participation in the resulting or receiving district; and
- (2) The efforts, if any, that were made to include parents from the affected district in the

receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

HISTORY: Acts 2005, No. 2321, § 1; 2009, No. 376, § 14.

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A.C.A. § 6-13-1612 (2013)

6-13-1612. Academic support centers.**(a)** The purpose of this section is to:

(1) Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;

(2) Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and

(3) Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.

(b) An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under this subchapter to fulfill the objectives identified in subsection (a) of this section.

(c) The Department of Education shall:

(1) Establish rules to implement this section; and

(2) Report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

HISTORY: Acts 2007, No. 1575, § 1.View [↩ A.C.A. § 6-13-1612 ⇨](#)[Return to Search Results](#)**A.C.A. § 6-13-1612** (Copy w/ Cite)Pages: **2**

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A.C.A. § 6-13-1401 (2013)

6-13-1401. Definitions.

As used in this subchapter:

(1) "Affected district" means a school district that:**(A)** Loses territory or students as a result of annexation; or**(B)** Is involved in a consolidation;**(2)** "Aggrieved district" means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation or consolidation;**(3)** "Annexation" means the joining of an affected school district or part thereof with a receiving district;**(4)** "Consolidation" means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;**(5)** "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation; and**(6)** "Resulting district" means the new school district created from an affected district or districts as a result of consolidation.**HISTORY:** Acts 2001, No. 1225, § 1; 2011, No. 989, § 5; 2011, No. 1217, § 1.View ▾[↩ A.C.A. § 6-13-1401 ⇨](#)[Return to Search Results](#)**A.C.A. § 6-13-1401** (Copy w/ Cite)

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A.C.A. § 6-13-1402 (2013)

6-13-1402. Consolidation and annexation authority.

There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board of Education.

HISTORY: Acts 2001, No. 1225, § 1.

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A.C.A. § 6-13-1403 (2013)

6-13-1403. Conditions under which the State Board of Education may annex school districts.

(a) The State Board of Education shall consider the annexation of an affected school district or districts to a receiving district or districts under the following conditions:

(1) The state board, after providing thirty (30) days' written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, § 6-21-801 et seq.;

(2) (A) The affected district or districts file a petition with the state board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

(B) The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and

(C) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in § 6-14-122;

(3) (A) A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in § 6-14-122; and

(B) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in § 6-14-122; or

(4) (A) The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

(B) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in § 6-14-122.

(b) The state board may vote to approve, by a majority of a quorum present of the members of the state board, the annexation of the affected districts into a receiving district:

(1) The state board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq.; or

(2) Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in subsection (a) of this section and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the state board.

(c) (1) In order for the petition for annexation to be valid, it shall be filed with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

(2) However, no petition is required for the state board to annex a school district or districts upon a motion of the state board as allowed in subsection (b).

(d) (1) Upon determination by the state board to annex a school district or approval of a petition requesting annexation, the state board shall issue an order dissolving the affected districts and establishing the receiving school district or districts.

(2) (A) The state board shall issue an order establishing the boundary lines of the receiving district or districts.

(B) It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.

(e) (1) The state board shall:

(A) Issue an order establishing the changed boundaries; and

(B) File the order with the:

- (i) County clerk of each county where a receiving district is located;
- (ii) Secretary of State; and
- (iii) Arkansas Geographic Information Office.

(2) The county clerk shall make a permanent record of the order.

(3) The boundaries established under this subsection shall be the boundaries of the receiving district until changes are made according to the provisions of law.

(f) The state board shall not annex affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

(1) The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

(2) The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

HISTORY: Acts 2001, No. 1225, § 1; 2003, No. 1467, § 19; 2011, No. 989, § 6; 2013, No. 1073, § 7.

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A.C.A. § 6-13-1404 (2013)

6-13-1404. Conditions under which the State Board of Education may consolidate school districts.

(a) The State Board of Education shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

(1) The state board, after providing thirty (30) days' written notice to the affected school districts, determines consolidation is in the best interest of the affected district or districts and the resulting district based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, § 6-21-801 et seq.; or

(2) (A) The affected districts file a petition with the state board requesting that the affected districts be consolidated into a resulting district or districts;

(B) A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

(C) The county clerk's office certifies in writing to the state board that the petition has been signed by a majority of the qualified electors of the affected districts;

(D) A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in § 6-14-122; and

(E) The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

(b) The state board:

(1) After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq.; or

(2) May vote to approve by a majority of a quorum present of the members of the state board the consolidation of the affected districts into a resulting district upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in subsection (a) of this section and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the state board.

(c) (1) In order for the petition for consolidation to be valid, it shall be filed with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

(2) However, no petition is required for the state board to consolidate a school district or districts on a motion of the state board as allowed in subsection (b).

(d) (1) Upon consolidation of a school district by the state board or approval of a petition requesting consolidation, the state board shall issue an order dissolving the affected school districts and establishing the resulting school district or districts.

(2) (A) The state board shall issue an order establishing the boundary lines of the resulting district or districts.

(B) It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

(e) (1) The state board shall:

(A) Issue an order establishing the changed boundaries; and

(B) File the order with the:

(i) County clerk of each county where a resulting district is located;

(ii) Secretary of State; and

(iii) Arkansas Geographic Information Office.

(2) The county clerk shall make a permanent record of the order.

(3) The boundaries established under this subsection shall be the boundaries of the resulting district until changes are made according to the provisions of law.

(f) The state board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:

(1) The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

(2) The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

HISTORY: Acts 2001, No. 1225, § 1; 2003, No. 1467, § 19; 2011, No. 989, § 7; 2013, No. 1073, § 8.

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A.C.A. § 6-13-1405 (2013)

6-13-1405, 6-13-1406. [Repealed.]

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A.C.A. § 6-13-1407 (2013)

6-13-1407. Creation of a school district -- When part of a school district taken.

(a) Any receiving or resulting district created under this section shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.

(b) When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the school district from which the territory was taken, as the State Board of Education shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the state board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

HISTORY: Acts 2001, No. 1225, § 1.View ▾[↩ A.C.A. § 6-13-1407 ⇨](#)[Return to Search Results](#)**A.C.A. § 6-13-1407** (Copy w/ Cite)

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A.C.A. § 6-13-1408 (2013)

6-13-1408. Annexation or consolidation not to negatively impact state-assisted desegregation.

(a) The State Board of Education shall not order any annexation or consolidation under this subchapter or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.

(b) Prior to the entry of any order under this subchapter, the state board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.

(c) Any order of annexation or consolidation or combination thereof that violates the provisions of this section shall be null and void.

HISTORY: Acts 2001, No. 1225, § 1.

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A.C.A. § 6-13-1409 (2013)

6-13-1409. State Board of Education.

(a) The State Board of Education shall have the following duties regarding consolidations and annexations:

(1) To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;

(2) To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and

(3) To enact rules and regulations regarding the consolidation and annexation of school districts under this title.

(b) The millage rate of the electors of the affected district shall remain the same until an election may be held to change the rate of taxation for the resulting district or receiving district.

HISTORY: Acts 2001, No. 1225, § 1; 2003, No. 1467, § 20.

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A.C.A. § 6-13-1410 (2013)

6-13-1410. Appeal and election.

Notwithstanding any other provision of law, the decision of the State Board of Education regarding a consolidation or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.

HISTORY: Acts 2003, No. 1467, § 21; 2011, No. 989, § 8.

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A.C.A. § 6-13-1411 (2013)

6-13-1411. Use of fund balances.

(a) Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.

(b) The provisions of this section shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, § 6-21-801 et seq.

HISTORY: Acts 2003 (2nd Ex. Sess.), No. 71, § 1; 2013, No. 1073, § 9.

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A.C.A. § 6-13-1412 (2013)

6-13-1412, 6-13-1413. [Repealed.]

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A.C.A. § 6-13-1414 (2013)

6-13-1414. Boundary change by State Board of Education.

(a) (1) The State Board of Education shall consider a petition from a local board of directors of any school district seeking an adjustment or change of boundary lines between its school district and an adjoining school district.

(2) The local board of directors must file the petition with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

(b) Upon proof to the state board of public notice issued in the local newspapers of general circulation in each affected school district no less than one (1) time a week for two (2) consecutive weeks, the state board may, by approval of a majority of the members of a quorum present of the state board, issue an order changing or adjusting the boundary lines between the adjoining school districts.

(c) If the local board of directors of each of the affected school districts is unable to agree on the proposed change in boundary lines, the state board shall adjust and change the boundary lines in accordance with its best judgment subject to the requirement of subsection (f) of this section or shall rule that the boundaries remain unchanged.

(d) Upon an order from the state board to change or adjust boundary lines, it shall be the duty of the Department of Education to immediately make changes in the maps of the school districts of the county to show the changes of boundaries.

(e) (1) The state board shall:

(A) Issue an order establishing the changed boundaries; and

(B) File the order with the:

(i) County clerk in each county in which every affected school district lies;

(ii) Secretary of State; and

(iii) Arkansas Geographic Information Office.

(2) The county clerk shall make a permanent record of the order.

(3) The boundaries established under this subsection shall be the boundaries of the affected school districts until changes are made according to the provisions of law.

(f) The state board shall not order any change in school district boundaries which hampers, delays, or in any manner negatively affects the desegregation efforts of the public school districts in the State of Arkansas.

HISTORY: Acts 2001, No. 1037, § 1; 2011, No. 989, § 9.

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A.C.A. § 6-13-1415 (2013)

6-13-1415. Involuntary consolidation or annexation -- Effective date -- Interim board of directors.

(a) This section applies to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board of Education.

(b) The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the state board action unless determined otherwise by the state board.

(c) The state board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.

(d) (1) If the state board determines that a new permanent board of directors is necessary, the state board shall prescribe:

(A) The number of members for the new permanent board of directors of the resulting district or receiving district;

(B) The manner of formation of the new permanent board of directors of the resulting district or receiving district under § 6-13-1417; and

(C) (i) Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

(ii) The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the state board determines that additional time is required to implement single-member zoned elections.

(2) If the state board determines that an interim board of directors is necessary, the state board shall prescribe:

(A) The number of members for the interim board of directors of the resulting district or receiving district;

(B) The terms of the members of the interim board of directors of the resulting district or receiving district; and

(C) (i) The manner of formation of the interim board of directors of the resulting district or receiving district.

(ii) The state board may:

(a) Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

(b) Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or

(c) Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

(3) The state board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

(e) (1) An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

(A) Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under subdivision (d)(1)(C) of this section; or

(B) All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the state board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

(2) If the state board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the state board, by:

(A) The voluntary resignation of one (1) or more members of the existing board of directors;

(B) Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

(C) Selecting one (1) or more members of the existing board of directors by a random lot drawing.

(3) An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under § 6-13-1603 if the state board determines that an interim board of directors is necessary.

(f) (1) A consolidation or annexation order adopted by the state board shall be filed with the:

(A) County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

(B) Secretary of State; and

(C) Arkansas Geographic Information Office.

(2) A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.

(3) A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

(g) The state board may promulgate rules necessary to administer this subchapter.

HISTORY: Acts 2011, No. 1217, § 4.

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A.C.A. § 6-13-1416 (2013)

6-13-1416. Voluntary consolidation or annexation -- Effective date -- Interim board of directors.

(a) This section applies to any petition for consolidation or annexation of a school district submitted to the State Board of Education by a school district.

(b) The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the state board approves the consolidation or annexation petition unless the state board approves an alternative effective date or determines otherwise.

(c) (1) Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board of directors present and executed by the president and secretary of each school board of directors.

(2) The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.

(3) (A) The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under § 6-13-1417 or as allowed by law.

(B) (i) If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

(ii) The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.

(d) The written agreement may prescribe for the formation of an interim board of directors,

including the number of members, the length of member terms, and the manner of formation as follows:

(1) Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

(2) Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or

(3) Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

(e) (1) If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

(A) Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under subdivision (c)(3)(B) of this section; or

(B) All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the written agreement may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

(2) If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:

(A) The voluntary resignation of one (1) or more members of the existing board of directors;

(B) Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

(C) Selecting one (1) or more members of the existing board of directors by a random lot drawing.

(3) If the written agreement in an administrative consolidation or an administrative annexation under § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.

(f) (1) An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the state board.

(2) If the written agreement is approved by the state board, the terms of the written agreement shall be binding upon the affected districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.

(3) A written agreement under this section shall not be effective without approval from the state board.

(g) (1) A consolidation or annexation petition approved by the state board along with an executed copy of the written agreement shall be filed with the:

(A) County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

(B) Secretary of State; and

(C) Arkansas Geographic Information Office.

(2) An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.

(3) An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

HISTORY: Acts 2011, No. 1217, § 4; 2013, No. 1073, § 10.

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A.C.A. § 6-13-1417

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*** Legislation is current through the 2013 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** September 12, 2013. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1417 (2013)

6-13-1417. Formation of a permanent board of directors.

(a) (1) A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under § 6-13-634.

(2) The length of the terms of the board of directors may be for the time period prescribed by law and:

(A) Prescribed in the written agreement under § 6-13-1416; or

(B) Determined by the permanent board of directors.

(3) At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.

(4) A vacancy on the board of directors shall be filled as prescribed by law.

(b) (1) If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.

(2) A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:

(A) Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

(B) The resulting district or receiving district after consolidation or annexation is required to be zoned under § 6-13-631 or other state law; or

(C) The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the

permanent board of directors shall be elected from single-member election zones.

(3) If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:

(A) Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;

(B) Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and

(C) No later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation, file a digital map in a format prescribed by the Arkansas Geographic Information Office detailing the election zone boundaries of the resulting district or receiving district with the:

(i) Secretary of State;

(ii) Arkansas Geographic Information Office; and

(iii) County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district.

HISTORY: Acts 2011, No. 1217, § 4; 2013, No. 1073, § 11; 2013, No. 1155, § 12.

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CONSOLIDATION/ANNEXATIONRULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS
January 2013**

1.00 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning the consolidation and annexation of school districts; the administrative consolidation and annexation of school districts; and the distribution of consolidation/annexation incentive funding.

2.00 AUTHORITY

- 2.01 The State Board of Education (State Board) enacts these rules pursuant to the authority granted by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., 6-13-1601 et seq., 25-15-201 et seq., and annual appropriations of the Arkansas General Assembly.

3.00 DEFINITIONS

- 3.01 “Administrative annexation” means the joining of an affected school district or a part of the school district with a receiving school district;
- 3.02 “Administrative consolidation” means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;
- 3.03 “Affected district” means a school district that:
- 3.03.1 Loses territory or students as a result of annexation or administrative annexation; or
- 3.03.2 Is involved in a consolidation or administrative consolidation.
- 3.04 “Aggrieved district” means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation, administrative annexation, consolidation, or administrative consolidation;
- 3.05 “Annexation” means the joining of an affected school district or part thereof with a receiving district;
- 3.06 “Average daily membership (ADM)” means the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the

number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.

3.06.1 Students who may be counted for average daily membership are:

3.06.1.1 Students who reside within the boundaries of the school district and who are enrolled in a public school operated by the school district or a private school for special education students, with their attendance resulting from a written tuition agreement approved by the Department of Education;

3.06.1.2 Legally transferred students living outside the school district but attending a public school in the school district; and

3.06.1.3 Students who reside within the boundaries of the school district and who are enrolled in the Arkansas National Guard Youth Challenge Program, so long as the students are participants in the program;

3.07 “Consolidation” means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;

3.08 “Debt” means a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district.

3.09 “Receiving district” means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation or administrative annexation;

3.10 “Resulting district” means the new school district created from affected districts as a result of consolidation or administrative consolidation.

Source: Ark. Code Ann. §§ 6-13-1401 and 6-13-1601

4.00 CONSOLIDATION AND ANNEXATION AUTHORITY OF THE STATE BOARD

4.01 There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board.

Source: Ark. Code Ann. § 6-13-1402

CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

5.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY ANNEX SCHOOL DISTRICTS

- 5.01 The State Board shall consider the annexation of an affected school district or districts to a receiving district or districts under any of the following conditions:
- 5.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.;
- 5.01.2 The affected district or districts file a petition with the State Board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;
- 5.01.2.1 The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and
- 5.01.2.2 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in Ark. Code Ann. § 6-14-122;
- 5.01.3 A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in Ark. Code Ann. § 6-14-122; and
- 5.01.3.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or

districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in Ark. Code Ann. § 6-14-122; or

5.01.4 The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

5.01.4.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in Ark. Code Ann. § 6-14-122.

5.02 The State Board may vote to approve, by a majority of a quorum present of the members of the State Board, the annexation of the affected districts into a receiving district:

5.02.1 The State Board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

5.02.2 Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1403(a) and Section 5.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

- 5.03 In order for the petition for annexation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to annex a school district or districts upon a motion of the State Board as allowed in Ark. Code Ann. § 6-13-1403(b) and Section 5.02 of these rules.
- 5.04 Upon determination by the State Board to annex a school district or approval of a petition requesting annexation, the State Board shall issue an order dissolving the affected district or districts and establishing the receiving district or districts.
- 5.04.1 The State Board shall issue an order establishing the boundary lines of the receiving district or districts.
- 5.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.
- 5.05 The State Board shall:
- 5.05.1 Issue an order establishing the changed boundaries; and
- 5.05.2 File the order with the:
- 5.05.2.1 County clerk of each county that contains school district territory of each affected or receiving district;
- 5.05.2.2 Secretary of State; and
- 5.05.2.3 Arkansas Geographic Information Office.
- 5.05.3 The county clerk shall make a permanent record of the order.
- 5.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.
- 5.05.5 The boundaries established by the State Board pursuant to Ark. Code Ann. § 6-13-1403(e) and Section 5.05 of these rules shall be the boundaries of the receiving district or districts until changes are made according to the provisions of law.
- 5.06 The State Board shall not annex affected districts into a receiving district or districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

5.06.1 The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

5.06.2 The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1403, 6-13-1415, & 6-13-1416

6.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY CONSOLIDATE SCHOOL DISTRICTS

6.01 The State Board shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

6.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines consolidation is in the best interest of the affected districts based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.01.2 The affected districts file a petition with the State Board requesting that the affected districts be consolidated into a resulting district or districts;

6.01.2.1 A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

6.01.2.2 The county clerk's office certifies in writing to the State Board that the petition has been signed by a majority of the qualified electors of the affected districts;

6.01.2.3 A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in Ark. Code Ann. § 6-14-122; and

6.01.2.4 The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

6.02 The State Board:

6.02.1 After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.02.2 May vote to approve by a majority of a quorum present of the members of the State Board the consolidation of the affected districts into a resulting district or districts upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1404(a) and Section 6.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

6.03 In order for the petition for consolidation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to consolidate a school district or districts on a motion of the State Board as allowed Ark. Code Ann. § 6-13-1404(b) and Section 6.02 of these rules.

6.04 Upon consolidation of a school district by the State Board or approval of a petition requesting consolidation, the State Board shall issue an order dissolving the affected districts and establishing the resulting district or districts.

6.04.1 The State Board shall issue an order establishing the boundary lines of the resulting district or districts.

6.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

- 6.05 The State Board shall:
- 6.05.1 Issue an order establishing the changed boundaries; and
 - 6.05.2 File the order with the:
 - 6.05.2.1 County clerk of each county that contains school district territory of each affected or resulting district;
 - 6.05.2.2 Secretary of State; and
 - 6.05.2.3 Arkansas Geographic Information Office.
 - 6.05.3 The county clerk shall make a permanent record of the order.
 - 6.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.
 - 6.05.5 The boundaries established under this subsection shall be the boundaries of the resulting district or districts until changes are made according to the provisions of law.
- 6.06 The State Board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:
- 6.06.1 The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or
 - 6.06.2 The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1404, 6-13-1415, & 6-13-1416

7.00 RESULTING DISTRICT SUCCESSOR IN INTEREST – WHEN PART OF DISTRICT TAKEN

- 7.01 Any receiving or resulting district created under Ark. Code Ann. § 6-13-1407 and Section 7.00 of these rules shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.
- 7.02 When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the

school district from which the territory was taken, as the State Board shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the State Board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

Source: Ark. Code Ann. § 6-13-1407

8.00 ANNEXATION OR CONSOLIDATION NOT TO NEGATIVELY IMPACT STATE-ASSISTED DESEGREGATION

- 8.01 The State Board shall not order any annexation or consolidation pursuant to Title 6, Chapter 13, Subchapter 14, or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.
- 8.02 Prior to the entry of any order under Title 6, Chapter 13, Subchapter 14, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.
- 8.03 Any order of annexation or consolidation or combination thereof that violates the provisions of Ark. Code Ann. § 6-13-1408 and Section 8.00 of these rules shall be null and void.

Source: Ark. Code Ann. § 6-13-1408

9.00 OTHER STATE BOARD OF EDUCATION DUTIES

- 9.01 The State Board shall have the following duties regarding consolidations and annexations:
- 9.01.1 To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;
- 9.01.2 To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and
- 9.01.3 To enact rules and regulations regarding the consolidation and annexation of school districts pursuant to Title 6 of the Arkansas Code.

- 9.02 The millage rate of the electors of an affected district shall remain the same until an election may be held to change the rate of taxation for the resulting or receiving district or districts.

Source: Ark. Code Ann. § 6-13-1409

10.00 APPEAL AND ELECTION

- 10.01 Notwithstanding any other provision of law or rule of the State Board, the decision of the State Board regarding an administrative consolidation, consolidation, administrative annexation, or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1410

11.00 USE OF FUND BALANCES

- 11.01 Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.
- 11.02 The provisions of Ark. Code Ann. § 6-13-1411 and Section 11.00 of these rules shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., or the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq.

Source: Ark. Code Ann. § 6-13-1411

12.00 INVOLUNTARY ANNEXATION OR CONSOLIDATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

- 12.01 Ark. Code Ann. § 6-13-1415 and Section 12.00 of these rules apply to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board.

- 12.02 The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the State Board action unless determined otherwise by the State Board.
- 12.03 The State Board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.
- 12.04 If the State Board determines that a new permanent board of directors is necessary, the State Board shall prescribe:
- 12.04.1 The number of members for the new permanent board of directors of the resulting district or receiving district;
 - 12.04.2 The manner of formation of the new permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 and Section 14.00 of these rules; and
 - 12.04.3 Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation. The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the State Board determines that additional time is required to implement single-member zoned elections.
- 12.05 If the State Board determines that an interim board of directors is necessary, the State Board shall prescribe:
- 12.05.1 The number of members for the interim board of directors of the resulting district or receiving district;
 - 12.05.2 The terms of the members of the interim board of directors of the resulting district or receiving district; and
 - 12.05.3 The manner of formation of the interim board of directors of the resulting district or receiving district. The State Board may:
 - 12.05.3.1 Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student

population of each of the affected districts and receiving districts before consolidation or annexation;

- 12.05.3.2 Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or
 - 12.05.3.3 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.
- 12.06 The State Board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.
- 12.07 An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:
- 12.07.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1415(d)(1)(C) and Section 12.04.3 of these rules; or
 - 12.07.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.
- 12.08 If the State Board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the State Board, by:
- 12.08.1 The voluntary resignation of one (1) or more members of the existing board of directors;

- 12.08.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
 - 12.08.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 12.09 An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under Ark. Code Ann. § 6-13-1603 if the State Board determines that an interim board of directors is necessary.
- 12.10 A consolidation or annexation order adopted by the State Board shall be filed with the:
- 12.10.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
 - 12.10.2 Secretary of State; and
 - 12.10.3 Arkansas Geographic Information Office.
- 12.11 A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.
- 12.12 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1415

13.00 VOLUNTARY CONSOLIDATION OR ANNEXATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

- 13.01 Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules apply to any petition for consolidation or annexation of a school district submitted to the State Board by a school district.
- 13.02 The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the State Board approves the consolidation or annexation petition unless the State Board approves an alternative effective date or determines otherwise.
- 13.03 Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board

of directors present and executed by the president and secretary of each school board of directors.

- 13.03.1 The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.
- 13.03.2 The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 or as allowed by law.
 - 13.03.2.1 If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.
 - 13.03.2.2 The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.
- 13.04 The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:
 - 13.04.1 Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;
 - 13.04.2 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or
 - 13.04.3 Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the

receiving district in an annexation to remain as the permanent school board of directors.

- 13.05 If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:
- 13.05.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1416(c)(3)(B) and Sections 13.03.2.1 and 13.03.2.2 of these rules; or
 - 13.05.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.
- 13.06 If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:
- 13.06.1 The voluntary resignation of one (1) or more members of the existing board of directors;
 - 13.06.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
 - 13.06.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 13.07 If the written agreement in an administrative consolidation or an administrative annexation under Ark. Code Ann. § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.
- 13.08 An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the State Board.
- 13.08.1 If the written agreement is approved by the State Board, the terms of the written agreement shall be binding upon the affected

districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.

- 13.08.2 A written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules shall not be effective without approval from the State Board.
- 13.09 A consolidation or annexation petition approved by the State Board along with an executed copy of the written agreement shall be filed with the:
 - 13.09.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
 - 13.09.2 Secretary of State; and
 - 13.09.3 Arkansas Geographic Information Office.
- 13.10 An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.
- 13.11 An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1416

14.00 FORMATION OF A PERMANENT BOARD OF DIRECTORS

- 14.01 A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under Ark. Code Ann. § 6-13-604.
- 14.02 The length of the terms of the board of directors may be for the time period prescribed by law and:
 - 14.02.1 Prescribed in the written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules; or
 - 14.02.2 Determined by the permanent board of directors.
- 14.03 At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.
- 14.04 A vacancy on the board of directors shall be filled as prescribed by law.

- 14.05 If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.
- 14.06 A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:
- 14.06.1 Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;
 - 14.06.2 The resulting district or receiving district after consolidation or annexation is required to be zoned under Ark. Code Ann. § 6-13-631 or other state law; or
 - 14.06.3 The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.
- 14.07 If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:
- 14.07.1 Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;
 - 14.07.2 Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and
 - 14.07.3 File a digital map detailing the election zone boundaries of the resulting district or receiving district with the Secretary of State and the Arkansas Geographic Information Office in a format prescribed by the Arkansas Geographic Information Office no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation.

Source: Ark. Code Ann. § 6-13-1417

ADMINISTRATIVE CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

15.00 ADMINISTRATIVE CONSOLIDATION LIST

15.01 By January 1 of each year, the Department of Education shall publish a:

- 15.01.1 List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and
- 15.01.2 Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1602

16.00 ADMINISTRATIVE REORGANIZATION

- 16.01 Any school district included in the Department of Education's consolidation list under Ark. Code Ann. § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules.
- 16.02 Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition. If the petition is approved by the State Board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.03 Any school district on the consolidation list that does not submit a petition under Ark. Code Ann. § 6-13-1603(a)(2)(A) or Section 16.02 of these rules, or that does not receive approval by the State Board for a voluntary consolidation or annexation petition, shall be administratively consolidated by the State Board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.04 The State Board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to

enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

- 16.05 The State Board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:
- 16.05.1 The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or
 - 16.05.2 The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.
- 16.06 Any school district required to be administratively consolidated under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).
- 16.07 All administrative consolidations or annexations under Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.
- 16.08 In the administratively consolidated or annexed school districts created under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules, the ad valorem tax rate shall be determined as set forth under Ark. Code Ann. § 6-13-1409 and Section 9.00 of these rules.
- 16.09 Nothing in Ark. Code Ann. § 6-13-1603 or Section 16.00 of these rules shall be construed to require the closing of any school or school facility.
- 16.10 No administratively consolidated or annexed resulting or receiving school district shall have more than one (1) superintendent.
- 16.11 Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the State Board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:
- 16.11.1 The school district fails to meet minimum teacher salary requirements; or

- 16.11.2 The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the Department of Education.
- 16.12 Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:
 - 16.12.1 Are within the same county, and the State Board approves the administrative consolidation; or
 - 16.12.2 Are not within the same county, and the State Board approves the administrative consolidation or administrative annexation and finds that:
 - 16.12.2.1 The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or
 - 16.12.2.2 The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.
- 16.13 Contiguous school districts may administratively consolidate even if they are not in the same county.
- 16.14 The provisions of Ark. Code Ann. §§ 6-13-1415 through 6-13-1417, and Sections 12.00 through 14.00 of these rules, shall govern the board of directors of each resulting district or receiving district created under this Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules.

Source: Ark. Code Ann. § 6-13-1603

17.00 DEVELOPMENT OF PLAN TO TRACK STUDENT PROGRESS

- 17.01 Following the administrative consolidation or administrative annexation under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

- 17.01.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
 - 17.01.2 Economically disadvantaged students;
 - 17.01.3 Students from major racial and ethnic groups; and
 - 17.01.4 Specific population groups as identified by the State Board, the Department of Education, the affected district, or the receiving district as target groups for closing the achievement gaps.
- 17.02 The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:
- 17.02.1 Individual student records;
 - 17.02.2 Attendance records;
 - 17.02.3 Enrollment records;
 - 17.02.4 Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and
 - 17.02.5 American College Test (ACT) and Standardized Aptitude Test (SAT) results and records.
- 17.03 The school district shall report to the Department of Education information determined by the Department of Education as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:
- 17.03.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
 - 17.03.2 Economically disadvantaged students; and
 - 17.03.3 Students from major racial and ethnic groups.
- 17.04 By November 1 of each year, the Department of Education shall file a written report with the Governor, the chair of the House Interim Committee on Education, the chair of the Senate Interim Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the

affected district as a subgroup and the following subgroups of those transferred students:

- 17.04.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
- 17.04.2 Economically disadvantaged students; and
- 17.04.3 Students from major racial and ethnic groups.

Source: Ark. Code Ann. § 6-13-1606

18.00 RETENTION OF HISTORICAL RECORDS AND DOCUMENTS

18.01 Following the annexations or consolidations under Ark. Code Ann. § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

- 18.01.1 Student transcripts;
- 18.01.2 Graduation records;
- 18.01.3 Minutes and other legal documents of the local board of directors;
- 18.01.4 Maps or boundary documents;
- 18.01.5 Sports records, trophies, and awards;
- 18.01.6 Employee records; and
- 18.01.7 Financial records.

Source: Ark. Code Ann. § 6-13-1607

19.00 AUDIT REQUIRED

19.01 The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board.

- 19.02 The comprehensive financial review shall begin no less than ten (10) days after the earliest of:
- 19.02.1 The publication of the district's name on the consolidation and annexation list under Ark. Code Ann. § 6-13-1602;
 - 19.02.2 The filing of a petition for voluntary administrative consolidation or administrative annexation; or
 - 19.02.3 The adoption of a motion by the State Board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.
- 19.03 Beginning on the date of publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 16.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.
- 19.03.1 No contract or other debt obligation incurred by a school district for which the department has oversight authority under Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.
- 19.04 Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.
- 19.05 The Department of Education and the Division of Legislative Audit shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules.
- 19.06 A school district may not incur debt without the prior written approval of the Department of Education if the school district is identified by the Department of Education under Ark. Code Ann. § 6-13-1602(1) and Section 15.01.1 of these rules as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1608

20.00 PRESERVATION OF HISTORICAL SCHOOL ARTIFACTS

20.01 Following the administrative consolidations or administrative annexations under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

Source: Ark. Code Ann. § 6-13-1609

21.00 FINANCIAL RELIEF FOR DEBTS ACQUIRED AS A RESULT OF INVOLUNTARY CONSOLIDATIONS

21.01 As used in Section 21.00 of these rules:

21.01.1 “Accounts payable” means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;

21.01.2 “Act 60 school district” means a school district that was on the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules and was involuntarily consolidated under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules;

21.01.3 “Available funding” means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;

21.01.4 “Excess accounts payable” means accounts payable of an Act 60 school district that exceed available funding; and

21.01.5 “Improper expenditure exceptions” means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

21.02 If on July 1, 2004, or thereafter, the State Board required an involuntary administrative consolidation under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending

if paid from the funds of the Act 60 district, the Department of Education shall provide supplemental funding to the resulting district.

21.03 The amount of the supplemental funding provided under Ark. Code Ann. § 6-13-1610(b) and Section 21.02 of these rules shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

21.03.1 The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the Department of Education based on information provided in a final audit and other verifiable fiscal information available to the Department of Education.

21.03.2 The audit of an Act 60 school district required under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be completed within the time under Ark. Code Ann. § 6-20-1801(d) for school districts in fiscal distress.

21.03.3 No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under Ark. Code Ann. § 6-20-1801.

21.04 Beginning on the date of the publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

21.04.1 No contract or other debt obligation incurred by a school district for which the Department of Education has oversight authority under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

Source: Ark. Code Ann. § 6-13-1610

22.00 ANNUAL REPORTS

22.01 By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the House Interim Committee on

Education, the Senate Interim Committee on Education, and the Department of Education indicating:

- 22.01.1 What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:
 - 22.01.1.1 Parent-teacher associations;
 - 22.01.1.2 Booster clubs; and
 - 22.01.1.3 Parent involvement committees;
- 22.01.2 The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and
- 22.01.3 The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.
- 22.02 The Department of Education shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:
 - 22.02.1 Opportunities for inclusion or participation in the resulting or receiving district; and
 - 22.02.2 The efforts, if any, that were made to include parents from the affected district in the receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

Source: Ark. Code Ann. § 6-13-1611

23.00 ACADEMIC SUPPORT CENTERS

23.01 The purpose of Ark. Code Ann. § 6-13-1612 and Section 23.00 of these rules is to:

23.01.1 Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;

23.01.2 Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and

23.01.3 Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.

23.02 An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under Title 6, Chapter 13, Subchapter 16 of the Arkansas Code to fulfill the objectives identified in Ark. Code Ann. § 6-13-1612(a) and Section 23.00 of these rules.

23.03 The Department of Education shall report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

Source: Ark. Code Ann. § 6-13-1612

CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

24.00 DEFINITIONS APPLICABLE TO CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

For the purposes of Sections 24.00 through 26.00 of these rules, the following definitions apply:

24.01 “Annexation” includes both Annexation and Administrative Annexation as defined in Section 3.00 of these Rules.

24.02 “Consolidation” includes both Consolidation and Administrative Consolidation as defined in Section 3.00 of these Rules.

- 24.03 “Foundation Funding” means an amount of money specified by the General Assembly for each school year to be expended by school districts for the provision of an adequate education for each student.
- 24.04 “Per Student Foundation Funding Amount” means a dollar amount established by the General Assembly to be multiplied by the ADM of the previous school year for the district foundation funding.
- 24.05 “Funding Factor” means a factor established by the Arkansas Department of Education (Department) to ensure that the calculated funding does not exceed the funds available for consolidation/annexation incentive funding.

25.00 GUIDELINES FOR THE DISTRIBUTION OF CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

- 25.01 The distribution of consolidation and annexation incentive funding is dependent upon appropriation and funding by the Arkansas General Assembly.
- 25.02 Consolidation/annexation incentive funding shall be determined as follows:
- 25.02.1 One hundred percent (100%) of the incentive allowance computed as provided in these rules shall be in addition to the school district’s aid the first year of consolidation/annexation. The second year of consolidation/annexation the district shall receive fifty percent (50%) of the consolidation/annexation incentive funding received by the district in the previous year in addition to other state aid. Beginning in the third year and each year thereafter no consolidation/annexation incentive funding shall be provided. The consolidation/annexation incentive is intended to supplement the customary state aid the districts would have received had the consolidation/annexation not occurred.
- 25.02.2 For those school districts not required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
- 25.02.3 For those school districts required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM

applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

- 25.02.4 For those school districts not required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) districts are annexed to a third school district, multiply the total prior year ADM of the two (2) smaller districts by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is four hundred (400).
- 25.02.5 For those school districts required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) smaller districts are annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).
- 25.02.6 For those school districts not required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the total prior year ADM of all except the largest district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is five hundred (500).
- 25.02.7 For those school districts required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the prior year ADM of the smaller district by per student the foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
- 25.02.8 If a district is annexed by multiple school districts, the incentive funding shall be computed as in Sections 25.02.1 through 25.02.7 above. The incentive funding shall then be prorated among the receiving districts based upon the percentage of the annexed district's ADM received by each receiving district.

26.00 GENERAL REQUIREMENTS

- 26.01 Consolidation/annexation incentive funding shall be distributed to either the resulting district(s) established after consolidation or the receiving district(s) after annexation.

26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:

26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;

26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;

26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.

26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.

26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.

27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

- 27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 27.07 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.
- 27.08 The State Board shall issue a written order concerning the matter.

**28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY
CONSOLIDATIONS AND ANNEXATIONS**

- 28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
- 28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

28.07 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.

28.08 The State Board shall issue a written order concerning the matter.

**ATTACHMENTS PERTAINING TO ANNEXATIONS AND CONSOLIDATIONS OF
SCHOOL DISTRICTS (NON-ADMINISTRATIVE)**

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

_____ School District

_____ County

By: _____

Superintendent

Date

President, School Board

Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the

affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, and that there

shall be only one local school board and one local superintendent of the resulting _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school districts, which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, 20____, wherein a quorum was present and a majority of the board membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

EXHIBIT D

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, 20_____.

Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, 20_____.

Notary Public

My Commission expires:

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

**ATTACHMENTS PERTAINING TO ADMINISTRATIVE ANNEXATIONS AND
CONSOLIDATIONS OF SCHOOL DISTRICTS**

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less

than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect _____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

6. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

7. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

8. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

9. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as an isolated school as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

10. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

11. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its

Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq. , the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. Pursuant to Ark. Code Ann. § 6-13-1416, the Petitioners submit that this petitioned consolidation is pursuant to Ark. Code Ann. § 6-13-1602 and that an interim local board of seven (7) board members in accord with Ark. Code Ann. § 6-13-1416 shall be established by _____, and the interim board shall be made up of board members of the affected former districts in proportion to the student's population in the former affected districts.

6. The Petitioners submit that at the first regular school election following the petitioned consolidation, the resulting _____ School District shall elect _____ local board members by zoned elections in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

7. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

8. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

9. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the resulting _____ School District.

10. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as isolated schools as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

11. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district, which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

12. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, the Secretary of State and the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, _____, wherein a quorum was present and a majority of the membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District
of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

Exhibit C

AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP

COMES NOW the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. The average daily membership (ADM) of the _____ School District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was _____ students for the _____ school year and _____ students for the _____ school year.

2. The combined average daily membership of the affected school districts was _____ for the _____ school year, an average daily membership meeting or exceeding three hundred fifty (350) total students.

FURTHER, affiant says not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

Superintendent

County of _____
State of Arkansas

Sworn and subscribed before me, Notary Public, this _____ day of
_____, _____.

Notary Public

My Commission expires:

Exhibit E

AFFIDAVIT OF ISOLATED SCHOOL STATUS

Comes the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. My name is _____. I am the Superintendent of the _____ School District.
2. My business address is _____.
3. I am aware that pursuant to Ark. Code Ann. § 6-20-601 a school district must meet four (4) of five (5) criteria to qualify as an isolated school.
4. I am aware that pursuant to Ark. Code Ann. § 6-20-602 an isolated school must qualify as an isolated school district under Ark. Code Ann. § 6-20-601 prior to the administrative consolidation or annexation petitioned for herein.
5. I hereby submit that prior to the effective date of the administrative consolidation or annexation, the _____ School District qualified as an isolated school district and, therefore, is entitled to the rights and privileges conferred on an isolated school pursuant to Ark. Code Ann. § 6-20-602.
6. I hereby declare that the _____ School District qualifies for isolated status because the school district meets the following list of at least four (4) of the five (5) criteria of being an isolated school district: *(circle appropriate responses and provide relevant data in the blanks)*
 - a. There is a distance of twelve (12) miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district. The distance is _____.

b. The density ratio of transported students is less than three (3) students per square mile of area. The density ratio is _____.

c. The total area of the district is ninety-five (95) square miles or greater. The total area is _____ square miles.

d. Less than fifty percent (50%) of bus route miles are on hard-surfaced roads. The percent of bus route miles on hard-surface roads is _____.

e. There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. The geographic barriers are _____.

7. Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

Superintendent

COUNTY OF _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

Notary Public

My Commission expires:

EXHIBIT F

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

Notary Public

My Commission expires:

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

SURVEYS



AS

STEPHENS PUBLIC SCHOOLS

315 West Chert
Stephens, AR 71764
Member: North Central Association

Patsy A. Hughey
Superintendent
870-786-5443

Gary Owens
High School Principal
870-786-5442

Michael Odom
Elementary Principal
870-786-5402

February 24, 2014

Dear Parent/Guardian of a Stephens School District Student,

Would you keep your student(s) in the Stephens School District if there was an administrative consolidation between the Stephens School District and the Nevada School District? This type of consolidation would keep both the Elementary and High Schools in Stephens open.

Please sign below, note how many students you have in the district and return by tomorrow, February 25th, 2014 if you would keep your student(s) in the Stephens School District.

Felicia Sumner

Signature

~~2~~ 3

Number of students



AS

STEPHENS PUBLIC SCHOOLS

315 West Chert
Stephens, AR 71764
Member: North Central Association

Patsy A. Hughey
Superintendent
870-786-5443

Gary Owens
High School Principal
870-786-5442

Michael Odom
Elementary Principal
870-786-5402

February 24, 2014

Dear Parent/Guardian of a Stephens School District Student,

Would you keep your student(s) in the Stephens School District if there was an administrative consolidation between the Stephens School District and the Nevada School District? This type of consolidation would keep both the Elementary and High Schools in Stephens open.

Please sign below, note how many students you have in the district and return by tomorrow, February 25th, 2014 if you would keep your student(s) in the Stephens School District.

Loretha Fields
Signature

2
Number of students



RS

STEPHENS PUBLIC SCHOOLS

315 West Chert
Stephens, AR 71764

Member: North Central Association

Patsy A. Hughey
Superintendent
870-786-5443

Gary Owens
High School Principal
870-786-5442

Michael Odom
Elementary Principal
870-786-5402

February 24, 2014

Dear Parent/Guardian of a Stephens School District Student,

Would you keep your student(s) in the Stephens School District if there was an administrative consolidation between the Stephens School District and the Nevada School District? This type of consolidation would keep both the Elementary and High Schools in Stephens open.

Please sign below, note how many students you have in the district and return by tomorrow, February 25th, 2014 if you would keep your student(s) in the Stephens School District.

Donna Hollis
Signature

3
Number of students



HS

STEPHENS PUBLIC SCHOOLS

315 West Chert
Stephens, AR 71764

Member: North Central Association

Patsy A. Hughey
Superintendent
870-786-5443

Gary Owens
High School Principal
870-786-5442

Michael Odom
Elementary Principal
870-786-5402

February 24, 2014

Dear Parent/Guardian of a Stephens School District Student,

Would you keep your student(s) in the Stephens School District if there was an administrative consolidation between the Stephens School District and the Nevada School District? This type of consolidation would keep both the Elementary and High Schools in Stephens open.

Please sign below, note how many students you have in the district and return by tomorrow, February 25th, 2014 if you would keep your student(s) in the Stephens School District.

Yolanda Baker

Signature

1

Number of students



STEPHENS PUBLIC SCHOOLS

315 West Chert
Stephens, AR 71764
Member: North Central Association

HS

Patsy A. Hughey
Superintendent
870-786-5443

Gary Owens
High School Principal
870-786-5442

Michael Odom
Elementary Principal
870-786-5402

February 24, 2014

Dear Parent/Guardian of a Stephens School District Student,

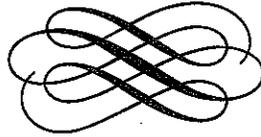
Would you keep your student(s) in the Stephens School District if there was an administrative consolidation between the Stephens School District and the Nevada School District? This type of consolidation would keep both the Elementary and High Schools in Stephens open.

Please sign below, note how many students you have in the district and return by tomorrow, February 25th, 2014 if you would keep your student(s) in the Stephens School District.

Lakeisha Monk
Signature

2
Number of students

CORRESPONDENCE



RECEIVED
COMMISSIONER'S OFFICE

FEB - 1 2013

January 26, 2013

DEPARTMENT OF EDUCATION

Ms. Alice Williams Mahony
El Dorado Educational Foundation
525 North Washington Street
El Dorado, AR 71730

Dear Ms. Mahony:

My cousin, Pat Ward, who worked in the school systems in Arkansas for many years, has made me aware that a decision will be made soon by the Arkansas State Board of Education as to whether or not to continue the consolidation of the McNeil and Stephens school districts. As our representative, I am writing to you so that you will be aware of my worry for the children in this area.

I live in the McNeil area as well as my two boys and their families. I serve as a Justice of the Peace for District 2 of Columbia County, and am concerned about the education the children in this area are receiving. I voted against moving the McNeil School District to Stephens and didn't campaign harder against the move because I thought (and still believe) that the majority of the people were against the consolidation.

Since problems at the school continue to escalate, I am writing to request that your board seriously consider dissolving the consolidation of McNeil and Stephens so that the McNeil children may be allowed to attend the Magnolia Public Schools.

I have lived in Columbia County all of my life and graduated from McNeil High School in 1958. The dissolution of the McNeil School is helping to destroy our small community. New people will not move into our area because their children cannot receive a good education under the current situation. Property values are low because home owners have no hope of selling their houses to people with school-aged children. We can't even get a pastor at our church who will consider living in McNeil. My grandchildren live in this area, and we have had to pay high fees to allow them to attend a Christian school in Magnolia. It is not fair for people who pay taxes to be forced to pay more money to educate their children and grandchildren in a different location. If adequate educational facilities are not available in a particular area, then parents should be allowed the choice of where they would like their children to be educated.

RECEIVED
ATTORNEY'S OFFICE

FEB 01 2013

DEPARTMENT OF EDUCATION
GENERAL DIVISION

It is also not equitable to the parents and children who cannot afford to pay to go to a different school to have no choice but to send their children to a school where their chances of getting an adequate education are questionable.

If the goal of the Arkansas Board of Education is to make sure that all children receive the best education possible, and I believe that it is, then it is falling far short of its goal in this instance. Perhaps the fault lies with me and people like me because we have not let you know how we feel about this situation. This letter is my attempt to remedy that situation.

If it is decided to maintain the current status for McNeil, then parents and children should be given a choice, without having to pay extra, as to where their children will attend school. If the school at Stephens is closed and all of the children moved to Camden, our children will suffer even more by having to be bussed long distances and parents who work will have a hard time participating in school activities for their children because of the distance.

All children, no matter their intelligence, color, or other characteristics, need and deserve a good basic education. When it becomes evident that children are not being educated so as to give them the best advantage possible after they graduate from high school, then the powers that be (I guess that is your board in this case), should take action to remedy the situation.

Quotas and numbers are not the issue. Children are the issue. I do not believe that leaving McNeil children in the Stephens school district or moving them to Camden is the best answer for the children. I can't believe that the Arkansas State Board of Education believes that either. Waiting for the school to collapse before a decision is made seems wasteful and irresponsible.

It would benefit our community and the educational possibilities for our children for the McNeil children to be returned to schools in Columbia County.

Thank you for your consideration of this request.

Respectfully submitted,



Marjie Blair
422 Columbia Road 45
McNeil, AR 71752

August 26, 2013

Dr. Tom Kimbrell
Commissioner of Education
State Department of Education
Four Capitol Mall
Little Rock, AR 72201

Re: Stephens School District

Dear Dr. Kimbrell:

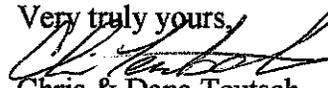
As the parents of a child in the Stephens School District we need your help. Our child will begin school in the coming year and even though we live nearest Magnolia, he will be transported almost 25 miles to the failing Stephens School District. Not only is this too far for a child to ride a school bus, the school system itself is awful as you must know from state reports. The school district is in school improvement and has been for several years and is now being considered for consolidation. The children currently attending Stephens are receiving a far inferior education to that of other children in our area. Please help our children get out of this losing situation.

We strongly urge you to close the Stephens District and allow students living in Columbia County to attend Magnolia Schools and those living in Ouachita County to attend Camden Schools.

When deciding on a course of action please ask yourself "would I want my child in the Stephens schools" and then let your conscience be your guide.

Thank you.

Very truly yours,



Chris & Dana Teutsch
54 Columbia Rd. 466
Magnolia, AR 71753

RECEIVED
COMMISSIONER'S OFFICE
AUG 30 2013
DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell
Commissioner of Education
State Department of Education
Four Capitol Mall
Little Rock, AR 72201

RECEIVED
COMMISSIONER'S OFFICE

AUG 30 2013

DEPARTMENT OF EDUCATION

August 26, 2013

Dear Dr. Kimbrell:

As residents of the Stephens School District, we are quite concerned with the fate of the school. As you know Stephens is on the State Department of Education's list for school improvement due to sub-standard scholastic performance several years in a row, and the attendance is now below the 350 students required for maintaining a school district.

The McNeil School was consolidated with Stephens in 2004 and the school has never performed up to the minimum standards.

We feel it is time for these students to be provided a more productive school environment. The issues with the school and the school board notwithstanding, the students are not being offered a solid learning experience.

Prior to consolidation, McNeil was below academic standards, as was Stephens. The consolidation merely delayed the attention needed to this issue. As such, students graduating Stephens this year have never had an education on par with better schools. Now is the time to remedy this. No change which includes the same school board and administration will correct this problem as witnessed by the turnover of school personnel.

In all fairness to all children involved, we believe the best solution to this problem would be dissolving the Stephens District, allowing Columbia County students to attend the nearest district to them, and the Ouachita County students to attend their closest district.

We have family who will be exposed to this situation and will not allow them to attend this school even if private school is our only option. We live in Columbia County and feel our students should not be forced to attend a failing school.

This is a major issue with Columbia County/McNeil residents and hope you will give this matter a priority. If we can be of any help in this matter please feel free to contact us. We will do whatever is necessary.

Thank You,



Mike and Terry Teutsch
831 Columbia 13
Magnolia, AR 71753

Sept 6, 2013

Dr. Tom Kimbrell

Concerning the students at
Stephens school, we believe Columbia
county students should be allowed to
go to Magnolia. It will cut down
on travel time and also our taxes
will go to Columbia county.

Thank you

Linda & J. P. Edington
6011 Hwy 98E
Magnolia, Ga 71753

We are in McNeil school district.

RECEIVED
COMMISSIONER'S OFFICE

SEP 10 2013

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

We are concerned citizens of
the McNeil School district.

It seems Stephens may lose
it's school soon. We would like
our children to go to Magnolia
which is only six miles away
instead of being bussed to
Camden that's about thirty miles
please take this into consideration

Larry Lervell

Jan Lervell

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COMMISSIONER'S OFFICE

SEP 11 2013

DEPARTMENT OF EDUCATION



RECEIVED
COMMISSIONER'S OFFICE

SEP 11 2013

DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell

Commissioner of Education

State Department of Education

Four Capitol Mall

Little Rock, AR 72201

Dear Dr. Tom Kimbrell:

I am writing concerning the Stephens/McNeil School District. I live in McNeil, and would like very much to do what is necessary to get our students back into the Columbia County School Districts. I know that Dr. Moore, at Magnolia High School doesn't want McNeil, but the students he didn't want have moved to Magnolia already. I do not believe that our children are getting a good Academic Education in Stephens (and I say Stephens because that district only considers McNeil as numbers not a part of the District).

I believe the best interest for all the students for McNeil and Stephens would be to split up the districts, sending some of the students to the Magnolia School District, some to Nevada County School, and some to the Camden School District.

I also would love to see the Education Board come up with a plan to redraw the District lines so that our P-K through 5 or 6th grades would not have to travel so far to get a good Academic Education.

Sincerely

Betty Burchfield

3813 Hwy 98 W.

McNeil, AR 71752

bettyburchfield@att.net

Jeremy Lasiter (ADE)

From: Tom Kimbrell (ADE)
Sent: Monday, September 16, 2013 9:23 AM
To: Jeremy Lasiter (ADE); Deborah Coffman (ADE)
Subject: FW: Stepnens McNeil school district

From: rodney carey <rkmm@magnolia-net.com>
Organization: None
Date: Sunday, September 15, 2013 1:24 PM
To: "Tom Kimbrell (ADE)" <tom.kimbrell@arkansas.gov>
Subject: Stepnens McNeil school district

Dr Kimbrell, I live in the McNeil school district. I am opposed to our children attending another school district other than the Magnolia. Not only is it closer it has more to offer in education and activities.

Thank You!

Rodney Carey
123 columbia 64
McNeil, Ar. 71752

Jeremy Lasiter (ADE)

From: Tom Kimbrell (ADE)
Sent: Monday, September 16, 2013 9:13 AM
To: Jeremy Lasiter (ADE); Deborah Coffman (ADE)
Subject: FW: Stephens School District

For future reference.

Tom

From: Sam Sharp <ssharp@parteeflooring.com>
Date: Monday, September 16, 2013 5:54 AM
To: "Tom Kimbrell (ADE)" <tom.kimbrell@arkansas.gov>, "bruce.maloch@senate.ar.gov" <bruce.maloch@senate.ar.gov>, Alice Mahoney <bigal2@suddenlink.net>, "davidfielding@arkansashouse.org" <davidfielding@arkansashouse.org>
Subject: Stephens School District

Dr. Tom Kimbrell, Senator Bruce Maloch, Alice Mahoney, David Fielding,

As a land owner, property tax payer within what is the McNeil, AR original school district I would like to encourage you

to use the powers you have to make sure the Children living within the McNeil School district will be sent to the

Magnolia, AR school district.

As a parent of children who attended McNeil and landlord to two students who are attending the Stephens district I

feel it the best interest of our students to be sent to Magnolia. Camden/Fairview district, Nevada district and all other

contiguous districts would require children entirely too much time to be transported to and from school.

My father in law Franklin Gunter (deceased), wife, Kay Gunter Sharp, were both long time school board members of the

original McNeil School District and I was a Columbia County School board member for several years. We all understand

how costly education is.

I feel in the best interest of the children that live on our farm, live in McNeil, and those who go church with me be

sent to Magnolia School District when the decision is made.

A concerned registered voter, land owner, home owner, property tax paying individual.....

Sincerely asking your help in influencing the prevailing powers who will make this decision!!!

Thank you,

Charles Samuel Sharp

2081 Columbia 62 West
McNeil, AR 71752

870-904-8292

ssharp@parteeflooring.com

Sallie Robert (ADE)

From: Jeremy Lasiter (ADE)
Sent: Thursday, September 19, 2013 12:29 PM
To: Sallie Robert (ADE)
Subject: Fwd: McNeil School District

Please print and place in the Stephens School District file. There is a file in that file related to the Stephens annexation or consolidation. That's where this should go. Thanks!

Sent from my iPhone

Begin forwarded message:

From: "Tom Kimbrell (ADE)" <Tom.Kimbrell@arkansas.gov>
Date: September 19, 2013, 12:21:17 PM CDT
To: "Jeremy Lasiter (ADE)" <Jeremy.Lasiter@arkansas.gov>
Subject: FW: McNeil School District

From: Lisa Whittemore <lisawhitt0645@yahoo.com>
Reply-To: Lisa Whittemore <lisawhitt0645@yahoo.com>
Date: Wednesday, September 18, 2013 11:50 AM
To: Lisa Whittemore <lisawhitt0645@yahoo.com>
Subject: McNeil School District

To Whom It May Concern:

My husband and I are residents of the McNeil School District, Columbia County AR.

We are very concerned to hear that the Stephens School may be closing and the students of our district (McNeil) may be bused to schools in adjoining counties.

The purpose of this email is to ask that if this is indeed the situation, please keep our tax dollars in our county and allow the students to attend Magnolia Public Schools. I was unaware until very recently that our tax dollars (McNeil School District) were being sent to Ouachita County for students to attend Stephens Public Schools.

There are many reasons my husband and I object to students being bused outside our county. I'll point out a few:

- 1) Lower property value if students are bused 30+ miles to a school outside our county/school district
- 2) Our tax dollars are going to another county. It's important to keep our money here in our county. Residents are urged to shop locally to keep our money local. Our property tax money should be kept within our own county and support our students.
- 3) Busing students 30+ miles is very timely and expensive. This would be hard on students of any age. Students may have to ride the bus several hours a day going to and coming from school.

4) Lastly, if our school districts students attend in Ouachita County, they may be more likely to further education at SAU Tech vs. SAU because they have built relationships with Ouachita County local students. Let's support OUR university!

Sincerely,
Carl E. Whittemore
Lisa D. Whittemore
55 Columbia Rd 108
Mc Neil AR 71752
870-904-1805

Jeremy Lasiter (ADE)

From: Tom Kimbrell (ADE)
Sent: Thursday, October 10, 2013 7:53 AM
To: Tommy Raines
Cc: Jeremy Lasiter (ADE); Tony Wood (ADE)
Subject: Re: Stephens School District

Thank you Mr. Raines for your perspective.

Respectfully,

Tom

On Oct 10, 2013, at 7:01 AM, "Tommy Raines" <drjtraines@gmail.com> wrote:

> Dear Dr. Kimbrell,

>

> I am writing this email to make certain that you know all pertinent facts regarding the pursuit of the dissolution of the Stephens School District.

>

> I am currently on the board representing zone 5 in the CFSD. I am aware that Allen Roberts has had conversations with you regarding his proposed solution. I don't know if he has represented to you that there is 100% support for this idea among our board but I want to go on record as one board member who is opposed to CFSD absorbing a portion of the Stephens District. I have studied the issue thoroughly and I can not find any benefit to this idea for either district.

>

> In the interest of fairness to the residents of the Stephens district I think they should be allowed to move forward with the merger with Nevada. I have been a part of the closure of the Chidester School and the only outcome there is a sense of lingering resentment among the residents of Chidester.

>

> Quite frankly, we (CFSD) don't need the negative PR or the headache that will inevitably result from dissolution of the Stephens District and resulting reassignment of students to new districts. I believe the merger of Nevada and Stephens will serve as a positive outcome for all parties involved.

>

> Thank you for taking time to read this email and allowing me an outlet to express my opinion.

>

> Tommy Raines



MARJIE BLAIR

Land Services, Oil and Gas Titles, Abstracting, Curative

October 7, 2013
marjieblair@yahoo.com

870-695-3017 (office)

870-904-0225 (cell)

422 Columbia Road 45

McNeil, AR 71752

RECEIVED
COMMISSIONER'S OFFICE

OCT 18 2013

DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell
Commissioner of Education
State Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Dr. Kimbrell:

Since my last letter to the Board regarding the McNeil school situation, I have been told that the Stephens-McNeil School has received a letter advising that the school does not meet the minimum attendance requirements. It is also my understanding that the school has been in academic, fiscal, and facility distress for at least four years and has had multiple administrative changes, severe discipline problems, and the list can be expanded.

From a recent meeting held in McNeil, the Superintendent of the Stephens school said that she is attempting to gather children who have dropped out of school and those in other districts to make up the required number of students. This appears to be a desperate attempt to keep a failing school in operation to accommodate the administration and the teachers rather than an attempt to educate the children. It is obvious that the administration and teachers in a school operating in crisis mode have most of their attention directed to keeping the school open rather than upon educating the students. The continuing loss of students should be a clarion call to the Board of Education that parents who have other options will not send their children to the Stephens Schools even though it means moving or other expensive alternatives because they know that their children are not going to get an adequate education. If the Stephens Schools were providing a good education, people would be flocking to our area, not leaving. The present situation is unfair to the citizens of our area.

If our children are forced to attend the Camden or Nevada County Schools, many of them will be riding a bus three to four hours a day. This type routine will add to the education problems as well as increase expenses, not eliminate any.

Property values in McNeil have fallen to an all-time low, many houses are sitting vacant, and a once clean, neat, proud town looks forsaken and sad. Our church recently called a new pastor. During the search, many of the qualified candidates would not even consider coming for an interview when they were told of the school problems. Our town will never recover if we don't do something to improve the educational opportunities for our children. McNeil citizens are paying more taxes and getting nothing in return because most of them are either paying to have their children sent to private schools or have already been forced to move out of the area. It is

my understanding that about \$750,000 per year of Columbia County's tax dollars are going to Ouachita County. This amount would be better spent on educating our children in Columbia County.

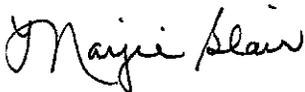
We have been told that the McNeil City water department has lost about 100 customers since the school consolidation. At about \$31 for a minimum bill, the city is losing about \$3,100.00 per month in revenues. This drastic reduction in revenues is crippling the city even more.

My husband and others have talked with our school board members about our wish that the Columbia County children be allowed to attend the Magnolia Schools. One member would not commit. The other member did commit to vote for the children to return to Columbia County and attend the Magnolia schools; however, I am told that he recently voted to allow Nevada County to take in the McNeil students. If this is true, he went against his word and also made his vote directly opposite what he knew his constituents wanted him to do. We have gathered more than 400 signatures of McNeil residents who prefer that the McNeil children be allowed to attend Magnolia Public Schools. This number represents more than half of the population of the area and a larger percentage of the adults. When you receive these petitions, you will have hard evidence that the majority of the McNeil residents do not believe that the children are receiving an adequate education at the present time, and they want their children to be able to attend the Magnolia Public Schools.

Once again, I respectfully request that the Board of Education allow the Columbia County children to attend the Magnolia Public Schools. It is my understanding that Magnolia has agreed to accept the McNeil students if the Board agrees to release them from the Stephens Schools.

Thank you for your consideration of this request.

Sincerely,



Marjie Blair

cc: Ms. Alice Mahoney
Arkansas State Board of Education
Four Capitol Mall
Little Rock, AR 72201

cc: Senator Bruce Maloch
650 Columbia road 258
Magnolia, AR 71753

cc: Representative David Fielding
909 South Vine
Magnolia, AR 71753

ASSOCIATED DOCUMENTS



All Sites



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Approved Memos: Publication of Lists in Accordance with Ark. Code Ann. 6-13-1602



Version History

Title	Publication of Lists in Accordance with Ark. Code Ann. 6-13-1602
Memo Number	COM-13-009
Memo Date	7/25/2012
Attention	Co-op Directors; Superintendents
Memo Type	Informational
Response Required	No
Section	Legal Services
Regulatory Authority	Ark. Code Ann. § 6-13-1602, 6-13-1603, 6-13-1608
Contact Person	Jeremy Lasiter
Phone Number	501-682-4227
E-Mail	jeremy.lasiter@arkansas.gov

Memo Text
Ark. Code Ann. § 6-13-1602 requires the Arkansas Department of Education (ADE) to publish two lists by January 1 of each year. This Commissioner's Memo is provided in fulfillment of the publication requirement contained in Ark. Code Ann. § 6-13-1602:

List #1: Ark. Code Ann. § 6-13-1602(1) List

Ark. Code Ann. § 6-13-1602(1) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1608(f), school districts appearing on this list may not incur debt without the prior written approval of the ADE. The following school districts meet the requirement for inclusion on the Ark. Code Ann. § 6-13-1602(1) list:

Deer/Mount Judea School District
Lead Hill School District
Stephens School District

School districts should refer to the following definition of “debt” in determining which transactions require ADE approval: “a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the district.”

List #2: Ark. Code Ann. § 6-13-1602(2) List (Administrative Consolidation List)

Ark. Code Ann. § 6-13-1602(2) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1603, school districts appearing on this list must be administratively consolidated with or annexed to another school district or districts.

There are no school districts meeting these criteria for 2012-2013.

The ADE continues to monitor and further examine school district attendance records and will notify any affected school districts of any changes in status for administrative annexation, administrative consolidation, or other purposes. District administrators are urged to ensure that their respective districts are in compliance with all attendance and reporting laws, including, but not limited to Ark. Code Ann. § 6-18-213.

Version: 7.0
Created at 7/24/2012 5:10 PM by Jeremy Lasiter (ADE)
Last modified at 7/25/2012 9:53 AM by Phyllis Stewart (ADE)



ARKANSAS DEPARTMENT OF EDUCATION

July 26, 2012

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

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Toyce Newton
Crossett

Miraya Reith
Fayetteville

Vicki Saviers
Little Rock

Ms. Mary Thomas, Superintendent
Stephens School District
315 West Chert Street
Stephens, AR 71764

Ms. Erma Brown
President of School Board
Stephens School District
P.O. Box 301
Stephens, AR 71764

Re: Ark. Code Ann. § 6-13-1602(1) List

Dear Ms. Thomas and Ms. Brown:

As you may be aware, Act 989 of 2011 became effective on July 27, 2011. The Act amended Ark. Code Ann. §§ 6-13-1602 and 6-13-1608 pertaining to school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership. Ark. Code Ann. § 6-13-1602 now requires the Arkansas Department of Education (ADE) to publish two lists by January 1 of each year.

List #1: Ark. Code Ann. § 6-13-1602(1) List

Ark. Code Ann. § 6-13-1602(1) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership in the school year immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1608(f), school districts appearing on this list may not incur debt without prior written approval of the ADE. The Stephens School District meets the requirement for inclusion on the Ark. Code Ann. § 6-13-1602(1) list. Accordingly, the Stephens School District may not incur any debt without the prior written approval of the ADE.

You should refer to the following definition of "debt" in determining which transactions require ADE approval: "a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the district." Please forward all such debt requests to my office for approval.

List #2: Ark. Code Ann. § 6-13-1602(2) List (Administrative Consolidation List)

Ark. Code Ann. § 6-13-1602(2) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership in each of the two (2) school years immediately

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

Page Two

preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1603, school districts appearing on this list must be administratively consolidated with or annexed to another school district or districts.

The Stephens School District **does not** appear on this list for the 2011-2012 school year. However, should your school district's average daily membership for 2012-2013 remain below 350 students, your district will be required to be administratively consolidated with or annexed to another school district or districts pursuant to Ark. Code Ann. § 6-13-1601 et seq.

Thank you for your attention to this matter. Should you have any questions concerning this matter or should you require additional information, please do not hesitate to contact me at (501) 682-1269.

Sincerely,



Jared Cleveland, Ed.S.
Assistant Commissioner
Fiscal and Administrative Services

cc: Tom W. Kimbrell, Ed.D., Commissioner of Education
Mr. Tony Wood, Deputy Commissioner of Education
Ms. Phyllis Stewart, State Board of Education Liaison
Mr. Jeremy Lasiter, General Counsel
Ms. Hazel Burnett, ADE Coordinator



Approved Memos: Publication of Lists in Accordance with Ark. Code Ann. 6-13-1602



Version History

Title	Publication of Lists in Accordance with Ark. Code Ann. 6-13-1602
Memo Number	COM-14-005
Memo Date	8/9/2013
Attention	Co-op Directors; Superintendents
Memo Type	Informational
Response Required	No
Section	Legal Services
Regulatory Authority	Ark. Code Ann. § 6-13-1602, 6-13-1603, 6-13-1608
Contact Person	Jeremy Lasiter
Phone Number	501-682-4227
E-Mail	jeremy.lasiter@arkansas.gov

Memo Text
 Ark. Code Ann. § 6-13-1602 requires that the Arkansas Department of Education (ADE) publish two lists by January 1 of each year. This Commissioner’s Memo is provided in fulfillment of the publication requirement contained in Ark. Code Ann. § 6-13-1602:

List #1: Ark. Code Ann. § 6-13-1602(1) List

Ark. Code Ann. § 6-13-1602(1) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1608(f), school districts appearing on this list may not incur debt without the prior written approval of the ADE. The following school districts meet the requirement for inclusion on the Ark. Code Ann. § 6-13-1602(1) list:

- Hughes School District
- Mulberry/Pleasant View Bi-County School District
- Stephens School District

School districts should refer to the following definition of “debt” in determining which transactions require ADE approval: “a legal liability, encumbrance or contract, including employment contracts,

to be paid out of future revenues or current reserves of the district.”

List #2: Ark. Code Ann. § 6-13-1602(2) List (Administrative Consolidation List)

Ark. Code Ann. § 6-13-1602(2) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1603, school districts appearing on this list must be administratively consolidated with or annexed to another school district or districts. The following school district meets the requirement for inclusion in the Ark. Code Ann. § 6-13-1602(2) list:

Stephens School District

The ADE continues to monitor and further examine school district attendance records and will notify any affected school districts of any changes in status for administrative annexation, administrative consolidation, or other purposes. District administrators are urged to ensure that their respective districts are in compliance with all attendance and reporting laws, including, but not limited to Ark. Code Ann. § 6-18-213.



ARKANSAS DEPARTMENT OF EDUCATION

August 7, 2013

Dr. Tom W. Kimbrell
Commissioner

**State Board
of Education**

Jim Cooper
Melbourne
Chair

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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. Patsy Hughey, Superintendent
Stephens School District
315 Chert Street
Stephens, AR 71764

Ms. Erma Brown, Board President
Stephens School District
315 Chert Street
Stephens, AR 71764

Re: Ark. Code Ann. § 6-13-1602 List

Dear Superintendent Hughey and President Brown:

Ark. Code Ann. § 6-13-1602(2) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership in each of the two (2) school years immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1603, school districts appearing on this list must be administratively consolidated with or annexed to another school district or districts.

I regret to inform you that the Stephens School District appears on this list for the 2013-2014 school year. That means that the Stephens School District will be required to administratively consolidate with or annex into another school district or districts before the 2014-2015 school year. Pursuant to Ark. Code Ann. § 6-13-1603, the Stephens School District may voluntarily agree to administratively consolidate with or be annexed into another school district or districts. In that event, the Stephens School District must submit a petition for approval to the State Board of Education by March 1, 2014. If the petition is approved by the State Board of Education, the administrative consolidation or annexation will be effective by July 1, 2014.

Please be assured that I am mindful of the impact that these requirements might have upon you and your school district. I respectfully request that you pursue all available opportunities to seek a voluntary administrative annexation or consolidation to or with one or more of your neighboring school districts. I also ask that you provide me with a written report detailing the progress of those efforts, if any, by October 15, 2013.

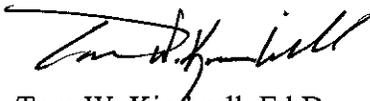
Should the Stephens School District not submit a voluntary petition for administrative annexation or consolidation as outlined above or does not receive approval from the State Board of Education for such a petition, the State Board of Education will be required to administratively consolidate the Stephens School District with or into one or more school districts by May 1, 2014. Such an administrative consolidation will be effective by July 1, 2014.

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Little Rock, AR
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(501) 682-4475
ArkansasEd.org

Please be advised that pursuant to Ark. Code Ann. § 6-13-1608, the Arkansas Department of Education shall have authority to oversee all fiscal and accounting-related matters of the Stephens School District. Additionally, any contracts or debt obligations of the Stephens School District must be preapproved in writing by me. Please route such requests for approval through Mr. Mike Hernandez, ADE Assistant Commissioner for Fiscal and Administrative Services.

Thank you for your attention to this matter. Should you have any questions concerning this matter or should you require additional information, please do not hesitate to contact me at (501) 682-4201.

Sincerely,



Tom W. Kimbrell, Ed.D
Commissioner of Education

cc: Mr. Tony Wood, Deputy Commissioner of Education
Ms. Deborah Coffman, Chief of Staff and State Board of Education Liaison
Mr. Mike Hernandez, Assistant Director, Fiscal and Administrative Svcs
Mr. Jeremy Lasiter, General Counsel



ARKANSAS DEPARTMENT OF EDUCATION

August 7, 2013

Dr. Tom W. Kimbrell
Commissioner

Mr. Roger Norman, Legislative Auditor
Arkansas Division of Legislative Audit
172 State Capitol Building
Little Rock, AR 72201

**State Board
of Education**

Jim Cooper
Melbourne
Chair

Re: Request for Audit (Ark. Code Ann. § 6-13-1608)

Brenda Gullett
Fayetteville
Vice Chair

Dear Mr. Norman:

Dr. Jay Barth
Little Rock

Pursuant to Ark. Code Ann. § 6-13-1608, I respectfully request that the Arkansas Division of Legislative Audit conduct a comprehensive fiscal review of the Stephens School District.

Joe Black
Newport

Sam Ledbetter
Little Rock

I make this request because the Stephens School District appears on a list published by the Arkansas Department of Education of school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership in each of the two (2) school years immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1603, school districts appearing on this list must be administratively consolidated with or annexed to another school district or districts.

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Thank you for your attention to this matter. Should you have any questions concerning this matter or should you require additional information, please do not hesitate to contact me at (501) 682-4201.

Sincerely,

Tom W. Kimbrell, Ed.D
Commissioner of Education

cc: Ms. Patsy Hughey, Superintendent, Stephens School District
Mr. Tony Wood, Deputy Commissioner of Education
Ms. Deborah Coffman, Chief of Staff and State Board of Education Liaison
Mr. Mike Hernandez, Assistant Director, Fiscal and Administrative Svcs
Mr. Jeremy Lasiter, General Counsel

Four Capitol Mall
Little Rock, AR
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DISTRICT SUBMISSIONS

STEPHENS SCHOOL DISTRICT SUBMISSION

BEFORE THE STATE BOARD OF EDUCATION

IN THE MATTER OF THE ADMINISTRATIVE
CONSOLIDATION OF THE STEPHENS
SCHOOL DISTRICT

PETITION FOR ADMINISTRATIVE CONSOLIDATION
WITH THE NEVADA COUNTY SCHOOL DISTRICT

The Petitioner Stephens School District for its Petition for Administrative Consolidation with the Nevada County School District states:

1. The Stephens School District (“Stephens”) respectfully requests that the State Board of Education administratively consolidate the Stephens School District with the Nevada County School District (“Nevada”) to create a new school district that includes all territory currently within Stephens and Nevada. For the reasons set forth below, Stephens submits that the administrative consolidation of Stephens and Nevada is in the best interest of the students of both districts:

a. It is in the best interest of Stephens’ students to attend a quality school in their community. Nevada, like Stephens, is a small, rural school district, and it has the experience necessary to operate the Stephens schools. Thus, a Nevada-Stephens consolidation will make it significantly more likely that one or more of the Stephens schools will remain open. If the territory that includes the Stephens schools is annexed to the Camden Fairview School District (“Camden”) or Magnolia School District

(“Magnolia”), those districts will likely close the Stephens schools at the first opportunity.

b. Parents of current Stephens’ students overwhelmingly favor a consolidation with Nevada. On 24 February 2014, Stephens sent a survey home with students, and 84 percent of parents that responded favored consolidation with Nevada (84 percent of parents responded).

c. It is in the best interest of Nevada students to attend a quality school in their community, and if administratively consolidated with Stephens, Nevada will no longer be in immediate danger of administrative consolidation because its enrollment falls below 350. Nevada’s current enrollment is around 360 students and the trend is downward.

d. Both Nevada and Stephens are remote and necessary schools because closing the schools will deny some students a substantially equal opportunity for an adequate education due to excessive transportation time, and therefore, closing the Stephens or Nevada schools will violate the Constitution of Arkansas, article XIV, section 1 and article II, sections 2, 3 and 18.

e. If the territory that includes the Stephens schools are annexed to Camden and Camden closes the Stephens schools, some Stephens students will be denied a substantially equal opportunity for an adequate education

due to excessive transportation time in violation of the Constitution of Arkansas, article XIV, section 1 and article II, sections 2, 3 and 18. Stephens currently runs eight bus routes with one-way transportation times on two routes already in excess of an hour. If those students are transported to Stephens where they have to unload and get on another bus to take them to Camden-Fairview (18.1 miles that will take 21 minutes), they may have a one-way transportation time of near two hours. The only available research on the subject found a two percent reduction in achievement for every one hour spent on a bus. **Exhibit 1, Lu and Tweeten, p. 3.** Thus, four hours of total transportation time each day may result in an eight percent reduction in achievement for Stephens' students. State law acknowledges the negative impact of excessive transportation time. Act 1288 of 2013 states that:

Research has shown that lengthy student transportation times:

- (A) Impact the physical, emotional, and mental well-being of students;
- (B) Affect achievement levels;
- (C) Reduce student time with parents at home;
- (D) Limit opportunities to participate in after-school programs, extracurricular activities, and athletics; and,
- (E) May be linked to increased incident of childhood asthma from exposure to bus fumes.

The passage of Act 1288 of 2013 is no guarantee that the General Assembly will take action to address excessive transportation time. The General Assembly has at least twice in the past enacted similar legislation only to repeal it after failing to do the required study. *See* Act 1452 of 2005, Act 1604 of 2007 and Act 1006 of 2011.

f. A Stephens-Nevada consolidation will facilitate federal court approval. Stephens is a defendant in a desegregation case, *Runyan v. Stephens School District*, U.S.D.C. W.D. Ark. No. 1:69-cv-00042-HFB, and the State Board's action in this matter will require federal court approval. If Nevada and Stephens are consolidated, the resulting district will have an overall racial balance equal to that of the four districts (Nevada, Stephens, Camden and Magnolia) combined. **Exhibit 2, Enrollment Data.** Federal courts have not looked favorably at the closing of racially-identifiable "black" schools and the busing the students to other communities to attend school. Federal courts have found this places an unfair burden of busing on African-American children. *See, e.g., Little Rock Sch. Dist. v. Pulaski Cnty. Special Sch. Dist.*, 716 F.Supp. 1162, 1189 (E.D. Ark. 1989) (Rejecting LRSD's proposed desegregation plan because "[t]he entire mandatory busing burden at the elementary level for desegregation purposes falls on black children."), *aff's in part and rev'd in part, Appeal of the Little Rock*

Sch. Dist., 921 F.2d 1371 (8th Cir. 1990). Thus, Nevada’s continued operation of the Stephens schools will avoid placing an unfair burden of busing on Stephens’ predominately African-American student population, and it will bring Nevada’s overall racial balance in line with adjoining districts.

g. ADE has no data supporting the conclusion that closing small, rural schools improves educational outcomes of the affected students. While Arkansas Code Annotated sections 6-13-1606 and 1611 require ADE to gather data and prepare a report addressing this question, ADE’s report purporting to meet this requirement draws no conclusion. It states that “it is very difficult to draw any meaningful results regarding the impact of annexation/consolidation on student performance based on this report.”

Exhibit 3, ADE 2013 Affected Student Report, p. 6. The report states that ADE failed to do the type of analysis that could provide meaningful data. It explains, “Normalized results like Student Growth Percentiles could possibly provide more meaningful information to address the impacts of annexation/consolidation on student performance over time.” **Exhibit 3, ADE 2013 Affected Student Report, p. 7.** The report fails to explain why this was not done.

2. Stephens has not been provided with ADE's recommendation, and thus, it cannot respond directly thereto. However, one proposal that has been provided to Stephens would have the State Board authorize the closure of the Stephens schools as a part of the order administratively annexing parts of Stephens to Camden, Magnolia and Nevada. The Stephens schools are isolated schools as defined by Arkansas Code Annotated section 6-20-602, and isolated schools may only be closed following a vote of the local school board of the receiving school district (after being reconstituted to include representatives from the affected district). Section 6-20-602 provides: "Any isolated school within a resulting or receiving district *shall remain open* unless the school board of directors of the resulting or receiving district adopts a motion to close the isolated school or parts thereof" Ark. Code Ann. § 6-20-602(b) (emphasis supplied). Accordingly, any request that the State Board order or authorize the closure of the Stephens schools must be rejected.

3. If the State Board does decide to administratively annex parts of Stephens to Camden, Magnolia and Nevada, the State Board should establish a maximum transportation time as part of its general authority to "establish the terms and conditions" of an involuntary annexation. *See* ADE Rules Governing Consolidation/Annexation, § 12.03 and Ark. Code Ann. § 6-13-1603(j). A maximum transportation time will mitigate the busing burden imposed on

Stephens' students. In 2006, the State commissioned Lawrence O. Picus & Associates ("Picus") to conduct a study of student transportation. Although that study was never completed, the "working draft" noted that experts recommended no more than *30 minutes* on a bus one-way. **Exhibit 4, Picus Transportation Study, p. 15.** In the Pulaski County interdistrict desegregation case, the Court of Appeals for the Eighth Circuit approved a *45 minute* one-way transportation time limit. In an opinion by the late Judge Richard Arnold, the Eighth Circuit explained:

We authorized the District to allow deviation beyond the prescribed percentage ranges in black enrollment if necessary to keep the one-way bussing times within the forty-five minute limit. [internal quotations and citation omitted]. We did so because we recognized the existence of practical limits to the remedial use of desegregating student assignments, particularly where the time or distance of travel risks damage to the health and education of school children. [internal quotations and citation omitted].

Little Rock Sch. Dist. v. Pulaski Cnty. Special Sch. Dist., 921 F.2d 1371, 1377-78 (8th Cir. 1990). Stephens respectfully requests that the State Board impose on the receiving districts a 45 minute one-way transportation time limit for the benefit of Stephens' students. To the extent the districts argue that they lack the resources to meet this requirement, they are acknowledging the need to keep the Stephens schools open because the transportation funding received by the districts is inadequate and inequitable. *See Exhibit 5, Supplemental Transportation Spreadsheet.*

Respectfully submitted,

Clay Fendley (Ark. Bar No. 92182)
JOHN C. FENDLEY, JR. P.A.
51 Wingate Drive
Little Rock, AR 72205
tel: (501) 907-9797
fax: (501) 907-9798
email: clayfendley@comcast.net

Attorney for the Stephens School District

By: /s/ Clay Fendley _____
Clay Fendley

CERTIFICATE OF SERVICE

A copy of the above Petition has been served via email on the following persons:

Scott Richardson – scott.richardson@arkansasag.gov
Allen Roberts – allen@aprobertslaw.com
John Walker – johnwalkeratty@aol.com
Rick McAfee – rick.mcafee@nevadaschooldistrict.net

/s/ Clay Fendley _____

The Impact of Busing on Student Achievement

YAO-CHI LU
and
LUTHER TWEETEN

WHILE there is much disagreement over means, such as busing and integration, there is little disagreement over the need to provide quality education for our children. Achievement is one dimension of quality education. Several studies have estimated the importance of various factors in its determination, but little has been done concerning the impact of busing.¹ One important aspect of the busing issue is whether children in integrated schools have higher achievement scores than children in segregated schools. Another is the impact of the bus ride per se on student achievement. Only the latter is examined in this paper.

One previous attempt to determine differences in student achievement between bused and nonbused students was reported by White.² He based his study on fourth, fifth, and sixth grade students in a large urban school. A sample of 120 bused students and 120 non-bused students was selected by some unstated criterion, and composite achievement test scores, grades in each subject area, attendance, number of extraclass activities, and peer acceptance were used to compare the two groups of students. He concluded that "there was no statistically significant difference between transported and non-transported groups on the average composite achievement test scores, on means of the averages of teachers' grades, on average daily attendance, or on average peer acceptance scores."³ The study is inconclusive, however, because of its small sample and because factors such as socioeconomic status were not statistically controlled while the two groups of students were compared.

Time spent riding a bus reduces time for other activities, including studying, casual reading, or watching

The authors are, respectively, assistant professor and Regents Professor in the Department of Agricultural Economics, Oklahoma State University, Stillwater. They are also on the staff of the university's Agricultural Experiment Station, under whose auspices the research for this article was undertaken.

television. Some of these latter activities could improve achievement scores. The purpose of this paper is to quantify the impact of time spent riding a bus on student achievement based on data from Oklahoma. A socioeconomic variable was included in the analysis so that the impact of busing could be isolated.

Survey Design

The data used in this study were obtained from a 1970 statewide survey of Oklahoma students in grades four, eight, and eleven, in cooperation with the Oklahoma State Department of Education. Stratified random sampling was used to obtain a sample representative of the divergent geographic regions, school sizes, and minority groups found in the state. School districts were used as the sampling units, and the population considered was all school districts in the state. In stratifying the sample, school districts were first divided into five subpopulations: northeast, northwest, southwest, and southeast Oklahoma and Oklahoma City-Tulsa. Each region, except Oklahoma City-Tulsa, was then divided into three strata according to school district size: under 500 students, 501 to 2,000 students, and over 2,000 students. The Oklahoma City-Tulsa districts were divided into two strata representing regular school districts and Title I (Elementary and Secondary Education Act) school districts. Thus, a total of fourteen strata was used. A sample proportional to the size of the stratum was then drawn randomly and independently from each stratum.

In total, data were obtained for twenty-seven Oklahoma school districts ranging from under one hundred pupils to more than seventy thousand. Of the 4,920 students for whom complete data were obtained, 1,959 were being bused. None of the students in the sample was being bused to achieve racial balance, so the results should provide insights into the influence of busing per se without the statistically confounding effect of currently emotional issues.

After the schools were chosen, students in the eleventh grades of high schools and students in the fourth and eighth grades of schools that feed into these high schools completed a standardized achievement test instrument and filled out a questionnaire. The questions dealt with time which a student spent riding a bus, working after school (eighth and eleventh grade students only), watching television, and so on. Parents of the students also filled out a questionnaire on their education, occupation, and income.

A socioeconomic index was constructed by a principal component procedure.⁴ The statistical procedure determined the weights placed on four variables: family income, father's education, father's occupation, and mother's education. The first component accounted for

three-fifths of the variation in these variables and gave weights of 0.56, 0.51, 0.50, and 0.41 respectively to each variable listed above for grade four. The corresponding weights were 0.56, 0.50, 0.51, and 0.42 for grade eight, and 0.56, 0.49, 0.50, and 0.44 for grade eleven. The index was constructed from the weights in the first component and recoded to have a mean of 100. The standard deviation of the index is 44 for grades four and eight and 45 for grade eleven.

The SRA (Science Research Associates) achievement series was used to measure achievement for fourth and eighth grade students. The test battery covers five major subject areas: social studies, science, language arts, arithmetic, and reading. For eleventh grade students, the Iowa Tests of Educational Development were used. This test battery also covers five areas: understanding of basic social concepts, background in the natural sciences, correctness and appropriateness of expression, ability to do quantitative thinking, and ability to interpret reading materials in the social studies. For the present study, the sum of the five test scores was used as the measure of student achievement.

Time spent riding a bus was measured as the total of morning and afternoon riding time. In Oklahoma, the state government provides funds for public school systems to transport students who live outside a one-and-a-half mile radius of the school. Some school systems (Stillwater, for example) provide bus service to students living more than half a mile from school. Those students who do not ride a bus either live within walking distance of the school or are taken to school by their parents, perhaps in a car pool. High school students are permitted to drive to school and many of them do. Although students who do not ride a bus do not have instantaneous transportation between home and school, it is reasonable to assume that nonbused students spend considerably less time between home and school than bused students. It is also our observation that bus-riding time is not very good for studying.

The Findings

An initial overview of how busing affects student achievement is presented in Table 1. Looking first at fourth grade students who ride a bus one hour or less per day, the distribution of their composite test scores is skewed to the right, with a majority of students above the mean score of 159.22. For students who spent more time riding a bus, the distribution reverses: more students cluster below the mean. These results suggest that student achievement is negatively related to time spent riding a bus. Similar relationships exist in grades eight and eleven. Since more comprehensive multiple regression analysis is to be performed, no statistical tests were made for the tabular analysis.

TABLE 1. PERCENT OF STUDENTS BY COMPOSITE ACHIEVEMENT TEST SCORES AND BUSING TIME

Score	Approximate Busing Time in Hours						All Students
	None	½	1	1½	2	3 or More	
Grade four							
0-59	0.88	0.59	0.92	0.00	1.54	0.00	0.81
60-119	20.47	22.42	22.94	20.59	30.77	63.63	22.09
120-179	48.24	46.90	50.92	64.70	46.15	22.73	48.56
180-239	25.34	24.78	23.39	13.24	20.00	13.64	24.17
240 and over	5.07	5.31	1.83	1.47	1.54	0.00	4.37
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Number of students	1,026	339	218	68	65	22	1,738
Grade eight							
0-59	9.28	8.10	4.80	9.20	13.33	19.23	8.74
60-119	5.57	7.54	10.04	5.75	2.67	3.85	6.48
120-179	29.93	34.08	41.92	37.93	44.00	53.85	33.96
180-239	35.96	29.89	29.70	33.33	36.00	15.38	33.29
240 and over	19.26	20.39	13.54	13.79	4.00	7.69	17.53
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Number of students	862	358	229	87	75	26	1,637
Grade eleven							
0-29	0.37	0.61	1.51	0.00	1.11	4.55	0.58
30-59	19.10	28.22	29.32	15.62	34.45	40.90	22.01
60-89	45.67	40.49	43.61	40.63	40.00	45.45	44.40
90-119	27.68	25.77	21.05	42.19	23.33	4.55	26.93
120 and over	7.18	4.91	4.51	1.56	1.11	4.55	6.08
Total	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Number of students	1,073	163	133	64	90	22	1,545

The conclusions suggested by the tabular analysis are necessarily tentative because other factors which are not included could account for the observed relationships. For example, it is possible that those students who spend more than an hour on the bus come from low-income rural areas, and it is known that student achievement is highly correlated with socioeconomic background. Thus, socioeconomic background rather than busing might explain the difference in observed achievement scores. In order to estimate the net impact of busing on student achievement with all other factors held constant, multiple regression analysis was used.

To test the null hypothesis that busing has no effect on student achievement, the parameters of the following regression equation were estimated.

$$C = \beta_0 + \beta_1 B + \beta_2 S + \beta_3 W + \beta_4 T + u$$

where

C = composite test score

B = hours of bus riding per day

S = socioeconomic index

W = hours worked after school per week

T = hours of television watching per day

u = residuals which include the effects of omitting variables such as IQ, school programs, school size, and instructional facilities and equipment.

The socioeconomic index was included to adjust the data to an equivalent socioeconomic background for all students. Since each day contains a fixed amount of time, bus riding competes for time with other outside activities. Time spent working after school and time spent watching television were included to explain as much of the variance in achievement scores as possible.

TABLE 2. REGRESSION COEFFICIENTS OF ACHIEVEMENT TEST SCORES ON INDEPENDENT VARIABLES, BY GRADE

Independent Variable	Regression Coefficient	Standard Error	Standard Regression Coefficient
Grade four			
Busing time	-2.560*	0.756	-0.069
Socioeconomic index	0.454*	0.020	0.453
TV viewing time	2.217*	0.716	0.062
(R ² = 0.454; constant = 109.947)			
Grade eight			
Busing time	-4.029*	1.048	-0.085
Socioeconomic index	0.477*	0.025	0.425
After-school working time	-0.653*	0.189	-0.077
TV viewing time	-3.120*	0.995	-0.072
(R ² = 0.448; constant = 160.330)			
Grade eleven			
Busing time	-0.593	0.458	-0.028
Socioeconomic index	0.230*	0.012	0.428
After-school working time	-0.239*	0.072	-0.073
TV viewing time	-2.827*	0.415	-0.149
(R ² = 0.476; constant = 66.157)			

*Significant at the .01 level.

The results presented in Table 2 indicate that increased bus-riding time reduces achievement. The regression coefficient of the busing variable is negative for all grades, with those for grades four and eight significantly different from zero at the .01 level. Hence, the null hypothesis that busing has no effect on student achievement must be rejected for these grades. If all other variables were held constant, each hour per day spent bus riding would be predicted to reduce achievement test scores by 2.6 points for fourth grade students, 4.0 points for eighth grade students, and 0.5 points for eleventh grade students. This is a comparatively small impact: approximately 2 percent of the mean achievement score for grades four and eight and 1 percent for grade eleven.

To show the relative strength of the relationships between student achievement scores and the independent variables, standard regression coefficients are also presented in Table 2.⁵ Socioeconomic status is the most important variable affecting student achievement. The regression coefficient of this variable is positive and significantly different from zero at the .01 level for all grades. Working after school may contribute to maturity of youth, but it conflicts with achievement as measured

by the test scores. Time spent watching television significantly raised achievement scores for fourth grade students but lowered scores for eighth and eleventh grade students. It would appear that television is geared to an audience with an achievement level somewhere between grades four and eight. Fourth grade students can improve their verbal and other skills by watching television; in the eighth grade and beyond, television viewing reduces time spent in casual reading or school homework, which contribute more to achievement. By eleventh grade, television has become the most important of the negative factors in determining achievement, while busing time has declined to least important and is no longer statistically significant.

FOOTNOTES

1. See Samuel Bowles and H.M. Levin, "The Determinants of Scholastic Achievement—An Appraisal of Some Recent Evidence," *Journal of Human Resources*, vol. 3, no. 1 (Winter 1968), pp. 3-24; John Conlisk, "Determinants of School Enrollment and School Performance," *Journal of Human Resources*, vol. 4, no. 2 (Spring 1969), pp. 140-57; U.S. Department of Health, Education, and Welfare, *Equality of Educational Opportunity*, prepared for the National Center for Educational Statistics by James S. Coleman et al. (Washington, D.C.: Government Printing Office, 1966); Richard Raymond, "Determinants of the Quality of Primary and Secondary Public Education in West Virginia," *Journal of Human Resources*, vol. 3, no. 4 (Fall 1968), pp. 450-70; and Howard P. Truckman, "High School Inputs and Their Contribution to School Performance," *Journal of Human Resources*, vol. 6, no. 4 (Fall 1971), pp. 490-509.
2. Dan A. White, "Does Busing Harm Elementary Pupils?" *Phi Delta Kappan*, November 1971, pp. 192-93.
3. *Ibid.*, p. 193.
4. Frederick V. Waugh, "Factor Analysis: Some Basic Principles and an Application," *Agricultural Economics Research*, vol. 14, no. 3 (July 1962), pp. 77-80.
5. The standard regression coefficient of the *i*th independent variable β'_i is defined as

$$\beta'_i = \beta_i \sqrt{\Sigma x_i^2 / \Sigma y^2}$$

where β'_i is the partial regression coefficient of the *i*th independent variable and Σx_i^2 and Σy^2 are corrected sums of squares for the *i*th independent variable and the dependent variable, respectively.

Districts - Student Enrollment by Race (2013-2014)

District LEA	District Description	More Races	Asian Total	Black Total	Hispanic Total	Totban/Native	Hawaiian/Pacific Isl	White Total	Student Total	% black
5204000	CAMDEN FAIRVIEW SCHOOL D	88	11	1,453	52	1	4	828	2,437	59.62%
1402000	MAGNOLIA SCHOOL DISTRICT	28	21	1,461	114	0	2	1,120	2,746	53.20%
5008000	NEVADA SCHOOL DISTRICT	19	2	119	4	2	0	216	362	32.87%
5206000	STEPHENS SCHOOL DISTRICT	2	0	254	3	0	0	55	314	80.89%
	Four district total	137	34	3,287	173	3	6	2,219	5,859	56.10%
	Stephens & Nevada	21	2	373	7	2	0	271	676	55.18%

Performance of Students from Consolidated and Non-Consolidated Schools



John Hoy, Assistant Commissioner
Public School Accountability
December 2013

**CONSOLIDATED SCHOOLS REPORT
EXECUTIVE SUMMARY
DECEMBER 11, 2013**

Introduction

Arkansas Annotated Code § 6-13-1606 requires the Department of Education to track the educational progress of students from annexed or consolidated school districts and to submit a written report to the Governor, the Interim House Committee on Education, the chair of the interim Senate Committee on Education, and the secretary of the Legislative Council. This document provides a summary of findings as well as data tables to reference as required by law.

PART I: ANNEXED/CONSOLIDATED SCHOOL STUDENT COMPARISON

Participants

Participants included two sets of cohorts for the available annexation/consolidation years (2006, 2009, and 2010): Consolidated Students Cohorts and Non-Consolidated Students Cohorts. Consolidated Students Cohorts were formed by year based on students enrolled in districts which were annexed or consolidated at the time. Non-Consolidated Students Cohorts were derived based on any student in the state system in the 2006, 2009, and 2010 years who was not enrolled in one of the annexed or consolidated districts. The charts below show the participating district populations included in the Consolidated Students Cohorts.

Consolidated Students Cohorts

2006

Annexed	LEA	Receiving	LEA
Sulphur Rock	3210000	Batesville	3201000
Parkin	1903000	Wynne	1905000
Eudora	0902000	Lakeside (Chicot)	0903000
Elaine	5402000	Marvell	5404000
DeValls Bluff	5902000	Hazen	5903000
Waldo	1406000	Magnolia	1402000
Lockesburg	6704000	DeQueen	6701000
Alzheimer	3501000	Dollarway	3502000
Consolidated	LEA	New School Name	LEA
Black Rock	3801000	Lawrence County	3810000
Walnut Ridge	3808000	Lawrence County	3810000

2009

Annexed	LEA	Receiving	LEA
Cushman	3203000	Batesville	3201000
Northwest Academy of Fine Arts	0441700	Benton County School of Arts	0440700

2010

Annexed	LEA	Receiving	LEA
Weiner	5607000	Harrisburg	5602000
Delight	5501000	Murfreesboro (South Pike County)	5504000
Turrell	1805000	Marion	1804000
Consolidated	LEA	New School Name	LEA
Van Cove	5704000	Cossatot River	5707000
Wickes	5705000	Cossatot River	5707000

Methods

For each consolidation year (2006, 2009, and 2010), percentages of proficiency were derived for Consolidated Students Cohorts and Non-Consolidated Students based on student performance of proficient or advanced on the required statewide administered criterion-referenced assessments, which included the Arkansas Augmented Benchmark Examinations in Literacy and Mathematics for Grades 3-8, the Arkansas Benchmark Examinations in Science for Grades 5 and 7, the Arkansas End-of-Course Examinations in Algebra I, Biology, and Geometry, and the Arkansas Grade 11 Literacy Examinations. Results were tracked through time based on Social Security Number (SSN) of students in the 2006 cohorts and using the unique 10-digit state identifying number in the 2009 and 2010 cohorts. Results were captured for the 2010, 2011, 2012, and 2013 administration years (if applicable) for each grade and/or subject area assessment and are shown by the following subgroups: All Students, Economically Disadvantaged, Not Economically Disadvantaged, Disability, Not Disability, African American, Asian, Hawaiian/Pacific Islander, Hispanic, Native American, Two or More Races, and White/Caucasian.

For the ACT results, average composites and superscores were determined using ACT results collected from 2006 to 2013 for each of the Consolidated Students Cohorts (2006, 2009, and 2010) and for the remainder of the state (Non-Consolidated Students Cohorts). Superscore averages were provided in the areas of English, Math, Reading, and Science Reasoning, in addition to the Composite Score averages.

Summary of Results

The attached tables show full results of the report; however, a summary can be provided that shows comparison information for each consolidation year based on the two cohort comparisons. For each administration year (2010, 2011, 2012, and 2013), there are 216 different possible comparisons between subgroups and grade and/or subject assessments. However, some subgroup comparisons may not be possible because of the small group size as noted by the restricted value indicator (RV). This summary will provide results based on those applicable comparisons by each consolidation year group.

2006 Consolidation Year Group

In 2010, the 2006 Consolidated Students Cohort outperformed the 2006 Non-Consolidated Students Cohort in nine of the 119 applicable pairings (7.56%).

In 2011, the 2006 Consolidated Students Cohort outperformed the 2006 Non-Consolidated Students Cohort in 12 of the 118 applicable pairings (10.17%).

In 2012, the 2006 Consolidated Students Cohort outperformed the 2006 Non-Consolidated Students Cohort in 14 of the 113 applicable pairings (12.39%).

In 2013, the 2006 Consolidated Students Cohort outperformed the 2006 Non-Consolidated Students Cohort in 11 of the 94 applicable pairings (11.70%).

2009 Consolidation Year Group

In 2010, the 2009 Consolidated Students Cohort outperformed the 2009 Non-Consolidated Students Cohort in 34 of the 78 applicable pairings (43.59%).

In 2011, the 2009 Consolidated Students Cohort outperformed the 2009 Non-Consolidated Students Cohort in 31 of the 83 applicable pairings (37.35%).

In 2012, the 2009 Consolidated Students Cohort outperformed the 2009 Non-Consolidated Students Cohort in 40 of the 74 applicable pairings (54.05%).

In 2013, the 2009 Consolidated Students Cohort outperformed the 2009 Non-Consolidated Students Cohort in 30 of the 66 applicable pairings (45.45%).

2010 Consolidation Year Group

In 2011, the 2010 Consolidated Students Cohort outperformed the 2010 Non-Consolidated Students Cohort in 54 of the 140 applicable pairings (38.57%).

In 2012, the 2010 Consolidated Students Cohort outperformed the 2010 Non-Consolidated Students Cohort in 62 of the 138 applicable pairings (44.93%).

In 2013, the 2010 Consolidated Students Cohort outperformed the 2010 Non-Consolidated Students Cohort in 87 of the 139 applicable pairings (62.59%).

ACT Results

CohortDisplay	Students	English	Math	Reading	Science	Composite
2006 Consolidated Students	1034	17.44	18.30	18.30	18.44	17.90
2009 Consolidated Students	202	21.50	20.17	22.53	20.90	21.13
2010 Consolidation Students	581	18.46	18.51	19.82	19.22	18.76
All Non-Consolidated Students	141540	20.41	20.40	21.35	20.91	20.50

PART II: CONVERSION CHARTER SCHOOL STUDENT COMPARISON

Participants

Participants included students enrolled in Conversion Charter Schools throughout the state. The chart below shows the participating school populations included in the Conversion Charter School group, where applicable.

DLEA	District Name	SLEA	School Name
0303000	MOUNTAIN HOME SCHOOL DISTRICT	0303703	MTN HOME HIGH CAREER ACADEMICS
0602000	WARREN SCHOOL DISTRICT	0602701	EASTSIDE NEW VISION CHARTER SC
1901000	CROSS COUNTY SCHOOL DISTRICT	1901701	CROSS COUNTY ELE TECH ACADEMY
1901000	CROSS COUNTY SCHOOL DISTRICT	1901703	CROSS CNTY HIGH A NEW TECH SCH
2307000	VILONIA SCHOOL DISTRICT	2307701	ACADEMY OF TECHNOLOGY
2307000	VILONIA SCHOOL DISTRICT	2307702	ACADEMY OF SERVICE & TECH
2808000	PARAGOULD SCHOOL DISTRICT	2808701	OAK GROVE ELEM HEALTH WELLNESS
4304000	CABOT SCHOOL DISTRICT	4304703	ACADEMIC CENTER FOR EXCELLENCE
4702000	BLYTHEVILLE SCHOOL DISTRICT	4702703	BLYTHEVILLE CHARTER SCHOOL&ALC
4713000	OSCEOLA SCHOOL DISTRICT	4713705	OSCEOLA STEM CHARTER
6001000	LITTLE ROCK SCHOOL DISTRICT	6001702	CLOVERDALE AEROSPACE TECH CHAR
6002000	N. LITTLE ROCK SCHOOL DISTRICT	6002702	RIDGEROAD CHARTER MIDDLE SCHOO
6201000	FORREST CITY SCHOOL DISTRICT	6201702	LINCOLN ACADEMY OF EXCELLENCE
7205000	LINCOLN SCHOOL DISTRICT	7205706	LINCOLN NEW TECH HIGH SCHOOL
7302000	BEEBE SCHOOL DISTRICT	7302703	BADGER ACADEMY

Methods

Percentages of proficiency were derived for Conversion Charter School Students and Non-Conversion Charter School Students based on student performance of proficient or advanced on the required statewide administered criterion-referenced assessments, which included the Arkansas Augmented Benchmark Examinations in Literacy and Mathematics for Grades 3-8, the Arkansas Benchmark Examinations in Science for Grades 5 and 7, the Arkansas End-of-Course Examinations in Algebra I, Biology, and Geometry, and the Arkansas Grade 11 Literacy Examinations. Results were tracked through time using the unique 10-digit state identifying number. Results were captured for the 2011, 2012, and 2013 administration years (if applicable) for each grade and/or subject area assessment and are shown by the following subgroups: All Students, Economically Disadvantaged, Not Economically Disadvantaged, African American, Asian, Hawaiian/Pacific Islander, Hispanic, Native American, Two or More Races, and White/Caucasian.

Summary of Results

The attached tables show full results of the report; however, a summary can be provided that shows comparison information between the Conversion Charter School Student Group and the Non-Conversion Charter School Group. For each administration year (2011, 2012, and 2013), there are 162 different possible comparisons between subgroups and grade and/or subject assessments. However, some subgroup comparisons may not be possible because of the small group size as noted by the restricted value indicator (RV). This summary will provide results based on those applicable comparisons by each administration year.

2011

In 2011, the Conversion Charter School Student Group outperformed the Non-Conversion Charter Student Group in 32 of the 99 applicable pairings (32.32%).

2012

In 2012, the Conversion Charter School Student Group outperformed the Non-Conversion Charter Student Group in 21 of the 101 applicable pairings (20.79%).

2013

In 2013, the Conversion Charter School Student Group outperformed the Non-Conversion Charter Student Group in 15 of the 99 applicable pairings (15.15%).

OVERALL REPORT CONCLUSIONS

With regard to the performance between cohorts of students from annexed/consolidated schools, the results appear to vary depending on the cohort group. In the 2006 Consolidated Year Grouping, the Consolidated Student Cohort Group performs lower than the state average in an overwhelming majority of subgroups and subject and/or grade levels between 2010 and 2013. In the 2009 Consolidated Year Grouping, the Consolidated Student Cohort Group performs lower than the state average in a majority of subgroups and subject and/or grade levels in 2010, 2011, and 2013 but performs higher than the state average in a majority of subgroups and subject and/or grade levels in 2012. In the 2010 Consolidated Year Grouping, the Consolidated Student Cohort Group performs lower than the state average in a majority of subgroups and subject and/or grade levels in 2011 and 2012 but performs higher than the state average in a majority of subgroups and subject and/or grade levels in 2013. The table below shows the percent of subgroups and subject and/or grade levels in which the Consolidated Student Cohort Groups outperformed the state average.

Percent of Subgroups and Subject and/or Grade Levels Higher Than State Average by Consolidation Year Comparison Group

Administration Year	Consolidation Year Comparison Group		
	2006 Group	2009 Group	2010 Group
2010	7.56%	43.59%	---
2011	10.17%	37.35%	38.57%
2012	12.39%	54.05%	44.93%
2013	11.70%	45.45%	62.59%

Despite these findings, it is very difficult to draw any meaningful results regarding the impact of annexation/consolidation on student performance based on this report. This is due to a few factors:

- 1) There is very small population of students in the Consolidated Student Cohort groups, which is shown throughout the report in the overwhelming use of the restricted value indicator (RV). In order for any statistically sound comparison that minimizes standard error to be made between the two cohort groups, each group would need to have at least 250 participants included in the subgroup comparison groups. In fact, this does not occur within the Consolidated Student Cohort groups in any of the 2,376 possible subgroup comparisons.
- 2) Comparing cohorts across time using percent proficiency does not take into account the different content standards used within each content area or grade nor the difficulty of such content.

- 3) The assessments and the results themselves are not developed to draw cross-grade comparisons. They are meant to measure the content standards taught to students in a particular subject or grade level. Normalized results like Student Growth Percentiles could possibly provide more meaningful information to address the impacts of annexation/consolidation on student performance over time.

The overall conclusion that can be drawn from this portion of the report is that the Consolidated School Cohorts differed from the Non-Consolidated School Cohorts based on percent proficiency in many of the pairings, but the subgroup areas in and the degree to which this occurred is fairly random as a whole.

Regarding conversion charter school student performance, the results appear to show lower performance in subgroups when compared to the state averages in many subject and/or grade levels between 2011 and 2013, outperforming the state average in only 32.32% in 2011, 20.79% in 2012, and 15.15% in 2013. However, this report does not show the degree to which there is a difference in performance with any statistical significance. In fact, this portion of the report, like the consolidated school portion, is limited in its ability to show any statistical information beyond frequencies and is further limited by the following factors:

- 1) Comparing cohorts across time using percent proficiency does not take into account the different content standards used within each content area or grade nor the difficulty of such content.
- 2) The assessments and the results themselves are not developed to draw cross-grade comparisons. They are meant to measure the content standards taught to students in a particular subject or grade level. Normalized results like Student Growth Percentiles could possibly provide more meaningful information to address the impacts conversion charter schools have on student performance over time.

As with the consolidated schools portion of this report, the overall conclusion that can be drawn from this portion of the report is that the Conversion Charter School Students differed from the remainder of students in the state based on percent proficiency in many of the pairings, but the subgroup areas in and the degree to which this occurred is fairly random as a whole.

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Assessment and Accountability Coordinator

Arkansas Research Center

Percent Proficient and Advanced for Students Consolidated in 2006 Compared to Non-Consolidated Students

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math
2006 Consolidated Stud All Students	All Students	2010	65.4	15.69	54.3	38.12	57.03	70.31	64.5	69.26	60.66	67.21	37.3	52.02	59.27	54.02	65.9	22.69	66.03	56.49
2006 Non-Consolidated All Students	All Students	2010	76.19	36.16	69.71	59.82	71	83.93	76.9	79.6	74.26	73.72	50.06	71.72	75.46	68.19	74.61	33.25	75.77	63.22
2006 Consolidated Stud Economic Disadvan	Economic Disadvan	2010	63.39	10.34	54.07	27.48	53.98	67.26	59.14	65.59	54	62.5	31	45.54	52.48	47.98	59.6	17.35	62.8	52.66
2006 Non-Consolidated Economic Disadvan	Economic Disadvan	2010	67.59	23.6	59.07	46.4	63.3	79.15	69.78	73.34	66.21	65.91	39	63.47	68.19	58.41	66.19	21.62	67	51.88
2006 Consolidated Stud Not Economic Disa	Not Economic Disa	2010	72.22	28.81	54.9	66	80	93.33	86.67	84.44	90.91	88.64	65.91	80.43	89.13	73.02	85.71	39.06	78.18	70.91
2006 Non-Consolidated Not Economic Disa	Not Economic Disa	2010	86.43	49.51	80.85	72.12	84.73	92.42	89.08	90.25	87.39	86.42	68.19	84.84	87	82.37	86.77	50.21	87.63	78.53
2006 Consolidated Stud Disability	Disability	2010	RV	RV	RV	RV	8.33	29.17	5.56	27.78	RV	12.5	12.5	6.25	6.25	RV	17.39	RV	6.45	6.45
2006 Non-Consolidated Disability	Disability	2010	34.22	5.11	27.71	6.02	22.65	50.37	24.08	37.83	18.54	25.86	14	15.08	25.99	12.49	25.41	4.66	17.3	13.79
2006 Consolidated Stud Not Disability	Not Disability	2010	67.11	17.11	55.25	39.43	68.27	79.81	69.48	72.77	67.27	73.18	40	58.8	67.13	59.24	70.59	24.89	74.03	63.2
2006 Non-Consolidated Not Disability	Not Disability	2010	78.29	38.16	71.29	63.25	76.6	87.81	82.62	84.12	80.2	78.82	53.9	77.36	80.39	73.75	79.51	36.1	81.5	68.06
2006 Consolidated Stud African-American	African-American	2010	55.86	9.28	44.55	26.21	54.1	67.21	54.39	57.02	47.75	54.95	18.02	41.6	49.6	38.02	51.24	12.5	52.54	34.75
2006 Non-Consolidated African-American	African-American	2010	55.18	12.56	42.14	37.33	53.65	68.75	62.32	63.85	57.4	55.38	23.58	53.98	56.43	47.9	53.33	10.33	58.49	37.76
2006 Consolidated Stud Asian	Asian	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Asian	Asian	2010	87.8	48.28	84.47	61.9	82.25	92.45	85.71	89.87	84.67	85.34	61.09	80.5	85.71	80.77	91.58	46.64	84.01	83.02
2006 Consolidated Stud Hawaiian/Pacific Is	Hawaiian/Pacific Is	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Hawaiian/Pacific Is	Hawaiian/Pacific Is	2010	51.24	14.29	40	36	50.32	59.06	52.1	51.46	51.81	47.67	23.26	53.96	61.97	51.08	57.05	17.45	45.71	29.05
2006 Consolidated Stud Hispanic	Hispanic	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Hispanic	Hispanic	2010	70.07	20.83	63.53	45.99	65.02	82.65	68.98	74.91	66.41	70.04	37.08	63.91	73.42	61.97	72.17	20.31	68.33	54.25
2006 Consolidated Stud Native American	Native American	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Native American	Native American	2010	75.77	36.36	71.5	64.6	73.24	86.27	75.44	80.35	76.33	74.2	52.3	71.24	77.93	73.27	78.22	36.39	77.06	69.18
2006 Consolidated Stud Two or more races	Two or more races	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Two or more races	Two or more races	2010	81.97	RV	80.16	70.36	77.5	86.5	82.62	85.64	77.29	77.07	RV	82.14	82.74	76.75	81.85	RV	81.79	66.45
2006 Consolidated Stud White/Caucasian	White/Caucasian	2010	73.39	21.43	66.23	55.41	62.5	75	76.36	80.91	71.09	76.56	52.71	63.33	69.17	67.41	78.52	30.37	77.37	74.45
2006 Non-Consolidated White/Caucasian	White/Caucasian	2010	83.3	45.31	78.89	68.33	77.32	89.04	82.56	85.15	80.6	80	60.09	78.37	81.75	75.15	81.39	41.9	82.02	72.04
2006 Consolidated Stud All Students	All Students	2011	68.75	21.74	65.42	42.53	72.06	89.86	56.15	65.38	65.62	71.43	47.98	55.14	65.84	47.72	61	29.03	65.13	48.66
2006 Non-Consolidated All Students	All Students	2011	77.53	40.71	72.62	64.5	76.75	85.58	82	81.51	76.58	78	56.56	71.3	77.09	66.93	74.25	40.8	76.94	63.01
2006 Consolidated Stud Economic Disadvan	Economic Disadvan	2011	66.67	14.97	61.69	36.44	68.33	88.52	53.04	62.61	58.86	64	40.23	49.75	60.8	43.46	55.5	21.89	59.6	41.41
2006 Non-Consolidated Economic Disadvan	Economic Disadvan	2011	69.24	27.77	63.3	51.95	70.43	81.16	76.44	76.06	69.29	71	45.88	62.7	69.73	57.66	66.15	29.28	68.69	52.28
2006 Consolidated Stud Not Economic Disa	Not Economic Disa	2011	73.91	38.33	75	55.36	RV	RV	80	86.67	89.8	97.96	75.51	79.55	88.64	64	82	54.17	82.54	71.43
2006 Non-Consolidated Not Economic Disa	Not Economic Disa	2011	87.35	55.01	82.67	76.27	88.21	93.66	91.82	91.17	88.98	89.91	74.63	85.13	88.98	81.21	86.79	57.76	88.37	77.89
2006 Consolidated Stud Disability	Disability	2011	RV	RV	RV	RV	RV	RV	4	16	8.7	26.09	9.09	RV	18.18	3.33	16.67	5.26	RV	4.17
2006 Non-Consolidated Disability	Disability	2011	37.1	6.88	30.65	8.48	33.92	54.54	35.71	42.6	24.42	36.81	19.37	16.02	27.49	12.77	25.41	9.16	20.36	13.63
2006 Consolidated Stud Not Disability	Not Disability	2011	70.56	23.12	66.19	46.5	77.42	91.94	68.57	77.14	72.14	76.62	52.24	60.63	70.59	54.03	67.3	31.31	71.73	53.16
2006 Non-Consolidated Not Disability	Not Disability	2011	79.53	43.45	74.45	69.72	81.65	89.31	87.44	86.13	82.38	82.6	60.6	77.14	82.41	72.38	79.24	43.41	82.65	68

RV is Restricted Value for groups of students with less than ten members.

Percent Proficient and Advanced for Students Consolidated in 2006 Compared to Non-Consolidated Students

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math
2006 Consolidated Stud African-American	African-American	2011	53.1	13.4	48.08	30.86	64.71	91.18	46.77	58.06	54.05	55.86	36.36	44.86	51.4	42.15	49.59	13	50	31.36
2006 Non-Consolidated African-American	African-American	2011	57.47	15.94	47.05	40.01	61.75	71.99	69	66.8	61.73	58.64	27.16	53.43	58.42	49.24	54.3	15.09	58.66	36.8
2006 Consolidated Stud Asian	Asian	2011	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Asian	Asian	2011	91.34	59.61	88.14	66.18	88.71	89.95	90.64	90.64	85.96	87.77	71.79	86.37	88.96	80.08	87.5	52.64	86.47	79.92
2006 Consolidated Stud Hawaiian/Pacific Is	Hawaiian/Pacific Is	2011	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Hawaiian/Pacific Is	Hawaiian/Pacific Is	2011	49.66	11.43	51.46	39.33	56.42	54.5	70.07	50.62	53.37	41.42	21.34	45.91	52.73	55.22	67.39	19.17	52.74	31.97
2006 Consolidated Stud Hispanic	Hispanic	2011	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Hispanic	Hispanic	2011	71.37	28.03	66.01	48.8	71.78	83.41	79.39	79.18	70.74	72.71	44.66	67.23	74.37	65.16	73.49	29.06	73.54	56.4
2006 Consolidated Stud Native American	Native American	2011	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Native American	Native American	2011	82.69	39.13	71.49	64.58	76.45	82.45	85.33	83.52	75.38	75	55.13	73.88	78.07	69.81	76.98	41.31	77.7	59.93
2006 Consolidated Stud Two or more races	Two or more races	2011	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Two or more races	Two or more races	2011	80.45	52.46	79.46	68.89	79.03	85.53	87.84	82.74	81.29	81.11	64.73	77.94	79.22	74.58	83.73	45.91	85.75	68.85
2006 Consolidated Stud White/Caucasian	White/Caucasian	2011	81.67	29.91	82.41	49.4	77.42	87.5	67.21	70.49	77.57	85.98	58.88	64.06	78.12	54.39	72.81	43.24	76.81	62.32
2006 Non-Consolidated White/Caucasian	White/Caucasian	2011	84.14	49.47	81.07	73.89	82.35	90.6	86.36	86.62	82.11	85.04	67.47	77.32	83.35	72.62	80.51	49.89	83.03	72.05
2006 Consolidated Stud All Students	All Students	2012	67.77	26.21	70.14	51.53	81.82	90.91	79.71	79.71	70	58.91	33.85	66.37	63.64	66.8	70.78	28.57	65.13	51.5
2006 Non-Consolidated All Students	All Students	2012	79.14	43.44	75.55	68.3	81.87	87.28	85.45	82.34	85.8	76.36	60.87	75.22	76.01	80.56	78.04	41.49	80.61	70.03
2006 Consolidated Stud Economic Disadvan	Economic Disadvan	2012	63.1	22.99	67.07	45.11	81.82	90.91	77.05	78.69	68.75	56.76	31.25	61.45	59.66	61.5	66.83	24.74	58.95	44.86
2006 Non-Consolidated Economic Disadvan	Economic Disadvan	2012	71.83	29.67	66.01	55.48	76.8	83.15	80.97	76.85	81.17	69.49	51.15	67.23	68.62	73.83	70.85	29.81	73.71	60.67
2006 Consolidated Stud Not Economic Disa	Not Economic Disa	2012	78.38	36.07	78.95	65.08	RV	RV	RV	RV	77.78	72.22	50	86.36	79.55	90.91	88.64	45.45	89.58	77.08
2006 Non-Consolidated Not Economic Disa	Not Economic Disa	2012	88.48	58.77	86.06	81.29	91.34	94.98	93.53	92.22	93.77	88.17	77.58	88.74	88.44	91.11	89.24	59.71	90.79	83.54
2006 Consolidated Stud Disability	Disability	2012	RV	RV	RV	18.18	RV	RV	10	30	25	26.09	12.5	4.55	25	4	20	4.55	8.33	4.76
2006 Non-Consolidated Disability	Disability	2012	44.5	9.03	37.45	12.45	41.22	59.56	39.84	45.26	38.26	33.16	24.05	20.71	29.34	26.71	32.87	9.21	25.3	24.32
2006 Consolidated Stud Not Disability	Not Disability	2012	68.94	28.51	71.83	55.75	90	RV	91.53	88.14	80.19	66.04	38.68	73.13	67.5	73.97	76.61	31.02	71.5	56.13
2006 Non-Consolidated Not Disability	Not Disability	2012	80.78	45.9	77.26	73.32	86.73	90.58	90.9	86.69	91.23	81.25	65.03	81.12	80.86	86.16	82.47	44.76	86.05	74.06
2006 Consolidated Stud African-American	African-American	2012	53.77	15.04	55.14	36.78	RV	RV	77.14	82.86	68.25	53.23	22.22	57.14	49.54	57.8	60.19	13.33	53.78	36.52
2006 Non-Consolidated African-American	African-American	2012	61.6	16.9	50.87	43.57	70.11	74.54	75.66	67.42	75.24	57.73	33.23	56.42	55.3	66.72	58.66	13.85	66.82	44.68
2006 Consolidated Stud Asian	Asian	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Asian	Asian	2012	91.57	60.28	87.14	70.91	91.9	94.39	92.16	90.28	92	88.85	75.66	87.94	88.64	88.84	89.82	58.37	85.71	84.14
2006 Consolidated Stud Hawaiian/Pacific Is	Hawaiian/Pacific Is	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Hawaiian/Pacific Is	Hawaiian/Pacific Is	2012	53.33	14.42	40	40.21	67.2	64.92	64.32	52.91	71.26	47.37	27.65	50	49.14	66.88	58.64	14.29	59.59	48.92
2006 Consolidated Stud Hispanic	Hispanic	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Hispanic	Hispanic	2012	74.08	29.98	68.22	57.13	79.11	86.26	83.33	80.21	83.83	73.19	52.37	69.9	73.74	78.42	78.01	33.66	77.78	66.5
2006 Consolidated Stud Native American	Native American	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated Native American	Native American	2012	79.65	46.7	80.09	66.21	78.66	81.36	83.56	84.89	89.39	82.45	67.76	73.33	72.94	78.75	77.12	49.08	84.71	69.96

RV is Restricted Value for groups of students with less than ten members.

Percent Proficient and Advanced for Students Consolidated in 2006 Compared to Non-Consolidated Students

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math
2006 Consolidated Stud	Two or more races	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated	Two or more races	2012	79.87	54.35	83.17	73.3	80.69	88.47	86.93	82	84.9	77.22	64.3	79.96	78.04	81.74	79.96	48.08	84.43	71.03
2006 Consolidated Stud	White/Caucasian	2012	78.29	37.21	83.18	64.15	RV	RV	81.25	75	71.67	63.33	48.33	76.42	77.36	74.22	78.91	39.68	76.99	66.96
2006 Non-Consolidated	White/Caucasian	2012	85.17	52.38	83.51	77.18	86.05	91.55	88.99	87.56	89.45	82.66	70.8	81.91	82.89	85.21	84.02	50.99	85.4	78.29
2006 Consolidated Stud	All Students	2013	64.68	28.57	59.6	56.07	RV	83.33	74.65	49.3	49.3	53.6	52.8	66.2	60.65	24.54	66.23	56.03	RV	RV
2006 Non-Consolidated	All Students	2013	76.48	43.8	72.47	69.96	80.03	86.29	84.7	82.37	84	69.75	61.41	73.23	75.57	76.66	70.24	41.66	77.69	65.68
2006 Consolidated Stud	Economic Disadv	2013	61.01	23.95	53.19	51.28	RV	83.33	70.97	45.16	45.16	49.06	50	60.95	54.44	17.16	64.84	52.46	RV	RV
2006 Non-Consolidated	Economic Disadv	2013	68.75	30.82	63.18	58.12	74.49	82.29	80.24	77.1	79.06	61.41	51.33	65.42	68.33	69.17	61.89	29.75	70.04	55.28
2006 Consolidated Stud	Not Economic Disa	2013	78.57	42.11	75.44	68.97	RV	RV	RV	RV	RV	78.95	68.42	85.11	82.98	51.06	71.43	69.39	RV	RV
2006 Non-Consolidated	Not Economic Disa	2013	87.38	59.09	83.29	82.02	90.23	93.65	92.66	91.81	92.65	84.36	79.06	86.66	88.02	88.68	83.66	60.78	88.87	80.88
2006 Consolidated Stud	Disability	2013	RV	RV	RV	RV	RV	RV	10	10	RV	8.33	20.83	26.09	21.74	8.7	RV	9.52	RV	RV
2006 Non-Consolidated	Disability	2013	45.71	9.17	38.88	12.62	36.72	55.08	40.24	45.99	34.09	27.66	23.79	19.31	30.02	23.73	23.07	9.44	21.93	15.82
2006 Consolidated Stud	Not Disability	2013	65.64	30.48	60.94	60.2	RV	90.91	85.25	55.74	57.38	64.36	60.4	70.98	65.28	26.42	72.86	60.66	RV	RV
2006 Non-Consolidated	Not Disability	2013	78.06	46.24	73.91	74.59	84.88	89.78	89.91	86.63	89.78	74.62	65.76	78.99	80.43	81.97	74.97	44.89	83.16	70.56
2006 Consolidated Stud	African-American	2013	46.74	11.32	36.17	37.37	RV	RV	74.29	31.43	37.14	45.9	44.26	58.18	50	13.64	60.38	42.06	RV	RV
2006 Non-Consolidated	African-American	2013	58.23	17.01	44.55	46.89	67.55	73.53	75.24	66.72	72	44.59	32.29	53.78	54.57	60.57	53.28	15.61	62.35	42.2
2006 Consolidated Stud	Asian	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated	Asian	2013	86.73	61.28	87.84	70.9	90.24	94.3	92.44	91.13	90.91	85.28	79.8	84.92	90.13	90.05	86.45	60.03	85.71	77.99
2006 Consolidated Stud	Hawaiian/Pacific Is	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated	Hawaiian/Pacific Is	2013	55.56	19.85	44.76	32.38	54.59	65.71	71.43	61.11	65.85	44.34	29.72	41.14	57.14	57.56	50.85	15.73	54.89	31.38
2006 Consolidated Stud	Hispanic	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated	Hispanic	2013	70.82	32.31	69.64	58.51	76.9	85.16	82.83	81.76	82.02	67.62	56.23	69.36	74.79	75.42	68.56	31.51	75.21	60.04
2006 Consolidated Stud	Native American	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated	Native American	2013	80.08	43.46	74.86	75.96	79.69	86.25	84	82.33	84.95	76.34	60.22	79.35	82.61	73.97	64.73	44.86	81.51	65.41
2006 Consolidated Stud	Two or more races	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2006 Non-Consolidated	Two or more races	2013	83.48	42.99	73.36	75.72	80.77	86.96	85.26	80.45	85.14	72.61	64.54	75.89	79.04	80.62	75.84	48.09	79.4	67.12
2006 Consolidated Stud	White/Caucasian	2013	81.13	42.11	81.37	73.64	RV	90	73.53	64.71	58.82	61.02	61.02	75.49	71.57	37.25	69.75	68.07	RV	RV
2006 Non-Consolidated	White/Caucasian	2013	83.26	53.34	81.51	78.09	84.5	90.5	87.95	87.48	88.2	78.01	71.54	79.97	82.13	81.84	75.71	51.25	82.8	73.86

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Percent Proficient and Advanced for Students Consolidated in 2009 Compared to Non-Consolidated Students

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math	
2009 Consolidated Stud All Students	All Students	2010	82.76	50.79	70.15	83.93	73.68	78.95	60.61	66.67	70.83	66.67	54.17	59.09	72.73	82.61	73.91	26.09	80	50	
2009 Non-Consolidated All Students	All Students	2010	76.11	36	69.62	59.64	70.95	83.88	76.84	79.54	74.17	73.68	49.97	71.59	75.35	68.08	74.54	33.18	75.69	63.18	
2009 Consolidated Stud Economic Disadvan	Economic Disadvan	2010	93.33	25	80	76.92	68.75	75	52.17	60.87	64.71	70.59	52.94	38.46	61.54	82.35	70.59	23.53	RV	RV	
2009 Non-Consolidated Economic Disadvan	Economic Disadvan	2010	67.53	23.49	59.01	46.2	63.25	79.09	69.71	73.29	66.1	65.87	38.92	63.32	68.05	58.29	66.13	21.58	66.96	51.9	
2009 Consolidated Stud Not Economic Disa	Not Economic Disa	2010	71.43	59.57	67.31	86.05	RV	RV	80	80	RV	RV	RV	RV	RV	RV	RV	RV	90.91	63.64	
2009 Non-Consolidated Not Economic Disa	Not Economic Disa	2010	86.39	49.4	80.81	72.06	84.72	92.42	89.08	90.24	87.4	86.44	68.19	84.82	87.01	82.33	86.77	50.17	87.59	78.51	
2009 Consolidated Stud Disability	Disability	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Non-Consolidated Disability	Disability	2010	34.16	5.08	27.73	6	22.53	50.24	24	37.81	18.37	25.76	13.97	15.01	25.83	12.4	25.36	4.63	17.2	13.72	
2009 Consolidated Stud Not Disability	Not Disability	2010	82.76	55.17	72.31	87.04	80	86.67	70.37	77.78	71.43	71.43	57.14	72.22	88.89	86.36	77.27	27.27	84.21	52.63	
2009 Non-Consolidated Not Disability	Not Disability	2010	78.21	38	71.2	63.06	76.57	87.78	82.55	84.05	80.12	78.78	53.81	77.24	80.29	73.63	79.45	36.02	81.44	68.03	
2009 Consolidated Stud African-American	African-American	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Non-Consolidated African-American	African-American	2010	55.19	12.51	42.17	37.14	53.65	68.74	62.2	63.75	57.26	55.38	23.5	53.79	56.32	47.74	53.3	10.36	58.4	37.72	
2009 Consolidated Stud Asian	Asian	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Non-Consolidated Asian	Asian	2010	87.8	48.28	84.47	61.9	82.25	92.45	85.71	89.87	84.67	85.34	61.09	80.5	85.71	80.77	91.58	46.64	84.01	83.02	
2009 Consolidated Stud Hawaiian/Pacific Is	Hawaiian/Pacific Is	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Non-Consolidated Hawaiian/Pacific Is	Hawaiian/Pacific Is	2010	51.24	14.29	40	36	50.32	59.06	52.1	51.46	51.81	47.67	23.26	53.96	61.97	51.08	57.05	17.45	45.71	29.05	
2009 Consolidated Stud Hispanic	Hispanic	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Non-Consolidated Hispanic	Hispanic	2010	70.08	20.85	63.58	45.88	64.98	82.6	68.99	74.92	66.42	70.08	37.13	63.89	73.43	61.98	72.2	20.36	68.31	54.26	
2009 Consolidated Stud Native American	Native American	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Non-Consolidated Native American	Native American	2010	75.77	35.64	71.22	64.44	73.24	86.27	75.17	80.42	76.33	74.2	52.3	71.24	77.93	73.36	78.29	36.6	77.14	69.29	
2009 Consolidated Stud Two or more races	Two or more races	2010	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Non-Consolidated Two or more races	Two or more races	2010	81.91	RV	79.77	70.24	77.25	86.5	82.04	85.54	77.35	77.13	RV	82.39	82.99	76.75	81.85	RV	81.79	66.45	
2009 Consolidated Stud White/Caucasian	White/Caucasian	2010	83.33	51.72	70	82	72.22	77.78	60.61	66.67	70.83	66.67	54.17	66.67	77.78	81.82	77.27	27.27	78.95	47.37	
2009 Non-Consolidated White/Caucasian	White/Caucasian	2010	83.25	45.19	78.87	68.25	77.28	89.01	82.56	85.15	80.55	80	60.05	78.3	81.69	75.1	81.38	41.85	81.99	72.07	
2009 Consolidated Stud All Students	All Students	2011	68	61.11	66.67	80.36	77.27	86.36	63.16	68.42	80.65	80.65	67.74	66.67	66.67	63.64	72.73	27.27	79.17	50	
2009 Non-Consolidated All Students	All Students	2011	77.48	40.56	72.58	64.35	76.74	85.59	81.92	81.46	76.51	77.95	56.49	71.19	77.02	66.8	74.16	40.73	76.85	62.91	
2009 Consolidated Stud Economic Disadvan	Economic Disadvan	2011	50	33.33	63.64	70.83	81.82	72.73	61.11	66.67	73.68	78.95	68.42	68.75	68.75	54.55	54.55	18.18	77.78	44.44	
2009 Non-Consolidated Economic Disadvan	Economic Disadvan	2011	69.22	27.65	63.28	51.8	70.42	81.18	76.34	76	69.2	70.94	45.82	62.58	69.65	57.54	66.06	29.23	68.59	52.18	
2009 Consolidated Stud Not Economic Disa	Not Economic Disa	2011	80	80.95	70	87.5	72.73	RV	RV	RV	91.67	83.33	66.67	RV	RV	72.73	90.91	36.36	RV	RV	
2009 Non-Consolidated Not Economic Disa	Not Economic Disa	2011	87.29	54.91	82.64	76.17	88.23	93.66	91.81	91.17	88.98	89.95	74.64	85.13	88.99	81.15	86.77	57.77	88.35	77.87	
2009 Consolidated Stud Disability	Disability	2011	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Non-Consolidated Disability	Disability	2011	36.98	6.91	30.64	8.47	33.88	54.58	35.49	42.42	24.28	36.72	19.25	15.93	27.42	12.7	25.37	9.15	20.16	13.54	
2009 Consolidated Stud Not Disability	Not Disability	2011	66.67	64.71	66.67	84.91	80	90	66.67	73.33	88	88	72	72.73	68.18	82.35	94.12	35.29	77.27	50	
2009 Non-Consolidated Not Disability	Not Disability	2011	79.47	43.29	74.4	69.56	81.64	89.32	87.39	86.11	82.31	82.55	60.54	77.03	82.34	72.25	79.16	43.34	82.57	67.9	

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Percent Proficient and Advanced for Students Consolidated in 2009 Compared to Non-Consolidated Students

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math
2009 Consolidated Stud	African-American	2011	RV	RV	RV	39.89	61.76	72.07	68.82	66.73	61.61	58.6	27.3	53.31	58.32	49.13	54.22	15.07	58.52	36.71
2009 Non-Consolidated	African-American	2011	57.4	15.91	47.07	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Consolidated Stud	Asian	2011	RV	RV	RV	66.11	88.71	89.95	90.64	90.64	85.96	87.77	71.79	86.37	88.96	80.08	87.5	52.64	86.47	79.92
2009 Non-Consolidated	Asian	2011	91.34	59.61	88.14	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Consolidated Stud	Hawaiian/Pacific Is	2011	RV	RV	RV	39.33	56.42	54.5	70.07	50.62	53.37	41.42	21.34	45.91	52.73	55.22	67.39	19.17	52.74	31.97
2009 Non-Consolidated	Hawaiian/Pacific Is	2011	49.66	11.43	51.46	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Consolidated Stud	Hispanic	2011	RV	RV	RV	48.92	71.79	83.44	79.36	79.17	70.76	72.74	44.68	67.19	74.35	65.15	73.51	29.07	73.56	56.44
2009 Non-Consolidated	Hispanic	2011	71.43	27.97	65.99	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Consolidated Stud	Native American	2011	RV	RV	RV	64.77	76.45	82.45	85.33	83.52	75.38	75	55.13	73.88	78.07	69.81	76.98	41.31	77.7	59.93
2009 Non-Consolidated	Native American	2011	82.69	39.13	71.49	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Consolidated Stud	Two or more races	2011	RV	RV	RV	68.58	79.07	85.56	87.47	82.85	80.97	81.24	64.75	77.86	79.13	74.4	83.77	46.04	85.75	68.85
2009 Non-Consolidated	Two or more races	2011	80.45	52.15	79.32	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Consolidated Stud	White/Caucasian	2011	68	57.58	62.5	83.67	75	90	61.11	66.67	80.65	80.65	67.74	66.67	66.67	72.22	77.78	33.33	77.27	50
2009 Non-Consolidated	White/Caucasian	2011	84.15	49.36	81.09	73.77	82.35	90.59	86.33	86.6	82.1	85.05	67.43	77.26	83.34	72.53	80.47	49.87	83	72.01
2009 Consolidated Stud	All Students	2012	83.33	42.86	80	86.96	88.46	84.62	94.44	94.44	88.89	66.67	44.44	76.67	79.31	78.26	78.26	34.78	81.82	80
Non-Consolidated Stud	All Students	2012	79.05	43.3	75.51	68.18	81.87	87.29	85.44	82.33	85.74	76.3	60.78	75.16	75.93	80.47	77.99	41.41	80.51	69.9
2009 Consolidated Stud	Economic Disadvan	2012	72.73	RV	72.73	90	89.47	89.47	90	90	92.31	69.23	46.15	70.59	70.59	66.67	58.33	16.67	69.23	81.82
2009 Non-Consolidated	Economic Disadvan	2012	71.75	29.6	66.02	55.37	76.79	83.15	80.96	76.85	81.1	69.43	51.06	67.18	68.55	73.73	70.82	29.77	73.58	60.52
2009 Consolidated Stud	Not Economic Disa	2012	RV	RV	RV	84.62	RV	RV	RV	RV	RV	RV	RV	84.62	91.67	90.91	RV	54.55	RV	RV
Non-Consolidated Stud	Not Economic Disa	2012	88.42	58.68	86.03	81.22	91.34	94.99	93.53	92.21	93.75	88.16	77.56	88.73	88.41	91.11	89.23	59.67	90.78	83.52
2009 Consolidated Stud	Disability	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Disability	2012	44.43	8.95	37.34	12.5	41.17	59.52	39.74	45.2	38.11	33.12	24	20.59	29.25	26.54	32.77	9.19	25.15	24.2
2009 Consolidated Stud	Not Disability	2012	83.33	42.86	78.95	90.91	90.91	86.36	RV	RV	85.71	78.57	57.14	91.3	82.61	85	85	40	94.12	94.12
Non-Consolidated Stud	Not Disability	2012	80.69	45.76	77.22	73.19	86.72	90.59	90.9	86.69	91.2	81.2	64.94	81.06	80.78	86.07	82.43	44.67	85.95	73.93
2009 Consolidated Stud	African-American	2012	RV	RV	RV	43.47	70.1	74.53	75.67	67.49	75.18	57.69	33.13	56.43	55.22	66.59	58.68	13.84	66.62	44.54
Non-Consolidated Stud	African-American	2012	61.48	16.86	50.94	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Consolidated Stud	Asian	2012	RV	RV	RV	70.91	91.9	94.39	92.16	90.28	92	88.85	75.66	87.94	88.64	88.84	89.82	58.37	85.71	84.14
Non-Consolidated Stud	Asian	2012	91.57	60.28	87.14	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2009 Consolidated Stud	Hawaiian/Pacific Is	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Hawaiian/Pacific Is	2012	53.33	14.42	40	40.21	67.2	64.92	64.32	52.91	71.26	47.37	27.65	50	49.14	66.88	58.64	14.29	59.59	48.92
2009 Consolidated Stud	Hispanic	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Hispanic	2012	74.12	29.89	68.29	57.07	79.13	86.25	83.34	80.22	83.81	73.16	52.36	69.92	73.75	78.39	78.01	33.7	77.78	66.48
2009 Consolidated Stud	Native American	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Native American	2012	79.65	46.7	80.09	66.21	78.66	81.36	83.56	84.89	89.39	82.45	67.76	73.05	72.66	78.75	77.12	49.08	84.71	69.96

RV is Restricted Value for groups of students with less than ten members.

Percent Proficient and Advanced for Students Consolidated in 2009 Compared to Non-Consolidated Students

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math
2009 Consolidated Stud	Two or more races	2012	RV	RV	RV	73.23	80.66	88.46	86.93	82	84.83	77.37	63.86	79.85	78.12	81.82	80.04	48.09	RV	RV
Non-Consolidated Stud	Two or more races	2012	79.91	54.25	83.17	80.66	88.46	86.93	82	84.83	77.37	63.86	79.85	78.12	81.82	80.04	48.09	84.4	70.88	
2009 Consolidated Stud	White/Caucasian	2012	87.5	33.33	78.95	85	91.67	83.33	94.12	94.12	88.89	66.67	44.44	76.67	79.31	78.26	78.26	34.78	88.89	77.78
Non-Consolidated Stud	White/Caucasian	2012	85.12	52.3	83.51	77.1	86.04	91.56	88.97	87.54	89.4	82.62	70.76	81.89	82.87	85.16	83.99	50.95	85.36	78.23
2009 Consolidated Stud	All Students	2013	90.48	35	86.67	86.67	RV	RV	96	76	94.44	77.78	66.67	72.22	66.67	73.33	63.33	40	72.73	59.09
Non-Consolidated Stud	All Students	2013	76.4	43.7	72.37	69.86	80.04	86.3	84.69	82.38	83.98	69.71	61.38	73.16	75.49	76.6	70.19	41.55	77.62	65.62
2009 Consolidated Stud	Economic Disadv	2013	81.82	30.77	90	RV	RV	RV	94.12	70.59	90	70	70	73.33	66.67	62.5	56.25	25	76.92	53.85
Non-Consolidated Stud	Economic Disadv	2013	68.68	30.75	63.07	58.04	74.49	82.3	80.24	77.11	79.04	61.36	51.3	65.34	68.25	69.12	61.84	29.66	69.99	55.26
2009 Consolidated Stud	Not Economic Disa	2013	RV	RV	RV	90	RV	RV	RV	RV	RV	RV	RV	RV	RV	85.71	71.43	57.14	RV	RV
Non-Consolidated Stud	Not Economic Disa	2013	87.34	59.03	83.25	81.96	90.23	93.65	92.66	91.81	92.65	84.35	79.07	86.65	88	88.67	83.67	60.76	88.82	80.85
2009 Consolidated Stud	Disability	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Disability	2013	45.63	9.12	38.76	12.61	36.71	55.13	40.2	45.99	33.98	27.59	23.7	19.22	29.95	23.75	23.09	9.45	21.8	15.79
2009 Consolidated Stud	Not Disability	2013	90	36.84	86.67	86.67	RV	RV	95.45	81.82	RV	85.71	71.43	80	73.33	80.77	73.08	46.15	80	65
Non-Consolidated Stud	Not Disability	2013	77.97	46.14	73.81	74.49	84.88	89.78	89.91	86.64	89.77	74.58	65.74	78.94	80.37	81.91	74.91	44.78	83.1	70.5
2009 Consolidated Stud	African-American	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	African-American	2013	58.06	16.92	44.41	46.74	67.55	73.53	75.24	66.72	72.01	44.53	32.31	53.71	54.49	60.54	53.23	15.58	62.32	42.2
2009 Consolidated Stud	Asian	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Asian	2013	86.73	61.28	87.84	70.9	90.24	94.3	92.44	91.13	90.91	85.28	79.8	84.92	90.13	89.9	86.47	59.93	85.71	77.99
2009 Consolidated Stud	Hawaiian/Pacific Is	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Hawaiian/Pacific Is	2013	55.56	19.85	44.76	32.38	54.59	65.71	71.43	61.11	65.85	44.34	29.72	41.14	57.14	50.85	50.85	15.73	55.14	31.22
2009 Consolidated Stud	Hispanic	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Hispanic	2013	70.81	32.4	69.65	58.48	76.9	85.16	82.83	81.76	82.03	67.65	56.26	69.36	74.75	75.43	68.57	31.51	75.24	60.06
2009 Consolidated Stud	Native American	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Native American	2013	80.08	43.46	74.86	75.96	79.69	86.25	84	82.33	84.95	76.34	60.22	79.35	82.61	73.81	64.63	44.56	81.51	65.41
2009 Consolidated Stud	Two or more races	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
Non-Consolidated Stud	Two or more races	2013	83.24	42.99	73.36	75.72	80.77	86.96	85.23	80.41	85.14	72.61	64.54	75.78	79.12	80.62	75.84	48.09	79.4	67.12
2009 Consolidated Stud	White/Caucasian	2013	89.47	35	92.86	86.67	RV	RV	95.65	73.91	94.12	82.35	70.59	72.22	66.67	73.33	63.33	40	71.43	57.14
Non-Consolidated Stud	White/Caucasian	2013	83.24	53.3	81.5	78.06	84.5	90.51	87.95	87.49	88.17	77.99	71.52	79.93	82.09	81.82	75.71	51.21	82.74	73.85

RV is Restricted Value for groups of students with less than ten members.

Percent Proficient and Advanced for Students Consolidated in 2010 Compared to Non-Consolidated Students

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math
2010 Non-Consolidated	Disability	2012	44.42	8.99	37.42	12.55	41.19	59.54	39.75	45.17	38.22	33.16	23.92	20.5	29.25	26.59	32.78	9.2	25.24	24.15
2010 Consolidated	Stude Not Disability	2012	66.21	29.84	67.83	64.12	86.76	91.97	94.93	88.49	94.59	80.41	70.95	82.99	80.27	87.33	80.67	42	74.62	62.99
2010 Non-Consolidated	Not Disability	2012	80.76	45.83	77.26	73.25	86.73	90.58	90.89	86.69	91.18	81.2	64.91	81.06	80.78	86.07	82.43	44.68	86	73.99
2010 Consolidated	Stude African-American	2012	54.84	21.74	46.15	37.93	66.67	71.43	89.47	84.21	90.91	59.09	50	76.92	69.23	72.41	65.52	17.24	54.55	31.58
2010 Non-Consolidated	African-American	2012	61.51	16.84	50.96	43.5	70.11	74.54	75.63	67.45	75.14	57.69	33.08	56.36	55.17	66.57	58.66	13.83	66.65	44.59
2010 Consolidated	Stude Asian	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2010 Non-Consolidated	Asian	2012	91.57	60.4	87.14	70.91	91.9	94.39	92.16	90.28	92	88.85	75.66	87.94	88.64	88.84	89.82	58.37	85.71	84.14
2010 Consolidated	Stude Hawaiian/Pacific Is	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2010 Non-Consolidated	Stude Hawaiian/Pacific Is	2012	53.33	14.42	40	40.21	67.2	64.92	64.32	52.91	71.26	47.37	27.65	50	49.14	66.88	58.64	14.29	59.03	48.18
2010 Consolidated	Stude Hispanic	2012	52.63	RV	65.22	64.29	85.71	95.24	89.29	85.71	76.92	61.54	50	82.61	73.91	78.95	84.21	10.53	66.67	63.64
2010 Non-Consolidated	Hispanic	2012	74.23	30.11	68.32	57.06	79.08	86.21	83.3	80.18	83.86	73.24	52.37	69.84	73.75	78.39	77.98	33.83	77.82	66.49
2010 Consolidated	Stude Native American	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2010 Non-Consolidated	Native American	2012	79.82	46.67	80	65.9	78.48	81.2	82.95	84.79	89.21	82.16	67.22	72.62	72.62	78.97	77.04	49.07	84.98	70.12
2010 Consolidated	Stude Two or more races	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2010 Non-Consolidated	Two or more races	2012	79.87	54.5	83.33	74.4	80.69	88.47	86.79	81.82	84.78	77.3	64.08	79.74	78	81.95	80.17	48.29	84.46	70.88
2010 Consolidated	Stude White/Caucasian	2012	72.04	34.88	72.63	68.54	85.05	90.74	88.17	84.04	89.19	79.28	74.77	75.68	76.58	81.51	75.63	47.46	69.37	61.82
2010 Non-Consolidated	White/Caucasian	2012	85.18	52.36	83.55	77.15	86.05	91.56	88.98	87.56	89.4	82.63	70.72	81.92	82.89	85.17	84.03	50.95	85.44	78.31
2010 Consolidated	Stude All Students	2013	70.37	31.54	56.52	60.32	80.99	88.03	91.03	88.28	90.41	76.71	70.55	78.26	79.5	78.67	62	33.33	79.87	64.15
2010 Non-Consolidated	All Students	2013	76.43	43.75	72.44	69.91	80.03	86.28	84.67	82.35	83.96	69.68	61.35	73.14	75.47	76.59	70.22	41.59	77.61	65.62
2010 Consolidated	Stude Economic Disadv	2013	65.45	30.08	56.38	59.26	80.31	87.4	90.7	87.6	90.15	76.52	68.94	75.74	77.94	78.1	61.31	32.12	75.97	58.91
2010 Non-Consolidated	Economic Disadv	2013	68.7	30.76	63.13	58.04	74.46	82.26	80.2	77.05	78.98	61.28	51.21	65.28	68.19	69.06	61.84	29.64	69.95	55.23
2010 Consolidated	Stude Not Economic Disa	2013	92	38.46	57.14	66.67	86.67	93.33	93.75	93.75	92.86	78.57	85.71	92	88	84.62	69.23	46.15	96.67	86.67
2010 Non-Consolidated	Not Economic Disa	2013	87.35	59.06	83.29	81.99	90.24	93.65	92.66	91.8	92.65	84.36	79.05	86.63	87.99	88.67	83.68	60.77	88.79	80.83
2010 Consolidated	Stude Disability	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2010 Non-Consolidated	Disability	2013	45.65	9.1	38.8	12.66	36.69	55.1	40.24	45.94	33.88	27.51	23.69	18.75	31.25	27.78	33.33	22.22	17.65	5.88
2010 Consolidated	Stude Not Disability	2013	71.32	32.86	57.02	64.96	86.4	92.8	96.18	91.6	91.11	77.78	73.33	84.83	84.83	85.61	65.91	34.85	87.32	71.13
2010 Non-Consolidated	Not Disability	2013	78.01	46.2	73.89	74.53	84.88	89.77	89.89	86.62	89.77	74.57	65.71	78.91	80.35	81.89	74.95	44.82	83.08	70.5
2010 Consolidated	Stude African-American	2013	46.15	RV	16	40.74	46.15	53.85	90	65	90.48	52.38	57.14	66.67	62.5	72.73	72.73	18.18	71.43	50
2010 Non-Consolidated	African-American	2013	58.12	17	44.54	46.76	67.58	73.57	75.2	66.72	71.95	44.51	32.24	53.67	54.46	60.5	53.17	15.57	62.29	42.17
2010 Consolidated	Stude Asian	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2010 Non-Consolidated	Asian	2013	86.68	61.28	87.84	70.9	90.24	94.3	92.44	91.13	90.91	85.28	79.8	84.92	90.13	89.9	86.47	59.93	85.69	77.95

RV is Restricted Value for groups of students with less than ten members.

Percent Proficient and Advanced for Students Consolidated in 2010 Compared to Non-Consolidated Students

Cohort Display	Grouping Display	Year	EOC Alg		EOC Biol		EOC Geom		Grd11 Literacy		Grd3 Literacy		Grd3 Math		Grd4 Literacy		Grd4 Math		Grd5 Literacy		Grd5 Math		Grd5 Science		Grd6 Literacy		Grd6 Math		Grd7 Literacy		Grd7 Math		Grd7 Science		Grd8 Literacy		Grd8 Math		
			RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
2010 Consolidated Students	Hawaiian/Pacific Is	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
2010 Non-Consolidated	Hawaiian/Pacific Is	2013	55.56	19.85	44.76	32.38	54.59	65.71	71.43	61.11	65.85	44.34	29.72	41.14	57.14	57.56	50.85	15.73	55.14	31.22																			
2010 Consolidated Students	Hispanic	2013	73.33	21.05	50	52.94	78.95	94.74	90.91	90.91	88.46	73.08	65.38	69.23	80.77	78.26	60.87	13.04	72.22	66.67																			
2010 Non-Consolidated	Hispanic	2013	70.79	32.47	69.76	58.51	76.89	85.11	82.79	81.71	81.99	67.6	56.19	69.36	74.71	75.41	68.62	31.62	75.25	60.02																			
2010 Consolidated Students	Native American	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2010 Non-Consolidated	Native American	2013	80.31	43.64	75.14	75.61	79.37	86.03	83.89	82.21	84.76	75.84	59.85	79.04	82.35	73.88	65.29	45.02	81.72	65.52																			
2010 Consolidated Students	Two or more races	2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2010 Non-Consolidated	Two or more races	2013	83.19	42.99	73.36	75.64	80.74	86.93	85.23	80.41	85.14	72.61	64.54	75.78	79.12	80.62	75.84	48.09	79.45	67.21																			
2010 Consolidated Students	White/Caucasian	2013	76.4	43.88	72.86	66.67	84.62	90.38	91	92	91.01	82.02	75.28	82.24	82.24	80.39	61.76	42.16	83.64	67.27																			
2010 Non-Consolidated	White/Caucasian	2013	83.28	53.33	81.54	78.11	84.5	90.5	87.94	87.46	88.16	77.98	71.51	79.91	82.08	81.82	75.75	51.23	82.73	73.86																			

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Consolidated Student ACT Results

CohortDisplay	Students	English	Math	Reading	Science	Composite
2006 Consolidated Students	1034	17.44	18.30	18.30	18.44	17.90
2009 Consolidated Students	202	21.50	20.17	22.53	20.90	21.13
2010 Consolidation Students	581	18.46	18.51	19.82	19.22	18.76
All Non-Consolidated Students	141540	20.41	20.40	21.35	20.91	20.50

Conversion Charter Schools 2011

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math	
2011 Conversion Charter All Students		2011	75.64	47.59	72.75	74.2	73.04	88.89	79.39	89.31	56.76	57.09	32.41	49.12	57.53	34.72	49.32	13.65	52.85	34.35	
2011 Non-Conversion Charter All Students		2011	77.49	40.5	72.57	64.26	76.76	85.58	81.91	81.43	76.68	78.13	56.7	71.51	77.3	67.19	74.48	41.03	77.17	63.28	
2011 Conversion Charter Economic Disadvantaged		2011	61.32	35.03	62.44	64.16	65.79	85.9	67.61	87.32	51.71	52.09	25.39	44.1	53.22	33.5	47.79	11.46	50.87	31.84	
2011 Non-Conversion Charter Economic Disadvantaged		2011	69.3	27.57	63.29	51.68	70.44	81.16	76.35	75.96	69.41	71.17	46.07	62.97	69.99	57.99	66.4	29.53	68.95	52.58	
2011 Conversion Charter Not Economically Disadvantaged		2011	89.5	61.58	84.49	82.76	87.18	94.87	93.33	91.67	96.97	96.92	85.29	86.67	90	50	68.75	37.5	67.27	52.73	
2011 Non-Conversion Charter Not Economically Disadvantaged		2011	87.25	54.87	82.61	76.11	88.22	93.66	91.8	91.17	88.97	89.92	74.61	85.11	88.97	81.22	86.82	57.8	88.42	77.96	
2011 Conversion Charter African-American		2011	65	4.55	38.18	12.5	RV	RV	RV	RV	45.08	41.45	17.2	39.65	49.28	34.05	46.06	10.53	48.19	28.31	
2011 Non-Conversion Charter African-American		2011	57.35	15.94	47.14	39.96	61.77	72.07	68.81	66.72	62.05	59.05	27.55	53.96	58.75	49.79	54.59	15.26	59	37.1	
2011 Conversion Charter Asian		2011	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2011 Non-Conversion Charter Asian		2011	91.49	59.61	88.09	66.24	88.71	89.95	90.62	90.62	85.91	87.72	71.88	86.34	88.94	80.38	87.42	52.87	86.65	80.08	
2011 Conversion Charter Hawaiian/Pacific		2011	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2011 Non-Conversion Charter Hawaiian/Pacific		2011	49.66	11.43	51.46	38.64	56.42	54.5	70.07	50.62	53.37	41.42	21.34	45.91	52.73	55.22	67.39	19.17	52.74	31.97	
2011 Conversion Charter Hispanic		2011	RV	45.45	84.21	90.91	RV	RV	RV	RV	RV	RV	RV	30	50	26	55.56	6.98	60.66	41.94	
2011 Non-Conversion Charter Hispanic		2011	71.3	27.92	65.86	48.67	71.82	83.44	79.36	79.14	70.8	72.75	44.7	67.65	74.64	65.77	73.82	29.39	73.84	56.73	
2011 Conversion Charter Native American		2011	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2011 Non-Conversion Charter Native American		2011	83.2	38.89	71.37	64.95	76.45	82.45	85.27	83.46	75.57	75.19	55.17	73.68	77.9	70.34	77.57	41.25	77.62	60.14	
2011 Conversion Charter Two or more races		2011	72.73	60	RV	85.29	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2011 Non-Conversion Charter Two or more races		2011	80.69	52.07	80	65.98	78.8	85.38	87.47	82.85	80.97	81.24	64.75	77.86	79.13	74.11	83.41	45.71	85.75	68.85	
2011 Conversion Charter White/Caucasian		2011	76.32	49.85	78.1	75.64	73.33	88.79	78.69	88.52	80.41	87.63	61.22	80.49	82.11	49.02	62.75	36.73	70.49	60.66	
2011 Non-Conversion Charter White/Caucasian		2011	84.25	49.36	81.12	73.76	82.38	90.6	86.35	86.57	82.1	85.03	67.46	77.23	83.33	72.58	80.51	49.89	83.03	72.02	

Non-Conversion Charter percentages are state averages with conversion charter scores removed from the calculation.

RV is Restricted Value for groups of students with less than ten members.

Conversion Charter Schools 2012

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math
2012 Conversion Charter	All Students	2012	84.86	42.59	73.45	68.31	80.33	92.68	78.74	86.51	66.44	56.85	39.93	46.18	52.52	56.14	57.95	10.19	55.81	41.23
2012 Non-Conversion Ch	All Students	2012	78.97	43.31	75.54	68.19	81.88	87.27	85.46	82.32	85.9	76.45	60.94	75.6	76.28	80.81	78.26	41.83	80.85	70.29
2012 Conversion Charter	Economic Disadv	2012	79.67	32.86	65.09	56.64	74.67	90.67	74.07	83.75	60.17	50.65	31.72	42.29	48.32	54.91	57.08	8.31	53.66	38.92
2012 Non-Conversion Ch	Economic Disadv	2012	71.62	29.56	66.04	55.37	76.8	83.13	80.99	76.83	81.32	69.62	51.25	67.69	68.96	74.11	71.09	30.2	73.99	60.96
2012 Conversion Charter	Not Economic Disa	2012	92.89	54.76	84.8	81.5	89.36	95.83	86.96	91.3	90.16	80.33	70.49	71.43	79.71	67.35	65.96	27.08	74	60
2012 Non-Conversion Ch	Not Economic Disa	2012	88.37	58.72	86.04	81.22	91.34	94.97	93.56	92.22	93.76	88.18	77.57	88.82	88.45	91.2	89.31	59.78	90.85	83.6
2012 Conversion Charter	African-American	2012	83.33	5.26	78.95	20.83	RV	RV	RV	RV	59.38	50.52	30.53	39.9	45.19	55.11	53.41	7.92	56.04	34.31
2012 Non-Conversion Ch	African-American	2012	61.21	16.9	50.85	43.56	70.1	74.53	75.68	67.49	75.6	57.88	33.2	57.31	55.75	67.15	58.93	14.12	67.08	45
2012 Conversion Charter	Asian	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2012 Non-Conversion Ch	Asian	2012	91.54	60.12	87.04	71.22	91.9	94.39	92.16	90.28	91.97	88.8	75.76	87.9	88.6	88.82	89.8	58.28	86.19	84.38
2012 Conversion Charter	Hawaiian/Pacific Is	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2012 Non-Conversion Ch	Hawaiian/Pacific Is	2012	53.33	14.42	40	40.21	67.2	64.92	64.32	52.91	71.26	47.37	27.65	50	49.14	66.88	58.64	14.29	59.59	48.92
2012 Conversion Charter	Hispanic	2012	80.95	46.15	86.67	69.23	RV	RV	RV	RV	RV	RV	RV	46.94	54.17	45.76	55.17	7.14	40	42.37
2012 Non-Conversion Ch	Hispanic	2012	74.05	29.84	68.2	57.04	79.1	86.27	83.38	80.23	83.82	73.18	52.36	70.24	74.02	78.97	78.41	34.14	78.49	66.93
2012 Conversion Charter	Native American	2012	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2012 Non-Conversion Ch	Native American	2012	79.65	46.94	80	66.36	78.99	81.28	83.56	84.89	89.71	82.72	67.9	73.12	72.73	78.75	77.12	49.08	84.71	69.96
2012 Conversion Charter	Two or more races	2012	90	43.75	66.67	72.73	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2012 Non-Conversion Ch	Two or more races	2012	79.68	54.77	83.66	73.32	80.72	88.4	86.96	81.99	84.8	77.34	63.79	79.85	78.12	81.91	80.13	47.97	84.46	71.08
2012 Conversion Charter	White/Caucasian	2012	85.19	44.34	72.44	71.66	80.53	92.98	80.34	87.07	80.22	69.23	58.43	70.79	80.9	67.07	78.48	18.75	68.24	64.71
2012 Non-Conversion Ch	White/Caucasian	2012	85.12	52.41	83.69	77.21	86.08	91.55	89.02	87.55	89.44	82.66	70.79	81.93	82.87	85.22	84.01	51.04	85.42	78.28

Non-Conversion Charter percentages are state averages with conversion charter scores removed from the calculation.

RV is Restricted Value for groups of students with less than ten members.

Conversion Charter Schools 2013

Cohort Display	Grouping Display	Year	EOC Alg	EOC Biol	EOC Geom	Grd11 Literacy	Grd3 Literacy	Grd3 Math	Grd4 Literacy	Grd4 Math	Grd5 Literacy	Grd5 Math	Grd5 Science	Grd6 Literacy	Grd6 Math	Grd7 Literacy	Grd7 Math	Grd7 Science	Grd8 Literacy	Grd8 Math
2013 Conversion Charter All Students		2013	71.65	44.13	66.47	70.81	75.38	81.44	82.04	85.03	67.05	48.62	41.38	44.2	48.09	56.55	38.65	13.49	55.51	35.05
2013 Non-Conversion Charter All Students		2013	76.48	43.69	72.45	69.85	80.07	86.32	84.71	82.36	84.19	69.97	61.63	73.69	76	76.83	70.55	41.88	77.91	66.02
2013 Conversion Charter Economic Disadv		2013	65.93	34.83	62.04	58.37	70.72	77.9	78	77	63.38	43.64	35.49	40.88	44.31	55.61	37.14	12.44	53.52	33.75
2013 Non-Conversion Charter Economic Disadv		2013	68.73	30.69	63.1	58.05	74.52	82.32	80.27	78.1	79.31	61.67	51.58	66	68.9	69.35	62.27	29.96	70.31	55.67
2013 Conversion Charter Not Economic Disa		2013	81.15	56.99	74.58	84.96	85.54	89.16	88.06	95.52	95.92	87.76	87.76	80	89.09	68.97	58.62	27.59	67.69	43.08
2013 Non-Conversion Charter Not Economic Disa		2013	87.45	59.05	83.33	81.93	90.26	93.68	92.69	91.79	92.64	84.34	79.02	86.67	87.99	88.71	83.72	60.82	88.9	81.01
2013 Conversion Charter African-American		2013	42.31	RV	RV	12.5	53.33	56.67	RV	RV	59.5	36.56	28.57	39.24	42.06	50.57	34.34	7.89	48.94	27.54
2013 Non-Conversion Charter African-American		2013	58.13	16.96	44.39	46.87	67.61	73.6	75.26	66.74	72.49	44.84	32.46	54.62	55.27	60.9	53.91	15.86	62.76	42.68
2013 Conversion Charter Asian		2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2013 Non-Conversion Charter Asian		2013	86.6	61.6	87.92	70.58	90.22	94.29	92.44	91.13	90.91	85.28	79.8	84.86	90.26	89.88	86.45	59.86	85.91	78.28
2013 Conversion Charter Hawaiian/Pacific Is		2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2013 Non-Conversion Charter Hawaiian/Pacific Is		2013	55.56	20	45.07	32.38	54.59	65.71	71.43	61.11	65.69	44.08	29.38	41.14	57.14	57.56	50.85	15.73	55.14	31.22
2013 Conversion Charter Hispanic		2013	61.9	71.43	RV	83.33	70	73.33	RV	RV	RV	RV	RV	22.45	39.62	62.26	41.82	10.91	50	24.53
2013 Non-Conversion Charter Hispanic		2013	70.87	32.21	69.64	58.3	76.96	85.25	82.88	81.82	82.04	67.62	56.25	70	75.27	75.63	68.99	31.83	75.63	60.62
2013 Conversion Charter Native American		2013	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2013 Non-Conversion Charter Native American		2013	80.31	44.78	75.14	76.47	79.69	86.25	84.23	82.55	84.95	76.34	60.22	79.56	82.85	73.72	64.51	44.71	81.66	65.4
2013 Conversion Charter Two or more races		2013	RV	RV	RV	85.71	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV
2013 Non-Conversion Charter Two or more races		2013	83.13	42.72	73.5	75.19	80.68	86.95	85.71	80.68	85.04	72.65	64.74	75.73	79.08	80.72	76.39	48.43	79.34	67.03
2013 Conversion Charter White/Caucasian		2013	73.32	45.52	66.78	72.9	78.97	86.15	86.18	89.47	80.27	70.07	65.31	68.71	68.71	69.66	49.44	31.46	65.24	46.95
2013 Non-Conversion Charter White/Caucasian		2013	83.47	53.43	81.76	78.17	84.54	90.53	87.97	87.47	88.22	78.04	71.56	80.01	82.17	81.86	75.79	51.27	82.85	74.02

Non-Conversion Charter percentages are state averages with conversion charter scores removed from the calculation.

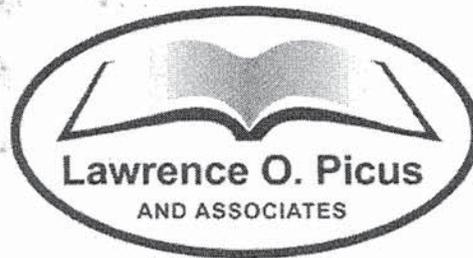
RV is Restricted Value for groups of students with less than ten members.

PUPIL TRANSPORTATION ADEQUACY IN ARKANSAS

A report prepared for the
Adequacy Study Oversight Sub-Committee
of the
House and Senate Interim Committees on Education,
of the
Arkansas General Assembly

By

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PUPIL TRANSPORTATION ADEQUACY IN ARKANSAS

INTRODUCTION

Student transportation plays an important role in education systems, augmenting the educational programs in schools and allowing many students the opportunity to be fully engaged and to participate in all program offerings of the public schools. The goal of a strong pupil transportation system should be to insure that all children requiring rides to and from school receive them in a safe and efficient manner. This document summarizes current literature on pupil transportation systems with an eye to providing guidance for the development of a transportation funding formula to complement the adequacy funding efforts of the state of Arkansas. Historical reasons for the transportation of students to and from schools include (Wood, Thompson, Picus, & Tharpe, 1995):

- 1) The distance to walk to school and back from the student's residence is too far;
- 2) Safety hazards such as inadequate sidewalks, railroad tracks, and busy streets;
- 3) The need to shift students to different schools within a district to alleviate overcrowding concerns; and,
- 4) For purposes of meeting desegregation requirements, to transport students to different schools within and between districts.

Over the last century, pupil transportation across the United States has grown considerably. In 1869, the state of Massachusetts passed the first law that authorized use of tax revenues for student transportation. Advances in automotive technology have increased vehicle and passenger safety and have allowed for longer traveling distances.

To facilitate the minimum student transportation distances established by states and districts, bus routing algorithms have been created, which in effect, try to control and reduce costs. As a result, the role of a district's Transportation Operations department has grown for multiple reasons, including:

- 1) To and from school student transportation;
- 2) The transportation of students with physical disabilities preventing them (the students) from walking to school; and,
- 3) Use of buses for activities such as field trips and sporting events, taking place during and after-school operating hours.
- 4) Intra- and inter-district busing of students for purposes of racial integration;

As a result of this continued growth, Wood, Thompson, Picus, and Tharpe (1995) estimated that Transportation Operations now consumes approximately 4 to 5 percent of total K-12 educational expenditures. In Arkansas, 2004-05 transportation expenditures of \$122 million represented four percent of net current expenditures of \$3.1 billion (ASR for 2004-05). Factors that affect a district's transportation expenditures include size of district (district square mileage, total number of students transported), geographic terrain, the transportation of students with disabilities and associated safety measures taken to achieve that goal; and, transportation policies (Wood, Thompson, Picus, & Tharpe, 1995).

Generally, one can think of three goals for state transportation aid formulas.

These are:

1. Provision of minimum levels of transportation across all districts

2. District provision of effective and efficient transportation services
3. Equitable distribution of funds to equalize educational opportunities

State aid formulas for transportation can be categorized into four funding methods:

1. Actual cost funding
2. Flat rate per unit funding
3. Utilization of multivariate calculations and factors
4. No distinct funding mechanism for transportation.

When states provide financial assistance for district transportation programs, the factors usually included in the system include some or all of the following factors (Wood, Thompson, Picus, & Tharpe, 1995):

- Miles driven
- Hours of operation
- Population density
- Bus capacities
- Total number of students transported
- Factors associated with hazardous walking
- Desegregation
- Cost of bus replacement

There is a prevailing perception that when a state requires local districts to fund a portion of transportation costs (i.e., through cost-sharing plans, etc) funds are spent more wisely and more efficiently (Wood, Thompson, Picus, & Tharpe, 1995). However, a few states, notably Wyoming, have moved to full state funding of pupil transportation costs,

although each state interprets the meaning of “fully funded” differently. The appendix to this document contains a summary of how states fund pupil transportation programs.

It should be noted that the proportion of student transportation costs for which districts within a state receive reimbursement varies widely. Because geographic conditions, which are outside of a district’s control (population density, road conditions, and total distance), affect student transportation costs, a sparsity factor and/or a district size factor is usually included in any state reimbursement formula. Districts with expensive or difficult transportation needs are provided with additional funds, and districts with less expensive or less difficult transportation needs are provided with fewer funds. Factors including personnel, bus purchasing, and bus replacement, vehicle maintenance, bus routing, and safety all affect a district’s Transportation Operations program (Wood, Thompson, Picus, & Tharpe, 1995).

STUDENT TRANSPORTATION SYSTEM DESIGN PROCESS

In order to identify transportation needs, districts often engage in professional surveys. District resources, geographic boundaries, walking distances, individual student grade levels, bus stops, road/street/highway conditions, traffic congestion, and the individual hours of operation at every school including start and stop times are carefully analyzed. Sophisticated software programs enable district administrators and transportation planners to identify the pick-up and drop-off locations for every student in the district. Policies are then created for unique and unusual circumstances regarding such factors as the geographic isolation of some students which may necessitate the parental transportation of a student to some agreed-upon location when and where the bus

can effectively and efficiently transport the student to the schoolhouse; policies regarding the types of services provided (district-owned, contractor-owned, some combination program, etc); payments made to individual parents or guardians in-lieu of some payment for transportation; and many others are set, and presented to the school board for recommendation of approval (Fowler, 1988).

Wood, Thompson, Picus, & Tharpe (1995) explain that a measure of the size and extent of a district's student transportation system is the total number of miles driven by buses on an annual basis. Given the diversity of state physical size, geographic terrain, and district population density, using total transportation costs as a basis of comparison across the states, however, can be limiting. Weather and road conditions affect total per pupil costs of transportation. For example, states with severe weather conditions may have higher per pupil transportation costs given greater maintenance needs. Likewise, buses traveling in sparsely populated areas on well-maintained roads may have relatively low total per-pupil transportation costs. Therefore, a District's Transportation Operations program may cost range may be between 4 and 5 percent of total K-12 educational expenditures. Multiple factors (personnel, bus purchasing and bus replacement, vehicle maintenance, bus routing, and safety) all affect Transportation Operations. Examples of issues that must be considered are outlined below.

Personnel

Districts need to hire and train competent bus drivers (often through a state certification program and with follow-up training on safety and student discipline) who are able to effectively communicate with bus mechanics, the transportation supervisor, and the school-site principal regarding concerns and issues. A transportation supervisor

(in a small district this may be the assistant superintendent for business, in a large district this can be and often is a separate position) must be able to understand how to operate a bus fleet and to train and work with transportation personnel (Wood, Thompson, Picus, & Tharpe, 1995).

Fowler (1988) explains that school districts are accountable for and assume the responsibility for all students' safety from the moment they board the school bus in the morning until they leave the school bus at the same point as being picked up in the afternoon. Qualified personnel, therefore, must assume varying levels of responsibility in order to ensure the successful operations of a district's Transportation Operations Program. Fowler (1988), outlines roles and responsibilities:

- The Superintendent: provides information to the governing board to determine pupil transportation policy; makes student transportation policy recommendations; within the framework of the board policy, makes administrative decisions; as pertaining to the Transportations System, the superintendent fines personnel responsibilities; and, s/he is charged with promoting public support for and understanding of the district's student transportation program (Fowler, 1988).
- The Director of Transportation—The Director of Transportation, recommended at 1 FTE per district, usually is under the direct supervision of the Assistant Superintendent of Business Services. The Director of Transportation is responsible for planning, organizing, scheduling, and the supervision of all personnel in the transportation personnel as well as the supervision of students riding school vehicles. The Director of Transportation also assigns bus drivers,

the servicing and repair of vehicles including the cleaning of school buses; assigns school bus drivers; assists in the personnel selection and the training thereof; maintains lines of communication with all education stakeholders; submits routine and special-request reports regarding the transportation program; helps develop the budget for the transportation program; order materials, equipment and supplies; maintains accurate and detailed records; and, addresses public complaints and criticisms regarding transportation. The Director of Transportation may subordinate managers and directors, based upon minimum FTE requirements and otherwise as-needed to effectively, efficiently, safely, and economically run the transportation program (Fowler,1988).

- The Secretary—1 FTE Secretary in the district’s Transportation program is needed for every 4 schools; 0.5 FTE Secretaries are needed for every 2 schools within the district. Secretaries perform clerical, office, typing, and records duties as assigned by the Director of Transportation (Fowler,1988).
- The Clerk—1 FTE per district Transportation program is recommended. The Clerk is responsible for maintaining records, conducting office, clerical and typing duties as assigned by the office unit (Fowler,1988).
- The Transportation Manager: Districts that have a minimum of 10 buses will need 0.5 FTE Transportation Managers; districts with a minimum of 20 buses will need 1 FTE Transportation Manager. Smaller districts with fewer than 5 buses, it is recommended that the district(s) job-share the role of Transportation Manager between 2 or more districts. The Transportation Manager is required to: advise and plan for the immediate supervisor regarding matters involving student

transportation; ensuring district rules and regulations are being followed by all transportation department personnel; maintaining a personnel training program continuously; developing the organizational structure, routing, and transportation maintenance system to operate buses, personnel, and fiscal resources efficiently and effectively; maintenance of communication between transportation personnel and school services; develop hiring and dismissal policies and procedures with the administrations; and reviewing and developing safety procedures (Fowler, 1988).

- The Dispatcher Supervisor / Bus Driver Supervisor: Districts that have a minimum of 10 buses will need a 0.5 FTE Dispatcher Supervisor / Bus Driver Supervisor; districts with a minimum of 20 buses will need 1 FTE Dispatcher Supervisor / Bus Driver Supervisor. The Dispatcher Supervisor: develops efficient routing systems and training programs for drivers; works with drivers regarding matters concerning student discipline; develops safe bus stops; works with the public regarding bus transportation problems; and, works with drivers on mechanical problems in order to ensure that the drivers will properly follow procedures in reference to work and repair orders. The position in this class also supervises the assigning of equipment to and routes to drivers; calls in relief / substitute drivers as necessary; conducts internal auditing of master schedules, routes, route maps and running times for contractor-owned and district-owned buses; assists school personnel (usually the principal or assistant principal) in reference to special education transportation needs; coordinates use of contractors; answers student and parent questions regarding transportation program options; assists in the selection and evaluation of drivers, maintaining

accurate and detailed records; and, makes period reports and as requested to and for the Director of Transportation (Fowler,1988).

- The Driving Training Instructors: Districts that have a minimum of 25 buses will need 0.5 FTE Driving Training Instructors; districts with 50 buses will need 1 FTE Driving Training Instructors. Driving Training Instructors are responsible for: developing bus-driving training programs that meet all state laws and any additional local requirements; and, to develop driver-training follow-up programs in regards to classroom work as well as behind-the-wheel training. Training programs should focus on safety (Fowler,1988). In addition, a 2004 driver-training survey (McMahon, September 2004), finds in school districts across the United States, there is an average ratio of Bus Drivers to Driving Training Instructors of 44 Bus Drivers to 1 FTE Driving Training Instructor.
- The Bus Driver—The actual number FTE Bus Drivers depends on the number of buses used, the particular types of buses used, routes used, and other circumstances. Bus Drivers must operate the bus assigned them, efficiently, economically, and safely in addition to competently supervising students on the bus. It has been noted that Bus Drivers, while on the bus, teach qualities such as good citizenship, provide good leadership, and earn the respect and cooperation of teachers, students and parents (Fowler,1988).
- The Mechanic Supervisor—For every 100 pieces of equipment (inclusive of buses, trucks, vans, and other vehicles), 1 FTE Mechanical Supervisors are needed. If in the event a district has fewer than 100 pieces of equipment and five shop personnel, then a Mechanic Lead-Man is utilized. The Mechanical

Supervisors are responsible for: supervising the purchasing of supplies with an eye for cost and quality effectiveness; development of a maintenance schedule for all equipment, ensuring safety standards and economical stewardship; development of personnel hiring requirements for mechanics as well as service personnel, based on the departmental needs; development of training programs and follow-up training programs for departmental use; developing and maintaining effective lines of communication with the Transportation Manager, Dispatcher Supervisor, Driving Training Instructor(s); Bus Drivers; and other shop personnel (Fowler, 1988).

- The Mechanic Lead-Man—The Mechanic Lead-Man, not exactly a supervisor, does have increased levels of authority. A district with fewer than 100 pieces of equipment and 5 or fewer shop personnel employ a Mechanic Lead-Man, who is responsible for: developing lines of communication with her/his immediate supervisor; monitors shop safety programs and shop production required by the Transportation System; and, functions as a producing member within the mechanics department (Fowler, 1988).
- Heavy Duty Mechanic Leadworker—The Heavy Duty Mechanic Leadworker is responsible for the supervision and monitoring of work of skilled mechanics; performs skilled maintenance and mechanical repair on large gasoline and diesel-powered buses as well as on other district mechanical equipment; assists with and supervises major engine and transmission overhauls; inspects major repair work conducted; upon completion of a job, tests performance; conducts diagnostic tests,

inspects equipment, and carries out a preventative maintenance program .

(Fowler,1988)

- The Service Mechanic—The Service Mechanic services school buses and other mechanical equipment; checks and fills buses with appropriate fuel and oil; greases, lubricates and services equipment and vehicles on schedule; inspects and repairs tires, brakes, lights, and other equipment; cleans, washes, and waxes vehicles; assists mechanics in major repairs and minor repairs; may pick up and deliver parts and supplies; maintains tools and equipment used and all garage service areas in a clean and orderly fashion; and, on occasions, may be required to drive a school bus on an emergency, as-need basis for purposes of transportation of students (Fowler,1988).
- Shop Technical Support Staff-- The Shop Technical Support Staff help the district's Transportations Operations Program by functioning independently, efficiently, economically, and safely, and consist of skilled trades. Districts are encouraged to carefully screen applicants for any Shop Technical Support Staff position, and these personnel must be training continuously on new, state-of-the-art techniques. Examples of Shop Technical Support Staff include the Automotive Parts Technician and the Autobody Specialist (Fowler,1988).

Bus Purchasing and Bus Replacement

District owned- and provided transportation services can not only result in cost savings for purposes of academic and athletic field trips, but often during the year there is a charter bus shortage with respect to supporting the numerous student activities which require busing (Rogers & Randall, March/April 2003). Wood, Thompson, Picus, &

Tharpe (1995) note that every district must have a system for purchasing new and replacing old, worn-out buses, taking advantage of improved technology and safety standards. The National Highway Traffic Safety Administration (NHTSA) in 1977, issued safety standards, known as Post-DOT bus safety standards for school bus design. Effective April 1, 1977, manufactured buses were designed to be stronger and better able to withstand accidents; the standards included features such as padding for the sides and backs of seats in buses to minimize student injury. One qualitative measure of a district's or state's bus fleet is the number of pre-1977 buses still used. However, as a result of the Post-DOT design and safety standards, the cost of purchasing a school bus has steadily risen. State and district bidding requirements, for which there are two bid components (one for the body, one for the chassis) and options taken on bus features including engine type (gasoline, diesel, alternative fuel), transmissions, size of bus (passenger capacity), and specialized equipment for students with disabilities such as lifts and restraints, all affect total purchase and replacement costs of school buses (Wood, Thompson, Picus, & Tharpe, 1995).

The *Union of Concerned Scientists* (Monahan, May 2006) explains that the United States has a current total bus fleet of 505,000 buses transporting 25.4 million students a total of 5.8 billion miles per year. The average bus across the U.S. travels 11,400 miles per year. Bus fuels used predominately include diesel (94 percent), gasoline (5 percent), and alternative fuels (1 percent). In relation, there are a total of 6,535 buses in operation in Arkansas, with 65 percent of the bus fleet being older than 10 years.

Some states have formulas for the purchase and replacement of vehicles. For more information in regards to the state programs and formulas, please see the appendices:

Bus Maintenance

A good vehicle maintenance program will extend the useful lifecycle of the bus, reduce replacement costs, and help provide adequate school bus safety. Daily driver vehicle inspections, often conducted in teams, often bus tire-inflation, leaks, headlights, brake lights, rear lights, running lights, crossing lights, flashers, blinkers, stop arms and other safety features are required. A method for drivers reporting vehicle maintenance needs and mechanical service / repair work conducted must be in-place. Routine, preventative (proactive) maintenance such as oil changes, break inspections, and engine overhauls need to be established. The scheduling of vehicle maintenance should be conducted in such a way as to minimize the impact on student transportation and an adequate supply of spare buses must be maintained. Commercially available computer programs can help maintain the detailed maintenance records needed for preventative maintenance scheduling and the proper tracking of all vehicles (Wood, Thompson, Picus, & Tharpe, 1995).

Formulas such as for Washing and Greasing Expense, the amount of insurance premium applicable to each type of equipment, and equipment depreciation are often employed by states and districts around the country (Fowler, 1988). For more information regarding state reimbursement formulas, please see the appendices:

Bus Routing

An accurate database of student residencies, location of schools attended, and the most efficient method of transporting students is critical to the success of the Transportation operations program. The person responsible for bus routing must consider factors that at least include: (1) ride safety; (2) total time spent riding on bus; (3) total bus seating capacity; (4) minimizing the practice of operating school buses as empty, commonly referred to as “deadheading”; (5) staggered school starting schedules; (6) use of circular versus linear driving routes; (7) total distances traveled by students on the buses; and (8) other factors deemed necessary by the federal government, state government, and/or local boards of education (Wood, Thompson, Picus, & Tharpe, 1995). The CASBO Transportation Research and Development Committee (Fowler 1988) recommends a bus routing schedule that allows for no more than 30 minutes of students riding on the bus one-way, and no more than one-hour of ride-time per school day. Route types used to achieve this standard include circular routes, “spoke” or “shoestring” routes, and trunk and feeder routes. Route service includes single trip routes and multiple trips routes, with a layover time, or time between each trip, being approximately 10 minutes. Consequently, in estimating route mileage and time required, many district transportation planners fall back on a 1948 national survey that revealed that a bus route that was 11.9 miles long took approximately 49 minutes. The formula that estimates time to travel any given route, consequently, is given as:

$$[(X \text{ miles}) \times 2] + 1 \text{ minute per stop} = \text{Time to Travel on Any Given Route.}$$

Fowler (1988) recommends avoiding student transfers from one bus to another when possible. In the event that a transfer should occur, it is recommended that the time between bus drop-off and new bus-arrival be no more than 10 minutes (Fowler, 1988). Rogers and Randall (March/April 2003) state that in order to reduce transportation costs, school districts might employ a number of strategies:

- (1) Districts might expand grade-level non-transportable distances by re-examining existing hazardous street criteria with analysis being conducted with particular attention to district policy exceptions to students living in non-transportable distances;
- (2) Districts may shift, another argument holds, the radius distance criterion of their non-transportable distance policy. In effect, this draws a line by which districts, because of limited supply of resources such as the total number of buses, state that they cannot transport students beyond a certain radius and that parents would be obligated to transport their students if they live within the non-transportable distance (Rogers & Randall, March/April 2003).

However, given that the *No Child Left Behind* program may actually require regular student transportation, and given that the busing of special education students, homeless students, and the transportation of students on a voluntary basis for racial integration purposes is required irrespective of boundary, it may be more cost-effective to transport the student to the closest school irrespective of the school or district boundary if requested by the parent.¹ Again, in the likelihood of an event such as this occurring, costs of transportation might be shared by both districts. Rogers and Randall

¹ As Arkansas considers development of a transportation formula, it may want to consider rules that on compensate districts for the cost of transporting students to the nearest school, not necessarily a district in the resident school district.

(March/April 2003) also state that in order to reduce transportation costs, school districts might stagger bell schedules to provide ample time for all students to get to school. Finally, Kern (March/April 2003) explains that minimum path routing, which can include sophisticated software and other technological tools, can assist with helping to control costs.

Safety

In addition to the Post-DOT school bus design and safety standards (described above), loading zones, adequate bus stops and crosswalks, and bus safety education as participated in by drivers, mechanics, students and other associated personnel and education stakeholders will help ensure vehicle passenger safety, minimizing risk (Wood, Thompson, Picus, & Tharpe, 1995). Again, compared with cars and transit buses, school buses are the safest form of student transportation. School buses are significantly involved with fewer accidents, fatalities, or injuries. Two other issues that require additional comment are bus drivers and their important role in pupil transportation, and the dangers of air pollution resulting from bus operations.

Bus Drivers

A survey (McMahon, September 2004) explains that the average number of in-service training hours each year for returning drivers is 8.8. Training methods used include: videotapes, outside speakers, PowerPoint Presentations, Lectures, Hands-On Activities, DVDs, Simulators, as well as several others. In reference to students on the bus, additional special safety precautions must be taken. At all times while busses are operating, children are expected to remain seated in the bus, and districts may assign a school staff member to meet the buses and to supervise the students as they walk from the

bus to the schoolhouse. Students are expected to behave appropriately, and must clearly understand enforced-rules critical for the successful management of students who ride the buses. In California, for example, state regulations regarding school bus driver authority include:

1. A bus driver shall not require any student to leave a bus before the student has reached her/his destination;
2. School bus drivers shall be held responsible for student orderly conduct while students are on the bus and/or when students are being escorted across the road, street or highway;
3. Students being transported in a school bus are under the authority of and are directly responsible to the school bus driver; and,
4. Student continued disorderly conduct and/or student persistent refusal to submit to the driver's authority is a sufficient reason for a student to be denied transportation on the school bus.

In the event that discipline problems occur, the driver may employ remedial steps including changing the student's seat. Continued disruptions and/or violations may result in a conference held between the student and his/her teacher or the school-site principal; parental notification and request for assistance; and, transportation privileges being withdrawn for a set period of time. Students may not, however, be taken off a bus while the bus is en route at other than a scheduled bus stop (Fowler, 1988).

Pollution

Pollution from older school buses can pose a health risk (asthma, cancer, heart disease, premature death) to students. The *Union of Concerned Scientists* (Monahan,

May 2006) explains that recent studies have found that pollutants can concentrate inside school buses, leading to higher pollution exposure rates to students who ride buses. Cleaner-burning fuels and pollution controls for diesel-powered buses can cut the pollution collected within buses. In a national survey, the *Union of Concerned Scientists* found that:

- (1) Some of the oldest vehicles on the road are currently school buses;
- (2) Pollution performance by buses varies widely;
- (3) Significant improvements in curbing bus pollution have been made by clean school bus programs such as in California and Washington state;
- (4) Nine states and the District of Columbia have not taken action to clean up bus pollution;
- (5) Increased investments in cleaner-burning fuel buses are needed as the average bus in the cleanest fleet was found to emit 20 percent more soot per mile than the average big rig, and that emissions could be substantially reduced by utilizing existing technology and fuels available;
- (6) Replacement and retrofitting buses will require substantial investment nationwide, with replacement costs of all buses built before 1994 estimated to be \$13.4 billion; and,
- (7) Parents and school administrators need to collaborate more on pollution control efforts (Monahan, May 2006).

It is estimated (Monahan, May 2006) that if the average diesel school bus were converted to a 20 percent Bio-diesel bus, there would be a 10 percent reduction in soot emitted. Furthermore, if the average diesel bus were retrofitted with a Soot Trap, there

would be an 85 percent soot reduction. Finally, it is believed that a 93 to 97 percent soot reduction could be achieved if a 2007 Diesel or Natural Gas Bus were used. The problem, though, as Monahan (May 2006) indicates, is that on a standard grading scale (A, B, C, D, F) of all fifty states, no states received a Soot Pollution Grade of "A" or "F". A total of 16 states received a "B", 22 states received a "C", and 13 states including Arkansas received a "D". Arkansas received a ranking of "Poor" for its own cleanup program and a ranking of "Poor" for its smog-forming pollution. Policy implications of the study include:

1. States and individual District Transportation Operations need to meet the U.S. Environmental Protection Agency's goal of retrofitting or replacing all school buses by 2010;
2. Increased federal (and state) funding such as through the EPA's Clean School Bus Grant Program is needed;
3. States need to build their programs to reduce school bus pollutants. Examples of model programs include California's "Lower-Emission School Bus Program," and Washington's "Clean Bus, Healthy Kids Retrofit Project" (Monahan, May 2006).

Regarding new technological developments Sorensen (2004) further explains that promising new technologies such as incorporating fuel cells, although still in its testing phase with larger passenger vehicles such as buses, can potentially reduce school bus transportation costs. In conventional spark-ignition engines like diesel engines used in buses, hydrogen can be used as a fuel, with engine efficiency in hydrogen-powered vehicles noted as being as high as diesel- or gasoline-powered vehicles. By 2005,

approximately 50 fuel cell buses were driving regular route patterns in cities around the world and the number is expected to increase given that “the fixed route driving and use of dedicated filling stations have made it easy to accommodate the limited range of current fuel cell buses and to establish dedicated hydrogen filling stations at suitable locations in the test cities” (Sorensen, 2004; p. 219). However, even though hydrogen combustion can be incorporated into buses, significant safety concerns given the wide flammability range of hydrogen preclude any formal recommendation of school district investment in or adoption of hydrogen-powered school buses until more research can substantiate viability and arrest safety concerns

It should be noted here that the average school bus across the United States is currently nine years old, and more than 30 percent of school buses used are more than ten years old. Soot-control technology can include: Diesel Particulate Filters, Diesel Oxidation Catalysts, Low NOx Traps and NOx Absorbers. Clean fuels can include Bio-Diesel, electricity, and hydrogen. It should be additionally noted that the Arkansas Department of Economic Development has developed an “Adopt a School Bus Program” to encourage district use of Bio-diesel. However, the average school bus in Arkansas is 13 years old, or a total of 4 years older than the national average. (Monahan, May 2006).

The long-term health effects of children exposed to diesel fumes are not exactly clear. However, Ross (May 2002) indicates that proactive measures can be taken and possibly result in transportation cost savings, including:

1. Monitoring idling time of school buses;
2. Disallow prolonged idling when school buses are parked in close proximity or while around school buildings;

3. Do not “warm buses up” in the mornings by letting the engines run;
4. For purposes of identifying buses with high fuel consumption, analysis of fleet fuel efficiency reports should be conducted;
5. With respect to any vehicles used that pre-date 1988 compliance with federal air pollution guidelines, replace the bus immediately; and,
6. Schedule bus replacements and incorporate alternative fuel engines into the replacement schedules.

Insurance

Fowler (1988) notes that typical insurance coverage of buses include: Liability Insurance, Bodily Injury Insurance, Property Damage, Medical Payments, Physical Damage Coverage, Fire and Theft, Collision, Comprehensive Material Damage Coverage, Non-Ownership Liability Insurance, and/or Single Policy. The extent of the insurance coverage and cost of the insurance premiums varies widely.

Transportation Service Type

According to Wood, Thompson, Picus & Tharpe (1995), districts must decide whether to (lease) own vehicles and/or use contractor-provided services. It is our understanding that at the present time the only district in Arkansas employing a contractor to provide pupil transportation is Little Rock. Advantages associated with the use of contractor-provided services include:

1. District relief of responsibility for capital outlay expenditures for new bus acquisition;

2. District relief from the responsibility for maintenance and operations of the bus, a responsibility for which school district officials usually receive little or no training, as explained by Wood, Thompson, Picus, and Tharpe (1995);
3. It may increase a district's flexibility for adding bus routes or obtaining buses for extra-curricular activities;
4. It can place the responsibility of hiring and training bus drivers on the contractor; and,
5. It can minimize some of the complaints and criticism about bus service directed at the district by projecting those complaints and criticisms on the contractor(s).

Advantages of district-owned and operated buses include:

1. Potentially Lower costs;
2. Ease of use of buses for other purposeful programs like field trips;
3. Increase of control of hiring and training of drivers;
4. It can reduce legal complexities given any litigation; and,
5. It allows a school district to integrate its transportation into the instructional program being offered (Wood, Thompson, Picus, & Tharpe, 1995).

Kern (March/April 2003) acknowledges that transportation costs have been steadily increasing, not the least of which reasons is because mainstreaming students with special education (IDEA, 1975) has put pressure on district transportation resources, with respect to selecting proper school bus vehicle type. Establishing school district partnerships with respect to transportation of special education students for reasons due to services lacking in one school district and offered in another, as an example, may not

only benefit both districts financially but also help the districts increase articulation with one another. Rogers and Randall (March/April 2003) further note that when it comes to selecting transportation service type, there are other measures by which a district might employ to reduce transportation costs in emergency situations, but they warn that careful and thoughtful analysis should be taken before any of the following are considered:

1. Eliminating after-school activity busing;
2. Eliminating mid-day Kindergarten busing;
3. Raising parent fees to cover costs;
4. Contracting for transportation services.

Additionally, the long-term repercussion of any such cost-cutting action needs to be considered as well.

A SCHOOL DISTRICT TRANSPORTATIONS OPERATIONS CASE STUDY: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

During the 1998-1999 year the Sacramento City Unified School District in California had approximately 51,000 students, over half the students living in low-income families, with nearly sixty percent of the students qualifying for the Free-and Reduced-Priced Meals program. The district had in its employ, 130 transportation staff members. Transportation planners determined that Sacramento City Unified School District (SCUSD) was 67 square miles, used 201 school buses to transport students to and from their homes, as well as for academic and athletic field trips. During the 1998-1999 year, there were 186 district-owned buses and 15 contractor-owned buses.

Table 1: Profile of SCUSD Daily Transportation Operations: Education Program

Education Program	Number of Students Transported
General Education Classes	5,335
Special Education Classes	1,304
Total Transported	6,639

Table 2: Profile of SCUSD Daily Transportation Operations: Total Miles Driven

Transportation Function	Annual Mileage
Home-to-School Transportation	2,303,136
Academic & Athletic Field Trips	107,243
Total Miles Driven	2,410,379

After factoring in the average cost for a new school bus during the year (\$96,000)² as well as all other transportation expenses, it was determined by district administrators that the Total Cost Per Mile for Transportation Operations was \$1.69 per mile.

Wiggins and Hunter (May/June 2004) partially attribute varying costs in a district's Transportation Operations program to different bus sizes and categories. For example, in California, Type I School Buses are designed for regular education programs carrying in excess of 16 passengers plus the driver. Usually Type I School Buses, depending upon seat design requirements and seatbelt / lap-belt requirements, have a seating capacity that can be as 84 passengers. Type II School Buses are typically designed for special education, regional occupational programs, and class-size reduction programs. Type II School Buses typically carry 16 or fewer passengers plus the driver.

There is a maximum seating capacity on Type II School Buses of 18 persons. New seats

² The report, Sacramento City Unified School District. (1999). Investing in kids: Our budget. (A report). Sacramento, CA: SCUSD, explains that the average bus cost ranged from \$95,000 to \$97,000. The mid-point (\$96,000) was determined to be the average cost of the bus given that the true average cost was not specified.

for Type I School Buses range from \$140 to \$260 per student seat. Costs for new seats for Type II School Buses for special education program students can range from \$2,500 to \$2,600 per student seat. Additionally, federal law requires that all small school buses, defined as being under 10,000 pounds gross vehicle weight, such as the Type II School Buses, have seat belts.

Given increased demands for accountability, many districts like SCUSD have established Internal Service Funds (ISFs), which allow the districts to account for the provision of goods and services on a cost reimbursement basis, especially for vehicle maintenance operations. “The ability to accumulate accurately and isolate the total cost of selected activities or programs is one of the primary reasons to us an ISF,” states Greg Rees (June 2003), who further explains that,

An ISF, for example, allows a vehicle maintenance operations to cost and price the services in question more easily, and, in turn, more accurately determine an appropriate charge-back rate. This allows the vehicle maintenance operation to respond to assertions from outside contractors and others that privatization would be more cost-effective and efficient (pp. 11-12).³

Using an ISF, Rees (June 2003) provides a budget for a district’s vehicle maintenance operations program:

³ For more information on establishing an Internal Service Fund, please see Rees, Greg. (June 2003). Vehicle maintenance internal service fund answers demand for accountability. School Business Affairs. Volume 69, Number 6. (pp. 11-14). Association of School Business Officials International.

Table 3: Vehicle Maintenance Sample Budget⁴

Salaries and Benefits (\$)	Purchased Services (\$)	Supplies and Materials (\$)	Capital Outlay (\$)
Manager: (60,000)	Training and Conference: (5,000)	Office Supplies: (4,000)	Office Equipment (6,000)
Fleet Analyst (40,000)	Printing (1,000)	Tool Allowance (15,000)	Shop Equipment (45,000)
Secretary (30,000)	Hardware/software maintenance (14,000)	Miscellaneous Shop Supplies (60,000)	
Mechanics (900,000)	Uniform Service (15,000)	Fuel (925,000)	
Parts personnel (80,000)	Contract Repair—Equipment (25,000)	Vehicle Parts (965,000)	
Overtime (50,000)	Contract Repair—Buildings (22,000)		
Benefits (275,000)	Contract Repair—Two-Way Radios (7,000)		
	Contract Repair—Vehicle Parts (85,000)		
	Contract Repairs—Vehicles (105,000)		
Subtotal: (1,435,000)	Subtotal: (279,000)	Subtotal: (1,969,000)	Subtotal: (51,000)
Total (143,500 + 279,000 + 1,969,000 + 51,000)			(\$3,734,000)

Additionally, Rees (June 2003) provides formulas for the calculation of labor rates that correspond with Table 3: Vehicle Maintenance Sample Budget:

- For a total of 20 mechanics, use the calculation of 1,600 direct hours per year per mechanic, or $[(1600 \text{ hours}) \times (20 \text{ mechanics})] = 32,000 \text{ hours}$

⁴ Table adapted from, "Table 1 Sample Line-Item Budget for a Vehicle Maintenance ISF", as found in: Rees, Greg. (June 2003). Vehicle maintenance internal service fund answers demand for accountability. School Business Affairs. Volume 69, Number 6. (p 13). Association of School Business Officials International.

- For a total of 4 shop foremen, use the calculation of 240 hours per year per foreman, or $[(240 \text{ hours}) \times (4 \text{ foremen})] = 960 \text{ hours}$
- To calculate the fully burdened labor rate, *the Total dollar figure (\$) to be covered by the prevailing labor rate is divided by the total number of expected direct hours and the result is the fully burdened labor rate* (Rees, June 2003, p. 13)

STATE-FUNDED DISTRICT TRANSPORTATION OPERATIONS RECOMMENDATIONS

In order to determine an adequate state expenditure level for Transportation Operations, a methodology based on the triangulation of data (Patton, 2002) has been chosen. A total of 50 states' funding formulas for school district transportation operations plus the District of Columbia have been reviewed (please see the appendices for details on state pupil transportation programs). Based upon the amalgamation of the evidence, policy recommendations for the state of Arkansas include: Transportation Base Funding Formula and Adjustments to the funding formula which take into consideration socio-economic and geographic cost considerations.

Base Funding Formula

A good place to start is with a state-district cost sharing plan. Nevada provides a reasonable example as that state's funding model is based on such a cost sharing plan.

The formula is:

$$\text{Total District Transportation Aid Per Pupil} = [((\text{equipment acquisition costs} + \text{equipment replacement costs}) / 2) + (((\text{Salaries for Prior Year}) + (\text{Operating Expenses for Prior Year})) / (\text{Total District ADA}))] \times \text{Inflation Factor}$$

The formula also provides an annual inflationary adjustment to the Transportation Operations formula. However, a potential problem which might result in a shortage of funds is that the formula takes the average cost of new equipment acquisition and equipment replacement costs for each district. It has already been noted that the cost of new school buses has steadily risen, and, districts that still utilize school buses that predate the 1977 Post-DOT school bus requirements are not required to upgrade those particular buses to modern efficiency and environmental regulations and standards, implying that the cost of maintenance and upkeep of those buses may not be as much as the maintenance requirements of newer school buses. The methodology of the formula, though, provides an appropriate structure that can be built upon. The base funding formula recommended for use, then is:

$$\begin{aligned} \text{Total District Aid Per Pupil for Transportation Operations} = & [((\text{Equipment Acquisition Costs}) + (\text{Equipment Replacement Costs}) + (\text{Salaries for Prior Year}) \\ & + (\text{Approved Operating Expenses for Prior Year}) / (\text{Total District ADA}))] \times \\ & \text{Inflation Factor} \end{aligned}$$

Equipment (Bus) Acquisition and Replacement Costs

A national survey conducted by *School Bus Fleet* (Neal, March 2005) statistically profiles the total number of buses in school fleets:

- 1-24 Buses (25.5%)
- 25-49 Buses (21.4%)
- 50-99 Buses (21.8%)
- 100-299 Buses (20.0%)
- 300+ Buses (11.3%).

In addition, the same survey reveals that 69.8% of school district Transportation Operations programs are *District-Operated*, whereas 25.6% are *Contractor-Operated*, and 4.6% being classified as *Other* (Neal, March 2005).

The Sacramento City Unified School District Case study presented earlier reveals that in 1998-1999, the same time period reviewed as other state programs and policies, the average cost of a new school bus was \$96,000. The state of Virginia in 1998-1999, appropriated \$41,147 for each bus based upon the formula:

*Bus Replacement Cost Adjustment =
(1/12th of prevailing number of buses per 100 students at a
replacement cost of \$41,147 per bus)*

The formula indicates that a total of 1/12th, 8.33% of school buses for every 100 students would be replaced at a flat funded rate of \$41,147 annually. Additionally, the states of Arkansas and Alabama allow bus depreciation. For Arkansas,

*Depreciation = (Sum of individual allowance for
each approved bus in district)*

For Alabama, *School Bus Depreciation = (Total Bus Purchase Price / Bus Chassis Life)*, but for no more than 10 years. The state of Florida, although technically funding school bus replacements, has not earmarked funds to do so since 1992-1993. And, in the state of Pennsylvania which provides various formulas for vehicles allowances in relation to bus seating capacity, makes funds available up through buses' eleventh year of use. Finally, two telephone interviews conducted on June 8, 2006 with *Midwest Bus Sales, Inc.* and *Collins School Bus Co.*, reveal additional bus price considerations. A sales representative at *Midwest Bus Sales, Inc.* explains that price range of buses go from \$35,000 for small, special education buses to \$145,000 for large

seating capacity, fully loaded with all options buses. Similarly, a sales representative for *Collins School Bus Co.* explained range of prices for new school bus is determined by size, options, and fuel type requirements. The highest price vehicles, fully loaded with all equipment and special natural gas fuel type sell for \$145,000. Lowest price models with seating capacity of 20 students or fewer with regular fuel type (diesel) go for \$55,000. Therefore, in order to determine an adequate state appropriation for school bus replacement and new school bus purchasing, provided that not every student in state utilizes home-to-school district transportation, and given the literature and telephone interviews regarding the price ranges reveals that two buses based upon potential passenger seating capacities can approximately hold 100 students (one being allocated for regular student transportation and the other being allocated for special education student transportation), can be averaged when all data sources are factored:

- Sacramento City Unified School District Bus Replacement Average = \$96,000
- State of Virginia flat-funded Annual School Bus Replacement = \$41,147
- *Midwest Bus Sales, Inc* Average between High and Low Range
 $(\$35,000 + \$145,000 = \$180,000 / 2) = \$90,000$
- Collins School Bus Co. Average between High and Low Range
 $(\$55,000 + \$145,000 = \$200,000 / 2) = \$100,000.$
- Averaging the variables reveals that
 $(96,000 + 41,147 + 90,000 + 100,000 = 327,147 / 4) = \$81,796.75$

Therefore, it can reasonably be estimated that an appropriate state expenditure for new school bus purchase and school bus replacement would be \$81,796.75. This figure, however, would need to be annually adjusted for inflation, and it is recommended that the

Arkansas Consumer Price Index (ACPI) be used as the annual inflationary adjustment. It can be noted that other states also use their own state CPI in terms of inflationary adjustments to their funding formulas (for more details, please see *Appendix A: Profile of Selected States' Transportation Formulas and Adjustments to Formulas*).

According to Hirano (November 2004), during the 2002-2003 school year, the state of Arkansas used a total of 6,535 buses (6,290 district-owned buses + 245 contractor-owned buses), and transported a total number of 316,662 students for a total of 43,628,580 miles. Considering the average depreciation and state reimbursement schedule given (Virginia, 12 years; Alabama, 10 years; and, Pennsylvania, 11 years) is 11 years $[(12+10+11)/3]=11$, and given a 2006 estimated average purchase price per bus of \$81,796.75, and given an average 11-Year Lifecycle, it can be determined that if Arkansas currently retains 6,535 school buses, the state will need to replace 1/11th of their fleet (approximately 9.1%) annually, with annual inflationary adjustments according to the Arkansas CPI. A replacement cost schedule is provided:

$$[(\$81,796.75 \text{ per bus}) \times (6,535 \text{ buses in fleet})] / 11 \text{ Year Lifecycle} = \$48,594,705.57$$

Considering the 316,662 students transported for the school year examined, an adequate expenditure per pupil can further be determined:

$$[(((\$81,796.75 \text{ per bus}) \times (6,535 \text{ buses in fleet})) / 11 \text{ Year Lifecycle})] / 316,662 \text{ students} = \$153.46 \times \text{Arkansas Consumer Price Index annual inflationary adjustment is the per pupil expenditure required for new school bus acquisition and school bus replacement funding.}$$

Transportation Operations Salaries + Benefits:

Bus Drivers: A national survey conducted by *School Bus Fleet* (Neal, March 2005) reveals interesting statistics and characteristics about employees in school districts' transportation operations departments. Regarding Bus Drivers, 24.7 percent of respondents cited *Work Schedules* and the reason why they chose to become a bus driver. Other reasons cited were: *Like Children*, 17.6%; *Like Buses*, 16.1%; *Benefits*, 9.7%; *the Only Job Around*; 2.8%; *Pay*, 2.9%; and, *Other*, 26.2%. Nearly 75 percent of respondents also stated that they were either very satisfied or *satisfied* with their jobs, compared with 2.5% of respondents who stated that they were *Not Satisfied*. However, when asked "*What would make your job more satisfying?*", a total of 46.4% of respondents cited Better Pay / Benefits (other reasons attributed to potentially increased satisfaction included *More Training*, *More Career Development*, *More Hands-on Support from Supervisor*, *More Feedback/Recognition*, and *Other*). When asked about the "*Highest level of education completed?*", overwhelmingly reported *Some College* (48.4%), with fewer than 1.4% reporting that they had *less than a high school diploma or GED*, and nearly 2.1% reporting that they had a *Post-Graduate Degree*. In another survey (Hirano, April/May 2005), Bus Drivers' *knowledge of the mechanical workings of buses* were founded to be nearly 90 percent in the *fair to good range*. Thus stated, a 2005 contractor survey (McMahon, June/July 2005) finds the average bus driver pay rates by district fleet sizes (please see *Table 4: Bus Driver Wages According to District Fleet Size*):

Table 4: Bus Driver Wages According to District Fleet Size⁵

	1-49 Buses	50-99 Buses	100-299 Buses	300 + Buses
Wages (\$) per Hour	12.53	11.62	12.97	12.50

Therefore, if the average of the wage rates for the various district fleet sizes is considered, a prototypical expenditure for Bus Driver Salaries would be \$12.41 per hour $[(\$12.53+11.62+12.97+12.50) / 4]$.

Mechanics: A 2005 maintenance survey (Hirano, April/May 2005) finds that in 2004, the average starting salaries of mechanics was \$14.02 an hour, and that had dropped in 2005 to \$13.09 per hour (reasons attributed to drop include sampling error and fiscally tight budgets). However, 23 percent of respondents reported a starting salary of upwards of \$17 per hour. The biggest challenges mechanics faced, include:

- “Schooling on computer diagnostics;”
- “Keeping up with unscheduled maintenance;”
- “Training drivers on each of the different buses;”
- “Failure to purchase new buses;”
- “Keeping an aging fleet running;” and,
- “Getting trained on new engines and transmissions” (Hirano, April/May 2005).

A correlation was found between the size of district maintenance staff and the likelihood of the maintenance program within the districts transportation operations to have a training program embedded. Specifically, districts with a training program had an average of 5.7 mechanics, whereas districts without training programs had an average of

⁵ Facts and figures adapted from, McMahon, Thomas (Editor). (June/July 2005). 2005 contractor survey: Soaring fuel prices ground contractors. School Bus Fleet. Torrance, CA: Access Date: June 10, 2006. (http://www.schoolbusfleet.com/t_inside.cfm?action=research#).

3.5 mechanics. A potential problem that found was that 52 percent of respondents reported a Mild to Desperate Bus Mechanics Shortage; alternatively, 71 percent reported a Mild to No shortage; therefore, no determination can be made at this time if there is a nationwide shortage of Bus Mechanics. In addition, a Bus-to Mechanic Ratio was found (please Table 5: Bus-Mechanic Ratio):

Table 5: Bus-Mechanic Ratio⁶⁷

Range of Buses in Fleet	Average Number of Mechanics for Bus Fleet Range
1-24	13.4
25-49	15.2
50-99	17.8
100-299	18.2
300+	24.1

Transportation Manager: The 2005 contractor survey (McMahon, June/July 2005) also found comparative average salaries for a Bus Terminal Manager, which has reported, is proportionate to fleet size. Salaries ranged from a high of \$100,000 to a low of \$20,000. Below, *Table 6: Transportation Manager Salaries*, summaries the findings:

Table 6: Transportation Manager Salaries

Range of Buses in Fleet	Average Salary Level for Fleet Range
1-49	\$38,979
50-99	46,766
100-299	49,481
300+	51,714

⁶ Facts and figures adapted from, Hirano, Steve (Editor). (April/May 2005). 2005 maintenance survey: technician training programs are uncommon. School Bus Fleet. Torrance, CA: Access Date: June 10, 2006. (http://www.schoolbusfleet.com/t_inside.cfm?action=research#)

⁷ Table 5: Bus-Mechanic Ratio does not include school district "White Fleet".

A district might thus employ a Transportation Manager at a salary level of \$46,735 (based on an average of the various salary level averages within each fleet range, or $(38,979+46,766+49,481+51,714)/4$).

To find the average expenditure per pupil for each Transportation Manager, the salary of \$46,735 is divided by the ADA in a prototypical district (650 students). The result is an expenditure of \$71.90 per student (plus benefits).

By comparison, Hirano (November 2004) finds that the average annual salary for a transportation manager is \$55,055 with a median salary of \$52,000. However, a closer examination of the study (Hirano, November 2004) reveals a \$4,000 Glass Ceiling for transportation supervisors. *Table 7: Annual Transportation Manager Salaries* reveals the Hirano findings, also reported and analyzed by fleet size:

Table 7: Annual Transportation Manager Salaries⁸

Range of Buses in Fleet	Average Salary Level for Fleet Range
1-49	\$45,243
50-99	58,201
100-299	65,961
300+	89,400

Table 7 reveals that the average of all salaries across all fleet range sizes

$$(45,243+58,201+65,961+89,400) = \$64,701.25$$

If the results of Table 6 and Table 7 average salaries for the two years for the two different sampling groups are in turn averaged, the results indicate that a prototype school district might employ a Transportation Manager at a salary level of \$55,718.13. On a

⁸ Adapted from, Hirano, Steve. (Editor). (November 2004). 2004 school district survey: Despite budget challenges, manager salaries eclipse \$50K. School Bus Fleet. Torrance, CA: Access Date: June 10, 2006. (http://www.schoolbusfleet.com/t_inside.cfm?action=research#).

per-pupil basis, based upon a 650 ADA school, a prototype school would need to allocate \$85.72 per pupil.

Transportation Operating Expenses: Many states adjust their formulas according to individual district needs (socio-economic, demographic, and geographic cost-constraint factors). In order to provide an adequate resource expenditure per pupil for district operating expenses, variation within the formula will be required, necessitating a construction of many of the traditionally funded components:

- (1) Cost Per Mile Reimbursement. Numerous states reimburse districts for operating expenses based on the district's prior year's approved route mileage. (For more information on various state programs and mileage reimbursement, please see: *Appendix B: Selected States' Minimum Mileage Requirements for Reimbursement*; and, *Appendix C: Average of Selected States' Mileage Reimbursement Programs*). However, recommended state reimbursement of approved district mileage is based upon the prevailing averages of the myriad programs. For clarification and purposes of illustration, please see *Table 8: Recommended Minimum Mileage Reimbursement*.

Table 8: Recommended Minimum Mileage Reimbursement

Average Minimum Mileage Reimbursements by Education Program Type		
Program Type	Average Minimum Mileage	Rounded (up or down to nearest 1/2 mile)
Regular Education		
(K-12 combined)	1.02	1
(Elementary)	0.96	1
(Secondary)	1	1
Special Education ⁹	0.73	0
Educational Choice / Enrollment Options		
Programs	1.18	1
Vocational Education	0.81	1
Technical Education	0.83	1
Occupational Educ.	1.08	1
Mass Trans. Reimbursement	1.5	1.5
Nonpublic Education	0.75	1
Bilingual Education	1.08	1
Academic / Athletic Field Trips	Difficult to determine since most states require districts to fund these programs out of General Fund Revenue. However, one state funds field trips (1.001 mile)	1
Hazardous Walking	Most States do not require any minimum mileage.	0

Furthermore, it is recommended that the mileage reimbursement rate be funded at \$0.92 per round-trip mile. Round trip mileage implies the distance from the first pickup of the first student in the morning to the last drop-off at the end of the day. (For more details, please see: *Appendix B: Selected States' Minimum Mileage Requirements for Reimbursement*; and, *Appendix C: Average of Selected States' Mileage Reimbursement Programs*).

⁹ Note that Special Education has been treated differently as the mileage has been rounded to 0, given that local and federal legislation, in some instances, requires districts to transport special needs students and it is believed that these costs should be fully funded.

The approved mileage allowance formula = [(Approved Round Trip Daily Miles) x (# of School Days in Service) x \$0.92].

(2) Additionally, funded adjustments to the mileage reimbursement rate include provisions for:

- *A 50% per mile reimbursement rate (\$0.46) of approved bus route mileage without students; plus,*
- *A linear density adjustment = (Total Eligible Students / Total Approved Route Mileage); plus,*
- *Nonpublic school student transportation adjustment = [(Regular Education Transportation Base Formula) + (100% Cost of Transportation for Non-Regular Activities such as Shared-Time, late-activities, and activities including field trips)] ; plus,*
- *The Nonregular Transportation Adjustment embedded within the Nonpublic school transportation formula = [((100% Actual district cost for nonregular transportation in the second year prior to the currently funded year) x (the Adequacy-Based School Block Grant Funding Formula for the current year)) / (the general education funding formula for the second previous fiscal year)] ; plus,*
- *Unpaved Road Adjustment = [(% of unpaved roads traveled on in a district by bus on approved routes)] ; plus,*
- *The Cost-Efficiency (Negative Seating Capacity Adjustment) = For purposes of maintaining accountability and cost-efficiency, the state may wish to impose a Negative Seating Capacity Adjustment to the Reimbursed Mileage Rate. For example, if the prevailing average school bus within a district fleet are operated at less than 50 percent capacity, it is recommended that a negative adjustment to the \$0.92 per mile reimbursement rate be imposed at (50% x \$0.92). In order to do this, districts and the states would be expected to keep accurate and detailed records of Transportation Operations.*

(3) Additionally, Transportation Operating Expenses would include provisions for each of the following adjustments:

- *Transportation Safety Aid = \$1.50 per ADA; plus,*
- *Excess Driver Hour Allowance = [(Approved Round Trip Daily Route Miles) x (\$3 per hour)]; and,*

- *Excess Cost Reimbursement = district's share of excess costs would be limited to one-half mill of the district's market value. If excess costs exceed one-half mill of the district's market value, then district is entitled to an adjustment as a reimbursement equivalent to the excess cost beyond one-half mill of the district's market value.*

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Working Draft

Supplemental Transportation Funding

Act 1075 of 2011 Regular Session - Sections 1 and 32
 Arkansas Department of Education Rules Governing the Distribution of Supplemental Transportation Funds
 FY10 and FY11 Transportation Expenditures from Cognos

LEA NO.	County	School District	FY11 3-Qtr ADIM as of 7/12/11	FY10 Transportation Expenditures	FY11 Transportation Expenditures	FY10 & FY11 Avg Transportation Expenditures	FY10 & FY11 Avg Transp Exp per FY11 ADIM	FY12 Transp Component \$303.80 Percent	120% Threshold	
									Excess Transportation Costs	Supp. Transp. Funds
		Staterwide totals & averages	457,452.48	115,338,464.57	116,270,611.71	115,804,538.14	253.15	83.328%	\$ 4,285,693.47	\$ 500,000.00
101	ARKANSAS	DEWITT	1,334.51	348,935.25	343,823.07	346,379.16	259.56	85.436%	\$ -	\$ -
104	ARKANSAS	STUTTGART	1,792.83	206,185.47	272,432.83	239,309.15	133.48	43.937%	\$ -	\$ -
201	ASHLEY	CROSSETT	1,866.76	501,475.90	541,977.73	521,726.82	279.48	91.996%	\$ -	\$ -
203	ASHLEY	HAMBURG	1,896.21	560,359.63	565,492.61	562,926.12	296.87	97.719%	\$ -	\$ -
302	BAXTER	COTTER	661.42	92,607.81	98,692.24	95,650.03	144.61	47.601%	\$ -	\$ -
303	BAXTER	MOUNTAIN HOME	3,985.05	1,224,863.58	1,268,054.81	1,246,459.20	312.78	102.957%	\$ -	\$ -
304	BAXTER	NORFORK	466.67	166,693.04	184,587.39	175,640.22	376.37	123.887%	\$ 33,865.87	\$ 3,951.00
401	BENTON	BENTONVILLE	13,541.22	4,199,302.69	5,097,356.10	4,648,329.40	343.27	112.993%	\$ -	\$ -
402	BENTON	DECATUR	489.81	140,654.80	96,638.06	118,646.43	242.23	79.733%	\$ -	\$ -
403	BENTON	GENTRY	1,422.55	373,878.72	436,629.19	405,253.96	284.88	93.772%	\$ -	\$ -
404	BENTON	GRAVETTE	1,770.22	613,108.36	621,930.48	617,519.42	348.84	114.825%	\$ -	\$ -
405	BENTON	ROGERS	13,894.67	2,888,979.18	2,853,454.98	2,871,217.08	206.64	68.019%	\$ -	\$ -
406	BENTON	SILOAM SPRINGS	3,858.86	815,671.56	762,651.69	789,161.63	204.51	67.316%	\$ -	\$ -
407	BENTON	PEA RIDGE	1,641.13	502,423.83	537,234.69	519,829.26	316.75	104.263%	\$ -	\$ -
501	BOONE	ALPENA	554.30	189,922.95	215,465.34	202,694.15	365.68	120.367%	\$ 34,297.81	\$ 4,001.00
502	BOONE	BERGMAN	1,065.32	258,443.61	280,387.36	269,415.49	252.90	83.244%	\$ -	\$ -
503	BOONE	HARRISON	2,759.87	681,465.19	822,226.82	751,846.01	272.42	89.671%	\$ -	\$ -
504	BOONE	OMAHA	418.47	154,863.96	161,001.25	157,932.61	377.40	124.228%	\$ 30,801.42	\$ 3,594.00
505	BOONE	VALLEY SPRINGS	953.61	225,609.04	244,944.04	235,276.54	246.72	81.212%	\$ -	\$ -
506	BOONE	LEAD HILL	364.09	180,701.44	197,744.40	189,222.92	519.71	171.071%	\$ 78,612.38	\$ 9,171.00
601	BRADLEY	HERMITAGE	469.20	221,865.65	167,170.73	194,518.19	414.57	136.463%	\$ 51,975.23	\$ 6,064.00
602	BRADLEY	WARREN	1,518.97	392,783.82	275,635.91	334,209.87	220.02	72.424%	\$ -	\$ -
701	CALHOUN	HAMPTON	553.49	224,888.60	250,858.20	237,873.40	429.77	141.465%	\$ 69,723.14	\$ 8,134.00
801	CARROLL	BERRYVILLE	1,863.68	575,156.36	596,306.87	585,731.62	314.29	103.452%	\$ -	\$ -
802	CARROLL	EUREKA SPRINGS	645.56	295,503.65	288,891.53	292,197.59	452.63	148.988%	\$ 96,076.46	\$ 11,209.00
803	CARROLL	GREEN FOREST	1,218.92	310,883.67	347,381.82	329,132.75	270.02	88.881%	\$ -	\$ -
901	CHICOT	DERMOTT	423.87	159,812.64	160,489.67	160,151.16	377.83	124.368%	\$ 31,379.45	\$ 3,661.00
903	CHICOT	LAKESIDE	1,160.75	554,910.37	429,884.58	492,397.48	424.21	139.633%	\$ 139,761.63	\$ 16,306.00
1002	CLARK	ARKADELPHIA	1,947.46	574,045.86	623,166.79	598,606.33	307.38	101.178%	\$ -	\$ -
1003	CLARK	GURDON	751.41	260,213.40	273,967.03	267,090.22	355.45	117.002%	\$ -	\$ -
1101	CLAY	CORNING	1,024.89	284,189.74	273,322.71	278,756.23	271.99	89.528%	\$ -	\$ -
1104	CLAY	PIGGOTT	959.29	174,199.94	181,556.22	177,878.08	185.43	61.036%	\$ -	\$ -

		120% Threshold									
		Eligible Districts - 44									
LEA NO.	County	School District	FY11 3-Qtr ADM as of 7/12/11	FY10 Transportation Expenditures	FY11 Transportation Expenditures	FY10 & FY11 Avg Transportation Expenditures	FY10 & FY11 Avg per FY11 ADM	FY12 Transp Component \$303.80 Percent	Excess Transportation Costs	Supp. Transp. Funds	
1106	CLAY	RECTOR	590.97	170,111.58	99,570.92	134,841.25	228.17	75.105%	\$ -	\$ -	
1201	CLEBURNE	CONCORD	457.65	147,079.67	157,832.35	152,456.01	333.13	109.654%	\$ -	\$ -	
1202	CLEBURNE	HEBER SPRINGS	1,747.36	392,830.58	377,317.18	385,073.88	220.37	72.539%	\$ -	\$ -	
1203	CLEBURNE	QUITMAN	606.68	422,438.40	330,466.52	376,452.46	620.51	204.250%	\$ 192,143.08	\$ 22,417.00	
1204	CLEBURNE	WEST SIDE	491.03	160,628.83	167,185.48	163,907.16	333.80	109.876%	\$ -	\$ -	
1304	CLEVELAND	WOODLAWN	549.94	127,416.67	142,471.57	134,944.12	245.38	80.770%	\$ -	\$ -	
1305	CLEVELAND	CLEVELAND COUNTY	844.57	330,866.04	377,976.55	354,421.30	419.65	138.133%	\$ 97,840.93	\$ 11,415.00	
1402	COLUMBIA	MAGNOLIA	2,777.49	870,076.38	1,002,229.21	936,152.80	337.05	110.945%	\$ -	\$ -	
1408	COLUMBIA	EMERSON-TAYLOR	613.88	77,556.63	94,620.38	86,088.51	140.24	46.161%	\$ -	\$ -	
1503	CONWAY	NEMO VISTA	490.76	218,442.23	213,443.22	215,942.73	440.02	144.838%	\$ 66,849.84	\$ 7,799.00	
1505	CONWAY	WONDERVIEW	412.96	124,142.06	154,525.17	139,333.62	337.40	111.061%	\$ -	\$ -	
1507	CONWAY	SO CONWAY COUNTY	2,229.19	717,885.10	800,065.25	758,975.18	340.47	112.071%	\$ -	\$ -	
1601	CRAIGHEAD	BAY	565.21	98,813.79	96,721.22	97,767.51	172.98	56.937%	\$ -	\$ -	
1602	CRAIGHEAD	WESTSIDE CONSOLIDATED	1,621.26	539,480.18	519,301.63	529,390.91	326.53	107.482%	\$ -	\$ -	
1603	CRAIGHEAD	BROOKLAND	1,616.79	378,537.48	244,648.35	311,592.92	192.72	63.438%	\$ -	\$ -	
1605	CRAIGHEAD	BUFFALO ISLAND CENTRAL	821.88	92,966.91	104,074.05	98,520.48	119.87	39.458%	\$ -	\$ -	
1608	CRAIGHEAD	JONESBORO	5,323.08	1,148,859.54	1,170,058.42	1,159,458.98	217.82	71.698%	\$ -	\$ -	
1611	CRAIGHEAD	NETTLETON	3,152.80	779,194.82	951,258.47	865,226.65	274.43	90.333%	\$ -	\$ -	
1612	CRAIGHEAD	VALLEY VIEW	2,345.83	411,935.86	407,307.09	409,621.48	174.62	57.478%	\$ -	\$ -	
1613	CRAIGHEAD	RIVERSIDE	809.92	197,207.22	219,813.25	208,510.24	257.45	84.742%	\$ -	\$ -	
1701	CRAWFORD	ALMA	3,411.34	590,250.80	585,419.86	587,835.33	172.32	56.721%	\$ -	\$ -	
1702	CRAWFORD	CEDARVILLE	927.74	299,284.91	307,339.70	303,312.31	326.94	107.616%	\$ -	\$ -	
1703	CRAWFORD	MOUNTAINBURG	694.90	335,218.85	350,808.30	343,013.58	493.62	162.480%	\$ 131,902.96	\$ 15,389.00	
1704	CRAWFORD	MULBERRY/PLEASANT VIEW BI-C	391.43	108,374.12	120,019.56	114,196.84	291.74	96.031%	\$ -	\$ -	
1705	CRAWFORD	VAN BUREN	5,891.00	1,172,795.18	1,305,156.59	1,238,975.89	210.32	69.229%	\$ -	\$ -	
1802	CRITTENDEN	EARLE	696.51	55,749.54	255,071.27	155,410.41	223.13	73.445%	\$ -	\$ -	
1803	CRITTENDEN	WEST MEMPHIS	5,670.23	449,469.59	515,071.81	482,270.70	85.05	27.996%	\$ -	\$ -	
1804	CRITTENDEN	MARION	4,249.59	1,392,032.99	1,472,593.27	1,432,313.13	337.05	110.944%	\$ -	\$ -	
1901	CROSS	CROSS COUNTY	609.58	223,315.28	210,811.82	217,063.55	356.09	117.211%	\$ -	\$ -	
1905	CROSS	WYNNIE	2,859.22	740,278.67	824,936.29	782,607.48	273.71	90.097%	\$ -	\$ -	
2002	DALLAS	FORDYCE	937.96	203,612.04	199,821.32	201,716.68	215.06	70.790%	\$ -	\$ -	
2104	DESHA	DUMAS	1,463.82	412,546.04	401,954.66	407,250.35	278.21	91.577%	\$ -	\$ -	
2105	DESHA	MCGEEHEE	1,125.09	335,270.01	265,840.42	300,555.22	267.14	87.932%	\$ -	\$ -	
2202	DREW	DREW CENTRAL	972.20	550,092.44	555,013.86	552,553.15	568.35	187.081%	\$ 257,198.79	\$ 30,007.00	
2203	DREW	MONTICELLO	2,087.23	368,487.78	471,812.04	420,149.91	201.30	66.259%	\$ -	\$ -	
2301	FAULKNER	CONWAY	9,235.88	1,975,145.53	2,116,894.90	2,046,020.22	221.53	72.920%	\$ -	\$ -	
2303	FAULKNER	GREENBRIER	3,077.80	581,872.08	669,229.71	625,550.90	203.25	66.901%	\$ -	\$ -	
2304	FAULKNER	GUY-PERKINS	437.54	107,741.18	166,228.15	136,984.67	313.08	103.054%	\$ -	\$ -	

120% Threshold										
Eligible Districts - 44										
LEA NO.	County	School District	FY11 3-Qtr ADM as of 7/12/11	FY10 Transportation Expenditures	FY11 Transportation Expenditures	FY10 & FY11 Avg Transportation Expenditures	FY10 & FY11 Avg Transp Exp per FY11 ADM	FY12 Transp Component \$303.80 Percent	Excess Transportation Costs	Supp. Transp. Funds
2305	FAULKNER	MAYFLOWER	1,059.29	265,321.00	381,593.31	323,457.16	305.35	100.511%	\$ -	\$ -
2306	FAULKNER	MOUNT VERNON/ENOLA	479.24	130,007.19	144,352.40	137,179.80	286.24	94.221%	\$ -	\$ -
2307	FAULKNER	VILONIA	3,060.48	826,634.63	573,501.68	700,068.16	228.74	75.294%	\$ -	\$ -
2402	FRANKLIN	CHARLESTON	873.93	138,797.09	127,138.34	132,967.72	152.15	50.082%	\$ -	\$ -
2403	FRANKLIN	COUNTY LINE	473.41	183,364.01	167,224.85	175,294.43	370.28	121.883%	\$ 31,472.47	\$ 3,672.00
2404	FRANKLIN	OZARK	1,813.82	612,231.65	577,686.02	594,958.84	328.01	107.970%	\$ -	\$ -
2501	FULTON	MAMMOTH SPRING	468.94	114,038.67	180,256.62	147,147.65	313.79	103.288%	\$ -	\$ -
2502	FULTON	SALEM	727.72	231,508.29	257,528.45	244,518.37	336.01	110.601%	\$ -	\$ -
2503	FULTON	VIOLA	410.44	193,002.41	204,621.04	198,811.73	484.39	159.443%	\$ 74,120.05	\$ 8,647.00
2601	GARLAND	CUTTER-MORNING STAR	625.65	101,371.45	127,765.17	114,568.31	183.12	60.276%	\$ -	\$ -
2602	GARLAND	FOUNTAIN LAKE	1,217.95	372,663.27	450,613.60	411,638.44	337.98	111.250%	\$ -	\$ -
2603	GARLAND	HOT SPRINGS	3,638.83	757,012.33	824,536.69	790,774.51	217.32	71.532%	\$ -	\$ -
2604	GARLAND	JESSIEVILLE	892.22	371,183.10	313,420.72	342,301.91	383.65	126.284%	\$ 71,245.47	\$ 8,312.00
2605	GARLAND	LAKE HAMILTON	4,139.24	1,362,409.14	1,409,242.54	1,385,825.84	334.80	110.205%	\$ -	\$ -
2606	GARLAND	LAKESIDE	3,015.03	805,385.86	854,544.27	829,965.07	275.28	90.611%	\$ -	\$ -
2607	GARLAND	MOUNTAIN PINE	600.67	146,107.69	153,582.81	149,845.25	249.46	82.114%	\$ -	\$ -
2703	GRANT	POVEN	533.33	109,683.65	121,782.92	115,733.29	217.00	71.429%	\$ -	\$ -
2705	GRANT	SHERIDAN	4,145.69	1,266,444.45	1,325,631.06	1,296,037.76	312.62	102.904%	\$ -	\$ -
2803	GREENE	MARMADUKE	724.06	232,503.34	229,033.64	230,768.49	318.71	104.909%	\$ -	\$ -
2807	GREENE	GREENE COUNTY TECH	3,418.94	875,647.34	1,266,325.01	1,070,986.18	313.25	103.111%	\$ -	\$ -
2808	GREENE	PARAGOULD	2,893.32	489,246.17	562,946.54	526,096.36	181.83	59.852%	\$ -	\$ -
2901	HEMPSTEAD	BLEVINS	555.75	220,828.15	257,362.63	239,095.39	430.22	141.613%	\$ 70,258.54	\$ 8,197.00
2903	HEMPSTEAD	HOPE	2,494.43	700,531.54	725,130.05	712,830.80	285.77	94.065%	\$ -	\$ -
2906	HEMPSTEAD	SPRING HILL	505.65	62,777.44	50,068.20	56,422.82	111.58	36.730%	\$ -	\$ -
3001	HOT SPRING	BISMARCK	974.23	360,159.84	358,480.27	359,320.06	368.82	121.404%	\$ 63,348.98	\$ 7,391.00
3002	HOT SPRING	GLEN ROSE	938.97	265,004.27	238,943.93	251,974.10	268.35	88.332%	\$ -	\$ -
3003	HOT SPRING	MAGNET COVE	656.08	165,580.75	136,144.70	150,862.73	229.95	75.690%	\$ -	\$ -
3004	HOT SPRING	MALVERN	2,110.94	600,891.57	681,315.59	641,103.58	303.71	99.969%	\$ -	\$ -
3005	HOT SPRING	OUACHITA	453.92	79,346.13	104,324.95	91,835.54	202.32	66.595%	\$ -	\$ -
3102	HOWARD	DIERKS	545.07	144,507.10	155,106.57	149,806.84	274.84	90.467%	\$ -	\$ -
3104	HOWARD	MINERAL SPRINGS	480.71	150,895.40	107,335.01	129,115.21	268.59	88.411%	\$ -	\$ -
3105	HOWARD	NASHVILLE	1,943.47	441,039.66	412,037.28	426,538.47	219.47	72.242%	\$ -	\$ -
3201	INDEPENDENCE	BATESVILLE	2,950.47	1,112,289.52	1,128,756.05	1,120,522.79	379.78	125.009%	\$ 224,170.00	\$ 26,153.00
3209	INDEPENDENCE	SOUTHSIDE	1,517.76	437,055.95	447,976.82	442,516.39	291.56	95.971%	\$ -	\$ -
3211	INDEPENDENCE	MIDLAND	523.02	186,518.12	194,211.09	190,364.61	363.97	119.806%	\$ -	\$ -
3212	INDEPENDENCE	CEDAR RIDGE	829.43	357,823.21	403,385.91	380,604.56	458.87	151.045%	\$ 128,623.73	\$ 15,006.00
3301	IZARD	CALICO ROCK	418.62	127,187.33	148,462.79	137,825.06	329.24	108.373%	\$ -	\$ -
3302	IZARD	MELBOURNE	910.56	339,303.75	317,784.90	328,544.33	360.82	118.768%	\$ -	\$ -

LEA NO.	County	School District	FY11 3-Qtr ADM as of 7/12/11	FY10 Transportation Expenditures	FY11 Transportation Expenditures	FY10 & FY11 Avg Transportation Expenditures	FY10 & FY11 Avg Transp Exp per FY11 ADM	FY12 Transp Component \$303.80 Percent	120% Threshold	
									Excess Transportation Costs	Supp. Transp. Funds
3306	IZARD	IZARD COUNTY CONSOLIDATED	511.79	260,974.61	272,260.78	266,617.70	520.95	171.478%	\$ 111,135.89	\$ 12,966.00
3403	JACKSON	NEWPORT	1,427.07	404,852.49	434,941.02	419,896.76	294.24	96.852%	\$ -	\$ -
3405	JACKSON	JACKSON COUNTY	815.06	149,115.83	238,261.80	193,688.82	237.64	78.222%	\$ -	\$ -
3502	JEFFERSON	DOLLARWAY	1,526.39	625,176.47	659,541.13	642,358.80	420.84	138.524%	\$ 178,641.52	\$ 20,842.00
3505	JEFFERSON	PINE BLUFF	4,734.39	1,447,789.50	1,543,032.74	1,495,411.12	315.86	103.970%	\$ -	\$ -
3509	JEFFERSON	WATSON CHAPEL	3,101.87	1,101,372.75	1,150,715.36	1,126,044.06	363.02	119.493%	\$ -	\$ -
3510	JEFFERSON	WHITE HALL	3,015.99	505,436.33	537,489.09	521,462.71	172.90	56.912%	\$ -	\$ -
3601	JOHNSON	CLARKSVILLE	2,496.88	574,062.73	600,229.76	587,146.25	235.15	77.404%	\$ -	\$ -
3604	JOHNSON	LAMAR	1,067.03	352,924.76	344,463.46	348,694.11	326.79	107.567%	\$ -	\$ -
3606	JOHNSON	WESTSIDE	608.94	229,446.26	219,473.73	224,460.00	368.61	121.332%	\$ 39,464.02	\$ 4,604.00
3701	LAFAYETTE	BRADLEY	382.38	92,006.77	99,611.45	95,809.11	250.56	82.475%	\$ -	\$ -
3704	LAFAYETTE	LAFAYETTE COUNTY	751.08	276,475.96	266,328.92	271,402.44	361.35	118.943%	\$ -	\$ -
3804	LAWRENCE	HOXIE	949.10	255,074.73	299,459.66	277,267.20	292.14	96.161%	\$ -	\$ -
3806	LAWRENCE	SLOAN-HENDRIX	655.48	142,520.56	193,731.61	168,126.09	256.49	84.428%	\$ -	\$ -
3809	LAWRENCE	HILLCREST	409.54	186,296.30	264,602.20	225,449.25	550.49	181.203%	\$ 101,031.00	\$ 11,787.00
3810	LAWRENCE	LAWRENCE COUNTY	1,081.00	219,897.98	208,104.03	214,001.01	197.97	65.163%	\$ -	\$ -
3904	LEE	LEE COUNTY	986.38	520,270.49	462,338.15	491,304.32	498.09	163.953%	\$ 191,642.08	\$ 22,358.00
4003	LINCOLN	STAR CITY	1,655.07	569,452.13	549,628.54	559,540.34	338.08	111.283%	\$ -	\$ -
4101	LITTLE RIVER	ASHDOWN	1,488.13	447,243.94	399,918.17	423,581.06	284.64	93.693%	\$ -	\$ -
4102	LITTLE RIVER	FOREMAN	541.74	152,576.08	160,003.37	156,289.73	288.50	94.962%	\$ -	\$ -
4201	LOGAN	BOONEVILLE	1,364.63	300,010.48	315,916.75	307,963.62	225.68	74.284%	\$ -	\$ -
4202	LOGAN	MAGAZINE	517.85	127,860.03	132,709.66	130,284.85	251.59	82.814%	\$ -	\$ -
4203	LOGAN	PARIS	1,117.43	284,454.19	372,700.15	328,577.17	294.05	96.790%	\$ -	\$ -
4204	LOGAN	SCRANTON	403.94	91,055.29	95,835.57	93,445.43	231.33	76.147%	\$ -	\$ -
4301	LONOKE	LONOKE	1,832.30	520,056.02	604,794.57	562,425.30	306.95	101.037%	\$ -	\$ -
4302	LONOKE	ENGLAND	753.19	213,750.45	190,515.08	202,132.77	268.37	88.337%	\$ -	\$ -
4303	LONOKE	CARLISLE	752.54	159,990.54	186,888.00	173,439.27	230.47	75.863%	\$ -	\$ -
4304	LONOKE	CABOT	10,006.07	2,400,981.41	2,578,168.24	2,489,574.83	248.81	81.898%	\$ -	\$ -
4401	MADISON	HUNTSVILLE	2,317.18	1,010,280.56	928,678.22	969,479.39	418.39	137.718%	\$ 265,520.11	\$ 30,977.00
4501	MARION	FLIPPIN	814.08	240,289.88	270,953.62	255,621.75	314.00	103.358%	\$ -	\$ -
4502	MARION	YELVILLE-SUMMIT	813.01	298,401.98	308,619.72	303,510.85	373.32	122.883%	\$ 56,518.41	\$ 6,594.00
4602	MILLER	GENOA CENTRAL	937.85	313,752.29	328,384.25	321,068.27	342.35	112.688%	\$ -	\$ -
4603	MILLER	FOUKE	1,036.01	388,431.20	424,559.77	406,495.49	392.37	129.153%	\$ 91,755.65	\$ 10,705.00
4605	MILLER	TEXARKANA	4,248.16	1,047,470.90	1,055,987.23	1,051,729.07	247.57	81.492%	\$ -	\$ -
4701	MISSISSIPPI	ARMOREL	453.82	71,751.36	80,829.21	76,290.29	168.11	55.335%	\$ -	\$ -
4702	MISSISSIPPI	BLYTHEVILLE	2,915.42	718,662.33	713,521.31	716,091.82	245.62	80.850%	\$ -	\$ -
4706	MISSISSIPPI	SO MISSISSIPPI COUNTY	1,299.17	430,974.82	300,564.31	365,769.57	281.54	92.673%	\$ -	\$ -
4708	MISSISSIPPI	GOSNELL	1,412.89	343,772.97	387,976.28	365,874.63	258.95	85.239%	\$ -	\$ -

LEA NO.	County	School District	FY11 3-Qtr ADM as of 7/12/11	FY10 Transportation Expenditures	FY11 Transportation Expenditures	FY10 & FY11 Avg Transportation Expenditures	FY10 & FY11 Avg Transp Exp per FY11 ADM	FY12 Transp Component \$303.80 Percent	120% Threshold	
									Excess Transportation Costs	Supp. Transp. Funds
4712	MISSISSIPPI	MANILA	984.88	189,612.06	215,244.57	202,428.32	205.54	67.655%	\$	\$
4713	MISSISSIPPI	OSCEOLA	1,386.39	268,760.72	313,130.64	290,945.68	209.86	69.078%	\$	\$
4801	MONROE	BRINKLEY	632.41	171,100.23	157,219.40	164,159.82	259.58	85.444%	\$	\$
4802	MONROE	CLARENDON	537.73	106,153.28	105,678.22	105,915.75	196.97	64.835%	\$	\$
4901	MONTGOMERY	CADDO HILLS	568.93	220,572.15	262,513.81	241,542.98	424.56	139.749%	\$	8,015.00
4902	MONTGOMERY	MOUNT IDA	503.99	178,314.77	203,140.30	190,727.54	378.44	124.567%	\$	4,388.00
5006	NEVADA	PRESCOTT	1,041.59	230,003.00	224,841.81	227,422.41	218.34	71.870%	\$	\$
5008	NEVADA	NEVADA	402.49	146,907.39	115,463.89	131,185.64	325.94	107.286%	\$	\$
5102	NEWTON	JASPER	894.42	362,841.77	367,720.52	365,281.15	408.40	134.431%	\$	93,556.35
5106	NEWTON	DEER/MT. JUDEA	361.61	20,914.66	1,634.60	1,274.63	31.18	10.263%	\$	\$
5201	OUACHITA	BEARDEN	564.69	146,121.86	191,373.02	168,747.44	298.83	98.365%	\$	\$
5204	OUACHITA	CAMDEN-FAIRVIEW	2,434.05	829,731.84	799,262.79	814,497.32	334.63	110.147%	\$	\$
5205	OUACHITA	HARMONY GROVE	1,005.62	261,329.01	247,753.86	254,541.44	253.12	83.318%	\$	\$
5206	OUACHITA	STEPHENS	355.04	183,803.37	177,870.05	180,836.71	509.34	167.657%	\$	72,975.56
5301	PERRY	EAST END	632.52	204,182.36	169,860.71	187,021.54	295.68	97.326%	\$	\$
5303	PERRY	PERRYVILLE	1,021.20	385,085.56	342,841.74	363,963.65	356.41	117.317%	\$	\$
5401	PHILLIPS	BARTON-LEXA	771.20	152,417.00	130,033.88	141,225.44	183.12	60.278%	\$	\$
5403	PHILLIPS	HELENA-W HELENA	2,241.96	721,159.48	871,097.95	796,128.72	355.10	116.887%	\$	\$
5404	PHILLIPS	MARVELL	454.37	214,822.98	156,769.28	185,796.13	408.91	134.598%	\$	47,758.52
5502	PIKE	CENTERPOINT	1,013.30	238,288.35	269,638.80	253,963.58	250.63	82.498%	\$	\$
5503	PIKE	KIRBY	411.30	116,911.42	126,780.09	121,845.76	296.25	97.513%	\$	\$
5504	PIKE	SOUTH PIKE COUNTY	750.92	165,737.55	196,870.86	181,304.21	241.44	79.474%	\$	\$
5602	POINSETT	HARRISBURG	1,372.99	420,846.09	287,868.51	354,357.30	258.09	84.954%	\$	\$
5604	POINSETT	MARKED TREE	600.35	139,689.11	143,574.54	141,631.83	235.92	77.655%	\$	\$
5605	POINSETT	TRUMANN	1,517.88	271,257.48	290,213.99	280,735.74	184.95	60.880%	\$	\$
5608	POINSETT	EAST POINSETT COUNTY	726.62	107,264.71	133,363.96	120,314.34	165.58	54.503%	\$	\$
5703	POLK	MENA	1,882.87	692,321.54	709,785.51	701,053.53	372.33	122.558%	\$	129,037.62
5706	POLK	OUACHITA RIVER	706.90	157,574.80	158,172.39	157,873.60	223.33	73.513%	\$	\$
5707	POLK	COSSATOT RIVER	1,136.78	292,236.23	322,066.30	307,151.27	270.19	88.938%	\$	\$
5801	POPE	ATKINS	971.77	250,959.83	229,834.74	240,397.29	247.38	81.429%	\$	\$
5802	POPE	DOVER	1,363.33	464,497.22	477,055.05	470,776.14	345.31	113.665%	\$	\$
5803	POPE	HECTOR	618.62	211,472.66	221,768.89	216,620.78	350.17	115.263%	\$	\$
5804	POPE	POTTSVILLE	1,616.91	330,193.47	347,668.92	338,931.20	209.62	68.998%	\$	\$
5805	POPE	RUSSELLVILLE	5,136.77	1,060,324.26	1,109,008.73	1,084,666.50	211.16	69.505%	\$	\$
5901	PRAIRIE	DES ARC	591.82	165,383.33	182,440.05	173,911.69	293.86	96.728%	\$	\$
5903	PRAIRIE	HAZEN	643.67	232,022.98	137,306.92	184,664.95	286.89	94.435%	\$	\$
6001	PULASKI	LITTLE ROCK	22,763.11	4,326,174.56	6,839,018.82	5,582,596.69	245.25	80.727%	\$	\$
6002	PULASKI	N LITTLE ROCK	8,564.90	2,733,802.16	42,364.17	1,388,083.17	162.07	53.346%	\$	\$

		120% Threshold									
		Eligible Districts - 44									
LEA NO.	County	School District	FY11 3-Qtr ADM as of 7/12/11	FY10 Transportation Expenditures	FY11 Transportation Expenditures	FY10 & FY11 Avg Transportation Expenditures	FY10 & FY11 Avg Transp Exp per FY11 ADM	FY12 Transp Component \$303.80 Percent	Excess Transportation Costs	Supp. Transp. Funds	
6003	PULASKI	PULASKI COUNTY	16,413.60	4,446,539.00	109,515.26	2,278,027.13	138.79	45.684%	\$ -	\$ -	
6102	RANDOLPH	MAYNARD	520.26	188,176.36	207,825.67	198,001.02	380.58	125.273%	\$ 39,946.03	\$ 4,660.00	
6103	RANDOLPH	POCAHONTAS	1,819.15	318,776.83	409,672.97	364,224.90	200.22	65.904%	\$ -	\$ -	
6201	ST FRANCIS	FORREST CITY	3,146.50	1,023,040.10	1,147,959.24	1,085,499.67	344.99	113.557%	\$ -	\$ -	
6202	ST FRANCIS	HUGHES	413.88	108,375.03	112,732.40	110,553.72	267.12	87.925%	\$ -	\$ -	
6205	ST FRANCIS	PALESTINE-WHEATLEY	671.15	179,261.94	259,965.43	219,613.69	327.22	107.709%	\$ -	\$ -	
6301	SALINE	BAUXITE	1,489.88	281,568.08	294,221.82	287,894.95	193.23	63.606%	\$ -	\$ -	
6302	SALINE	BENTON	4,650.33	719,287.84	749,773.36	734,530.60	157.95	51.992%	\$ -	\$ -	
6303	SALINE	BRYANT	7,928.51	1,281,709.09	1,504,613.31	1,393,161.20	175.72	57.839%	\$ -	\$ -	
6304	SALINE	HARMONY GROVE	1,103.05	70,342.25	98,153.04	84,247.65	76.38	25.141%	\$ -	\$ -	
6401	SCOTT	WALDRON	1,623.99	200,035.12	422,473.67	311,254.40	191.66	63.088%	\$ -	\$ -	
6502	SEARCY	SEARCY COUNTY	930.96	389,738.80	486,534.46	438,136.63	470.63	154.914%	\$ 155,310.98	\$ 18,120.00	
6505	SEARCY	OZARK MOUNTAIN	649.44	20,291.92	1,392.63	10,842.28	16.69	5.495%	\$ -	\$ -	
6601	SEBASTIAN	FORT SMITH	13,738.94	1,780,124.08	1,760,406.45	1,770,265.27	128.85	42.413%	\$ -	\$ -	
6602	SEBASTIAN	GREENWOOD	3,572.67	998,006.48	1,043,143.87	1,020,575.18	285.66	94.030%	\$ -	\$ -	
6603	SEBASTIAN	HACKETT	619.52	67,889.20	77,731.74	72,810.47	117.53	38.686%	\$ -	\$ -	
6604	SEBASTIAN	HARTFORD	338.70	86,316.98	58,011.96	72,164.47	213.06	70.133%	\$ -	\$ -	
6605	SEBASTIAN	LAVACA	848.07	145,559.21	152,068.89	148,814.05	175.47	57.760%	\$ -	\$ -	
6606	SEBASTIAN	MANSFIELD	958.50	266,303.01	297,162.10	281,732.56	293.93	96.751%	\$ -	\$ -	
6701	SEVIER	DEQUEEN	2,383.79	529,327.63	562,656.79	545,992.21	229.04	75.393%	\$ -	\$ -	
6703	SEVIER	HORATIO	859.90	199,196.19	240,592.39	219,894.29	255.72	84.174%	\$ -	\$ -	
6802	SHARP	CAVE CITY	1,349.05	418,566.87	326,209.35	372,388.11	276.04	90.862%	\$ -	\$ -	
6804	SHARP	HIGHLAND	1,601.16	639,802.16	688,270.34	664,036.25	414.72	136.512%	\$ 177,603.84	\$ 20,721.00	
6901	STONE	MOUNTAIN VIEW	1,711.94	338,185.85	185,006.52	261,596.19	152.81	50.299%	\$ -	\$ -	
7001	UNION	EL DORADO	4,613.96	1,105,386.39	1,131,039.73	1,118,213.06	242.35	79.774%	\$ -	\$ -	
7003	UNION	JUNCTION CITY	541.46	225,116.02	232,739.07	228,927.55	422.80	139.169%	\$ 64,432.00	\$ 7,517.00	
7006	UNION	NORPHLET	411.13	105,923.07	124,692.58	115,307.83	280.47	92.319%	\$ -	\$ -	
7007	UNION	PARKERS CHAPEL	657.85	125,613.91	156,226.32	140,920.12	214.21	70.511%	\$ -	\$ -	
7008	UNION	SMACKOVER	851.26	200,298.70	211,720.08	206,009.39	242.01	79.659%	\$ -	\$ -	
7009	UNION	STRONG-HUTTIG	448.09	244,494.96	199,463.92	221,979.44	495.39	163.065%	\$ 85,849.70	\$ 10,016.00	
7102	VAN BUREN	CLINTON	1,336.74	399,689.68	451,036.38	425,363.03	318.21	104.743%	\$ -	\$ -	
7104	VAN BUREN	SHIRLEY	443.51	164,386.94	191,985.87	178,186.41	401.76	132.246%	\$ 43,448.07	\$ 5,069.00	
7105	VAN BUREN	SOUTH SIDE	512.30	149,271.33	189,249.33	169,260.33	330.39	108.753%	\$ -	\$ -	
7201	WASHINGTON	ELKINS	1,152.56	451,092.76	466,817.12	458,954.94	398.20	131.075%	\$ 108,807.21	\$ 12,694.00	
7202	WASHINGTON	FARMINGTON	2,178.52	537,282.92	493,789.33	515,536.13	236.65	77.895%	\$ -	\$ -	
7203	WASHINGTON	FAYETTEVILLE	8,844.23	2,253,813.26	2,337,908.44	2,295,860.85	259.59	85.447%	\$ -	\$ -	
7204	WASHINGTON	GREENLAND	790.17	247,800.78	233,518.68	240,659.73	304.57	100.252%	\$ -	\$ -	
7205	WASHINGTON	LINCOLN CONSOLIDATED	1,288.86	369,127.51	403,508.79	386,318.15	299.74	98.662%	\$ -	\$ -	

LEA NO.	County	School District	FY11 3-Qtr ADM as of 7/12/11	FY10 Transportation Expenditures	FY11 Transportation Expenditures	FY10 & FY11 Avg Transportation Expenditures	FY10 & FY11 Avg Transp Exp per FY11 ADM	FY12 Transp Component \$303.80 Percent	120% Threshold	
									Excess Transportation Costs	Supp. Transp. Funds
7206	WASHINGTON	PRAIRIE GROVE	1,746.45	438,596.87	411,540.92	425,068.90	243.39	80.115%	\$ -	\$ -
7207	WASHINGTON	SPRINGDALE	18,716.83	3,636,702.36	3,792,123.09	3,714,412.73	198.45	65.324%	\$ -	\$ -
7208	WASHINGTON	WEST FORK	1,226.37	444,318.29	488,811.97	466,565.13	380.44	125.228%	\$ 93,993.92	\$ 10,966.00
7301	WHITE	BALD KNOB	1,295.58	223,854.20	218,571.65	221,212.93	170.74	56.203%	\$ -	\$ -
7302	WHITE	BEEBE	3,198.83	657,072.58	765,988.09	711,530.34	222.43	73.217%	\$ -	\$ -
7303	WHITE	BRADFORD	490.68	149,218.92	139,083.71	144,151.32	293.78	96.701%	\$ -	\$ -
7304	WHITE	WHITE COUNTY CENTRAL	672.58	161,613.79	160,769.32	161,191.56	239.66	78.888%	\$ -	\$ -
7307	WHITE	RIVERVIEW	1,298.75	238,823.00	277,578.83	258,200.92	198.81	65.440%	\$ -	\$ -
7309	WHITE	PANGBURN	745.37	76,684.89	68,537.80	72,611.35	97.42	32.066%	\$ -	\$ -
7310	WHITE	ROSE BUD	817.08	273,647.34	289,351.65	281,499.50	344.52	113.403%	\$ -	\$ -
7311	WHITE	SEARCY SPECIAL	4,004.75	747,327.14	766,556.48	756,941.81	189.01	62.216%	\$ -	\$ -
7401	WOODRUFF	AUGUSTA	475.99	198,578.35	201,191.92	199,885.14	419.94	138.228%	\$ 55,279.37	\$ 6,449.00
7403	WOODRUFF	MCCRORY	673.90	114,662.55	132,800.33	123,731.44	183.61	60.436%	\$ -	\$ -
7503	YELL	DANVILLE	875.59	151,686.09	159,125.82	155,405.96	177.49	58.422%	\$ -	\$ -
7504	YELL	DARDANELLE	1,939.92	427,738.04	370,885.32	399,311.68	205.84	67.755%	\$ -	\$ -
7509	YELL	WESTERN YELL COUNTY	475.95	124,012.48	212,568.60	168,290.54	353.59	116.389%	\$ -	\$ -
7510	YELL	TWO RIVERS	892.88	153,595.65	318,926.35	236,261.00	264.61	87.099%	\$ -	\$ -
		Statewide totals & averages	457,452.48	115,338,464.57	116,270,611.71	115,804,538.14	253.15	83.328%	\$ 4,285,693.47	\$ 499,999.00

**JOINT SUBMISSION OF THE CAMDEN FAIRVIEW,
MAGNOLIA AND NEVADA SCHOOL DISTRICTS**

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

**IN RE: THE ANNEXATION/CONSOLIDATION OF
STEPHENS SCHOOL DISTRICT**

**INITIAL SUBMISSION OF CAMDEN FAIRVIEW, MAGNOLIA, AND NEVADA
SCHOOL DISTRICTS**

I. STATEMENT OF THE CASE AND IDENTITY OF THE PARTIES.

The parties to this proceeding are the Arkansas Department of Education (ADE) and four south Arkansas school districts — Stephens School District (Stephens), Camden Fairview School District (CFSD), Magnolia School District (Magnolia), and Nevada School District (Nevada). We are here because Stephens is subject to dissolution under Act 60 of 2003 due to its enrollment being less than 350 for the third consecutive year and because it has not found a voluntary annexation/consolidation partner. Stephens is literally surrounded by the other three districts: CFSD to the north and east; Magnolia to the south and west; and Nevada to the west. See the collection of county and school district maps attached hereto collectively as Exhibit A. Those surrounding districts are in agreement as to what action by the State Board best serves the educational interests of the students of Stephens, and herein urge the adoption of their agreement by the State Board.

II. POSITIONS OF THE PARTIES.

The essence of the parties' positions is this. Stephens wants the State Board to order the involuntary consolidation of it and Nevada. *See* Clay Fendley's Email of March 5, 2014, attached hereto as Exhibit B. CFSD, Magnolia, and Nevada are in agreement that the students and territory of Stephens be divided between the three districts along existing county lines. The details of this agreement have been reduced to writing in two different documents, one a memorandum of the agreement between the three superintendents, and the other a modification of that document to state

the agreement in the form of a proposal to Stephens. See those documents attached hereto as Exhibits C and D. We understand that the ADE intends to make a recommendation to the State Board. However, the final content of that recommendation is unknown at this time since it is to be put forth in a simultaneous filing with those of the districts. For that reason this document is put forth as an *initial* submission. However, numerous contacts and communications between the ADE and all four districts lead us to believe there will be substantial harmony between the ADE's recommendation and the position of the three districts.

III. DESCRIPTION OF THE SCHOOL DISTRICT PARTIES.

Stephens School District. The present Stephens was formed in 2004. The State Board approved the voluntary annexation of McNeil School District (2004 enrollment of 241, 80% black) to Stephens (2004 enrollment of 346, 67% black). This resulted in the present Stephens with a 2004 enrollment of 587 which was 72% black. At the beginning of 2013-14 Stephens reported an enrollment of 314 which was 81% black. It is also germane that the student population of present Stephens is clustered primarily within its two cities, Stephens and McNeil. (All enrollment and racial composition statements are our best interpretations of ADE data.)

Camden Fairview School District. CFSD is in Ouachita County and all of its school campuses are in Camden. In 2004 CFSD had 3,023 students and was 62% black. In 2013-14 CFSD had an enrollment of 2,437, which was 60% black.

Magnolia School District. Magnolia is in Columbia County and all of its school campuses are in Magnolia. Act 60 caused Magnolia to be enlarged in 2004 and 2006 by annexation/consolidation with two other Columbia County districts, Walker and Waldo, respectively. In 2004 Walker had 198 students and was 100% black. Waldo had 338 students and was 85% black.

Accordingly, we are reporting 2004 as actual Magnolia enrollment, plus Walker and Waldo demographics, to accurately compare Magnolia in 2004 with Magnolia today. As such, in 2004 Magnolia/Walker/Waldo had an enrollment of 3,322 and was 53% black. Today Magnolia has 2,746 students and is still 53% black.

Nevada School District. Nevada is located in the city of Rosston near the center of Nevada County. Nevada County is west of Ouachita County and north of Columbia County. In 2004 its enrollment was 424, and it was 34% black. Today Nevada has 362 students and is 33% black. Nevada was formed by the voluntary consolidation of five rural area districts in 1988 under the Quality Education Act.

Distances. All Stephens schools are now and have since 2005-06 been within the City of Stephens, *i.e.*, Stephens is not operating any schools in McNeil. Stephens is located in Ouachita County, 17 miles south of Camden near the boundary between Ouachita and Columbia County. The former McNeil schools were in the City of McNeil. McNeil is in Columbia County. McNeil is 13 miles from Stephens, but only 4 miles from Magnolia. All distances are high school-to-high school and approximate, but as close as we could get them. Stephens is 17 miles from CFSD, and 17 miles from Magnolia. *Ergo*, CFSD and Magnolia are 34 miles apart, and it's 30 miles from McNeil to CFSD. The mileages from each of the other high schools to Nevada is as follows: 24 miles from Stephens to Nevada (Rosston); 33 miles from McNeil to Nevada; 30 miles from Camden to Nevada; and 37 miles from Magnolia to Nevada.

IV. AUTHORITY FOR "GEOGRAPHY" AND ADE DATA.

All the "geography" recited herein is supported by our package of maps attached hereto as Exhibit A, as well as the more detailed map filings we anticipate from the ADE. Likewise, we've

done our best with enrollments and racial compositions, but will yield to corrections from the ADE. However, we respectfully remind that the physical geography of your jurisdiction, the State of Arkansas, as well as the ADE's enrollment and related data, are both subject to judicial notice by the State Board without production of primary evidence by the parties.

V. ARGUMENT.

As stated above, this proposal is jointly offered by all three of the school districts that surround Stephens. The districts felt as if it would be worth the time and effort to attempt an accommodation in order to make a difficult task a little easier for the State Board, and to avoid more expensive arguments between themselves. In particular, CFSD and Magnolia had concerns that Nevada would be tempted to seek a voluntary merger with Stephens because of Nevada's own low enrollment, a merger CFSD and Magnolia were convinced would never be approved by the State Board. Those fears were misplaced and the three districts quickly reached the agreement we now place before you. There are three reasons this was possible: The law is clear, the facts are undisputed, and the best educational interests of the Stephens students were easily ascertainable.

Stephens was under 350 enrollment for two consecutive years, 2011-12 and 2012-13. Stephens remains under 350 (310, more or less) and was (and still is, we might add) unable to find a willing annexation/consolidation partner prior to the March 1 legal deadline. These facts are undisputed and make dissolution of Stephens legally mandatory, *i.e.*, the State Board has no discretion under the law and must dissolve Stephens.¹

¹ We do not intend this filing to take the role of a legal brief in which citations and arguments are offered to support opposing views of what the law does and does not require. The three districts are in agreement with the general legal points shared with us by ADE General Counsel in this matter to date. We differ only as to nuances dealing with direct *versus* indirect results. These relate to (1) the non-renewal of Stephens's contracts with its employees, and (2) the identity of the

That leaves to answer the questions of what will become of the property, assets, debts, and educational obligations of Stephens (and the State of Arkansas). The debts/assets are a simple liquidation problem, which answers itself. The ADE exercises fiscal control over the district's last year of existence in order to ensure there are enough liquid assets to pay the debts.

That leaves division of the rest of the assets, dividing the territory, and, of paramount importance, educating the children. Providing answers to these questions is the duty of the State Board, and it does have some discretion in how they are answered. However, after only a single superintendents' meeting and some telephone communication, the three districts concluded that the answers to these questions were so clear that reasonable men could not differ about them. In other words, we were convinced that the ultimate conclusions of the Board were self-evident. Therefore, the only way the three districts could be harmed was by protracted State Board and/or court proceedings, the outcome of which was already clear.

Two factors made the outcome clear, and they were the same two factors that prevented Stephens from finding a voluntary partner. The first was that it was always Stephens's non-negotiable position that a fully-staffed, basketball-playing K-12 school must remain in Stephens. The second was the fact that the citizens of Columbia County wanted no more of their partnership with Stephens. This was made abundantly and loudly clear by petitions submitted to the ADE by patrons from McNeil, and at every meeting of the Stephens school board that was held on the subject, including the two attended by the Commissioner of Education. The residents of McNeil and Columbia County realize their best educational interests can *only* be served by becoming a part of

entity which will actually close Stephens's schools. Specifically, General Counsel believes the ADE can accomplish the former, but not the latter. We will amplify below on these points, but only briefly because, as stated, we are willing to accept General Counsel's rulings.

Magnolia.

The simple fact is that there is no way to efficiently operate a school housing any number of grades in Stephens because there are not enough children (302) in the entire district. Furthermore, continuing to make the McNeil children attend school 13 miles away in Stephens when they should attend an educationally superior school four miles distant in Magnolia makes absolutely no sense.

Attached hereto as Exhibits C and D, respectively, are the initial superintendents' proposal for the division of the Stephens students, territory, and property. These documents are a memorandum of agreement and the same agreement changed in form at the request of the ADE to the form of a proposal to Stephens. We believe the combination of these documents speak for themselves. Generally speaking, it divides the territory and students along county lines. This logical division has one drawback to a three district agreement: Nevada gets about 13 sections of pine trees, but no more than four or five students. Therefore, "cookies" were added to make the deal more attractive to Nevada. Those were a one-time right of current Stephens students to transfer from CFSD or Magnolia to Nevada, and a more favorable division of remaining tangible assets to Nevada than a *pro rata* division dependent on the number of students ultimately attending each of the three districts in 2014-15. Most important of all, this proposal furnishes the most educationally sound and most agreeable conclusion to the otherwise unhappy event that is Stephens's declining enrollment. We urge the State Board to adopt the three districts' "county line" proposal.

VI. SPECIAL CONSIDERATIONS.

General. We believe it is laudable that the ADE and the State Board are clothed by law with the power – indeed, the mandatory duty – to *dissolve* school districts with sub-350 enrollment. At the same time we note that there are two sources of the most rancor and animosity from such

occurrences. Those are (1) the job losses to the closed district’s licensed and classified employees; and (2) the actual closing of the school houses. Our complaint in both instances is the same. It is the State that should take the heat for the resulting heartache, loss of jobs and closing schools, not the school districts that have to come in, pick up the pieces, and continue to exist with the citizens of the dissolved district.

Non-renewal of Employees. We understand that the ADE will deal with Stephens’s employees by issuing a mandatory directive to Stephens to non-renew those employees. It would, we submit, be better that the ADE non-renew those people to remove any possibility of a glitch. While we accept the General Counsel’s conclusions, it is nonetheless very distressing that the State can only indirectly deal with what will always be a source of tremendous irritation within the Stephens community.²

Closing the school houses. We have been forewarned that the ADE’s position is that it has no “legal authority” to close Stephens’s school houses themselves. That duty is left to the district physically acquiring the properties geographically — in this case CFSD, since all Stephens properties are in Ouachita County. This is true despite the fact that the ADE agrees there is *absolutely no way*

² CFSD, Magnolia, and Nevada have all experienced first-hand the bad feelings that almost always flow from a consolidation followed by actually closing schools in the consolidated district community. CFSD’s experience with Chidester illustrates the experience of all three districts. Chidester was a late 1980s Quality Education Act voluntary consolidation partner with CFSD. CFSD operated an elementary school in the town of Chidester, 15 miles away, for the next 15 years until it finally choked on the economic burden and closed the facility in 2005. People in Chidester opened and operated a private school for “their children”, usually with an enrollment of from 10 to 20. It operated for nine years before closing. This year, 2013-14, is the first year without the private school. We have two comments. First, and least important, Dr. Jerry Guess, a Chidester graduate and CFSD superintendent at the time, still cannot safely walk around Chidester. More importantly, how many children’s educations were damaged by this exercise of rebellious resistance? There will be some of the same feelings in Stephens toward CFSD if it is the entity that must actually vote to close Stephens schools, rather than the State.

to operate a school with any combination of grades because of insufficient numbers.

Special finding of fact. As stated, while we do not contest the General Counsel’s conclusion regarding the school closing, we specifically request that the State Board include a fact finding in its order using these words, or those of similar import: “Once the Columbia County children are no longer part of the district, we find it would be impossible to economically and efficiently operate a school house with any combination of grades in Stephens because of the low numbers. This Board would have closed the schools itself, had the General Counsel advised that it had the power. Therefore, the State Board expects CFSD to do the same at the first school board meeting on or after July 1, 2014.”

VII. IMPACT ON DESEGREGATION IS NOT A FACTOR IN THIS CASE.

The Attorney General has opined on segregative impact generally, but not on any specific annexation/consolidation. The three districts’ position is that there is no such impact, other than eliminating a racially identifiable (80% black) school district in two counties with approximately 50/50 black/non-black racial compositions. Sending the Stephens children who reside in Columbia County to Magnolia and those who reside in Ouachita County to CFSD is desirable in this regard. It sends them to diverse districts without materially altering the racial composition of either district. Likewise, sending the entire student population to Nevada would bring Nevada in line with the racial balance of Magnolia and CFSD, but it would distort the racial balance of Nevada compared to its own community. And it would do so with a prohibitive 34-mile travel distance from McNeil to Rosston. Desegregation approval is necessary from the court in both pertinent desegregation cases – CFSD and McNeil/Stephens. There is, however, absolutely no doubt that the solution proposed now by the three districts would gain immediate approval from the court in the McNeil/Stephens,

and CFSD, desegregation cases.

VIII. ADDENDUM.

Exhibits C and D reflect some prerequisites for Nevada. These were negotiated in the initial superintendents' meeting because it was believed that the only obstacle to a resolution to the Stephens dilemma would be Nevada fighting for a voluntary annexation/consolidation with Stephens. CFSD and Magnolia argued with Nevada that the three districts should stand united because the State Board would never agree to a Stephens/Nevada merger, primarily because of the McNeil situation. However, Nevada because of its low enrollment and the incentive money would appear to have much to gain and nothing to lose because there are virtually no students in the Nevada area of Stephens. Besides that, all three superintendents and their counsel agreed that you can never be certain just what the State Board might do.

Well, CFSD and Magnolia should have saved the Nevada incentives. The Nevada superintendent took an experienced, studied, and careful look at the facts and quickly reached a decision. It was that it would be a gross disservice to the Stephens students, particularly those residing in Columbia County, for Nevada to push for a voluntary annexation/consolidation with Stephens. Nevada Superintendent Rick McAfee deserves this month's "It really is all about the kids" award!

VIII. CONCLUSION.

For the reasons stated above, we urge the State Board of Education to adopt the provisions of Exhibits C and D, along with the special finding of fact mentioned in Section VI above, as its order herein.

Robert Davis
Superintendent of Schools
Camden Fairview School District

Dr. John Moore
Superintendent of Schools
Magnolia School District

Rick McAfee
Superintendent of Schools
Nevada School District

By:/s/ **Whitney F. Moore**
One of Their Attorneys



Stephens School District

Within Ouachita County
Map Created: December 11, 2013

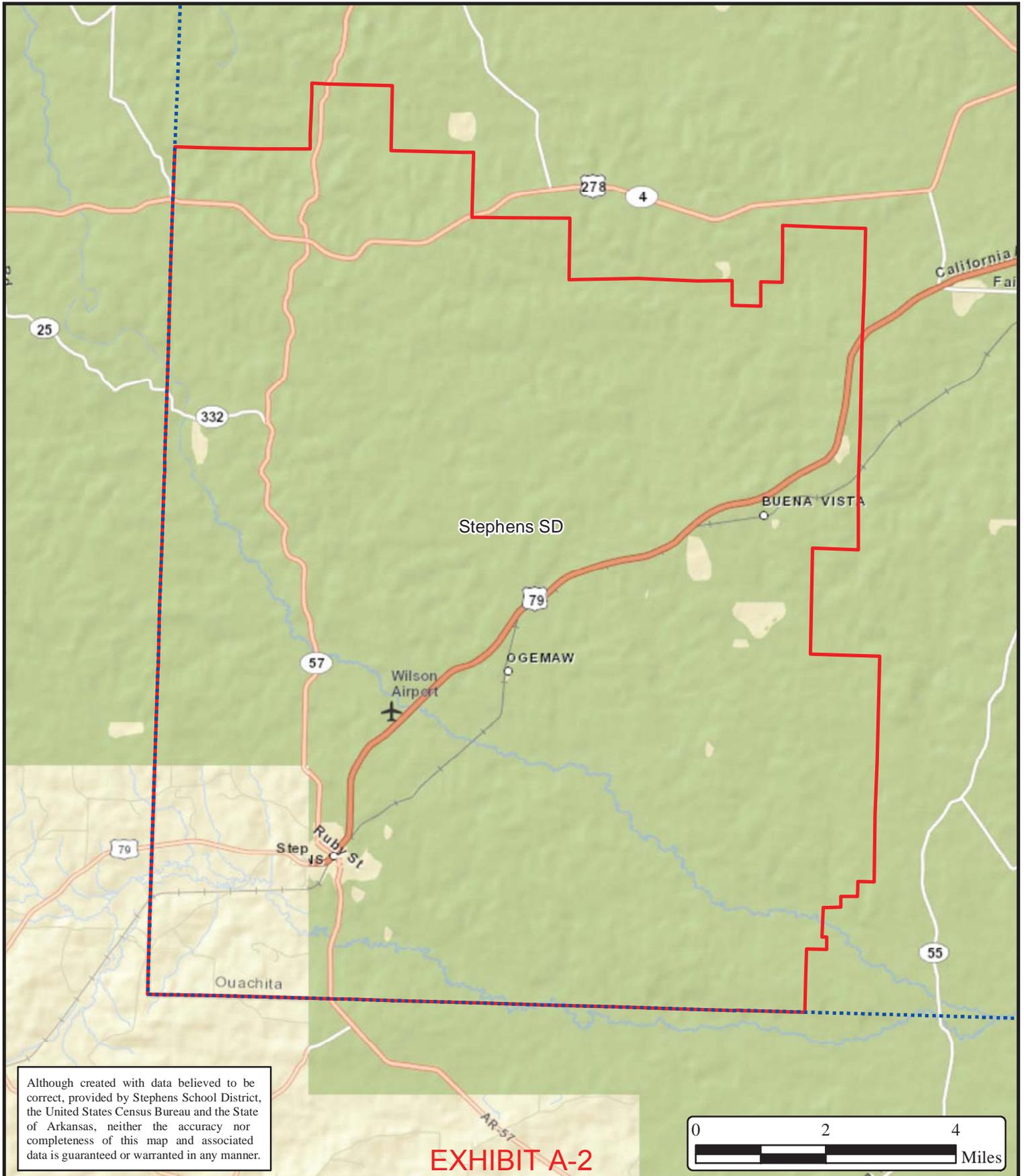
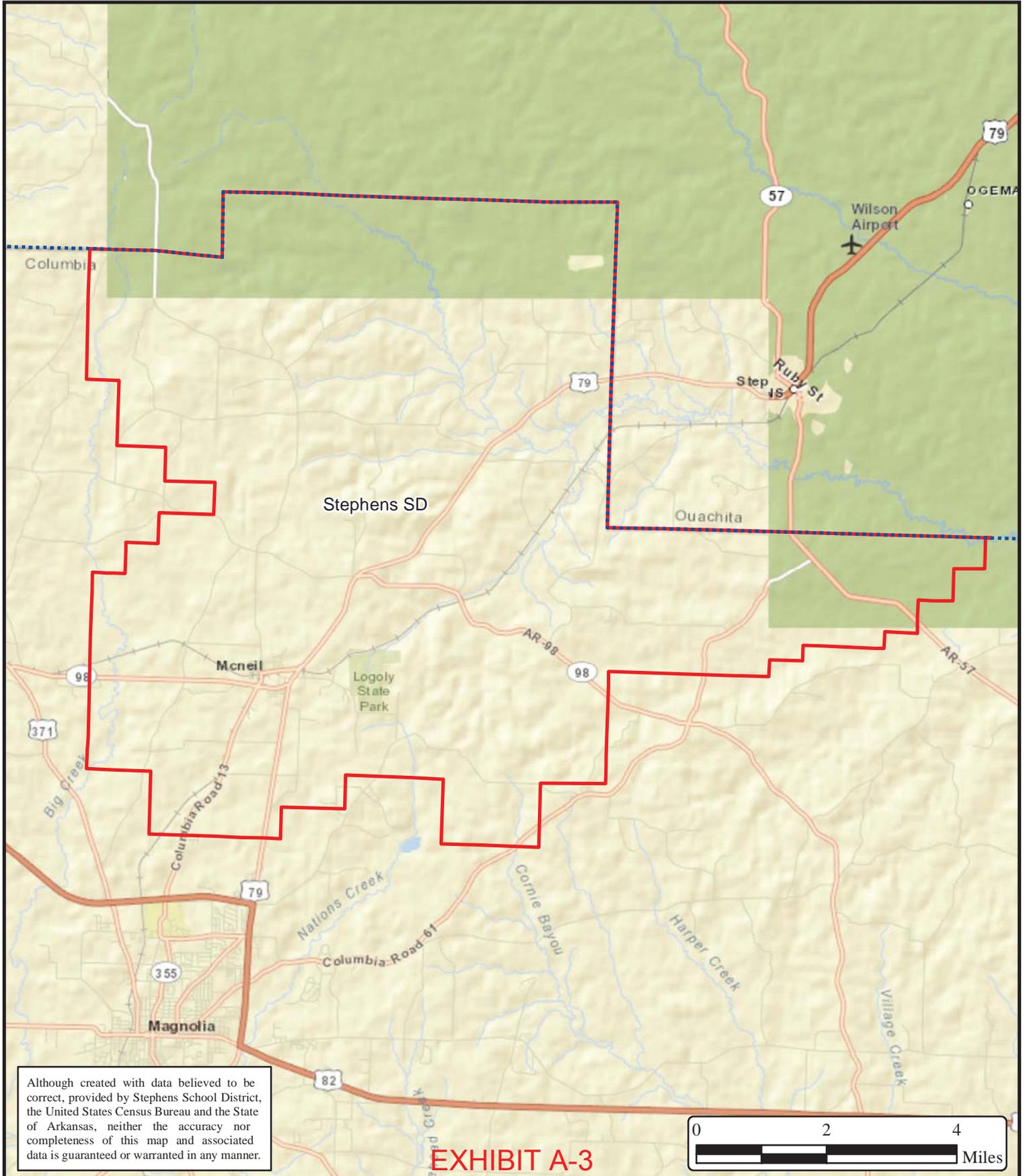


EXHIBIT A-2



Stephens School District

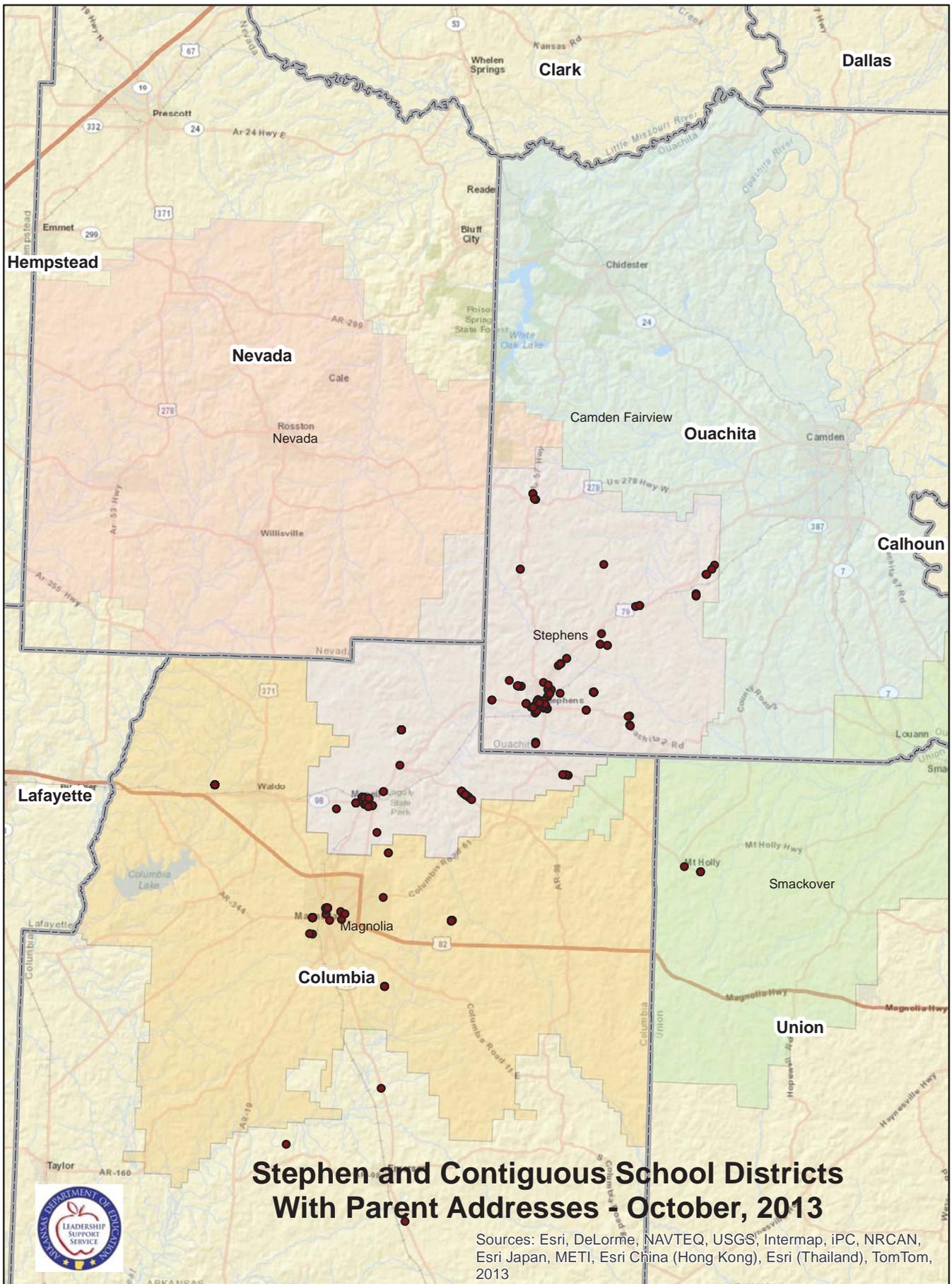
Within Columbia County
Map Created: December 12, 2013



Although created with data believed to be correct, provided by Stephens School District, the United States Census Bureau and the State of Arkansas, neither the accuracy nor completeness of this map and associated data is guaranteed or warranted in any manner.

EXHIBIT A-3





**Stephen and Contiguous School Districts
With Parent Addresses - October, 2013**



Sources: Esri, DeLorme, NAVTEQ, USGS, Intermap, iPC, NRCAN, Esri Japan, METI, Esri China (Hong Kong), Esri (Thailand), TomTom, 2013

Whitney Moore

From: Allen Roberts <allen@aprobertslaw.com>
Sent: Monday, March 31, 2014 8:40 AM
To: Whitney Moore
Subject: FW: Stephens School District
Attachments: FY24_Districts_EnrollmentByRace 4 districts only.xlsx

From: Clay Fendley [<mailto:clayfendley@comcast.net>]
Sent: Wednesday, March 05, 2014 12:04 PM
To: 'Jeremy Lasiter'
Cc: Patsy Hughey; 'Erma'; 'Maurice Porchia'; 'rick mcafee'; 'Allen Roberts'; johnwalkeratty@aol.com; Joy Springer
Subject: Stephens School District

Jeremy,

Thank you for your call today.

As I understand it, ADE is currently working on a recommendation for the involuntary consolidation of Stephens. I informed you that the Stephens School Board has instructed me to request that Stephens be involuntarily consolidated with the Nevada School District.

I wanted to provide you information to share with Dr. Kimbrell and ADE staff that we believe supports a Nevada-Stephens consolidation.

First, it is in the best interest of Stephens' students to attend a quality school in their community, and parents of current students overwhelmingly favor a consolidation with Nevada. On 24 February 2014, Stephens sent a survey home with students, and 84 percent of parents that responded favored consolidation with Nevada (84 percent of parents responded).

Second, closing the Stephens' schools will result in excessive transportation time for some students. Stephens currently runs eight bus routes with one-way transportation times on two routes already in excess of an hour. If those students are transported to Stephens where they have to unload and get on another bus to take them too Camden-Fairview (18.1 miles that will take 21 minutes), they may have a one-way transportation time of near two hours.

Third, consolidation of Nevada and Stephens will satisfy desegregation concerns. If Nevada and Stephens are consolidated, the resulting district will have an overall racial balance equal to that of the four districts (Nevada, Stephens, Magnolia and Camden-Fairview) combined (see attached FY24 District EnrollmentByRace 4 districts only.xlsx). Nevada's continued operation of the Stephens' schools will avoid placing an unfair burden of bussing on Stephens' predominately African-American students.

Fourth, it is in the best interest of Nevada's students who otherwise may have their schools closed. Nevada is so remote that its schools are necessary to provide its students a substantially equal opportunity for an adequate education due to excessive transportation time. Consolidation with Stephens will allow Nevada to avoid involuntary annexation and the inevitable closure of its schools by the receiving district.

Fifth, we are not aware of any evidence that closing small, rural schools improves educational outcomes of the affected students. We would like to review reports required by 6-13-1606 and 1611 at your earliest convenience. If not too much trouble, we request electronic copies of these documents. Please let me know if this will be a problem.

Finally, an agreement on consolidation will facilitate federal court approval and avoid an uncertain and complicated legal process to end the *Runyan* case.

Thank you for your time and attention to this matter. Please do not hesitate to call if you have any questions.

Clay Fendley
Attorney at Law
John C. Fendley, Jr. P.A.
51 Wingate Drive
Little Rock, AR 72205
Tel: 501-907-9797
Fax: 501-907-9798
Mobile: 501-350-2573

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DRAFT PRE-ANNEXATION AGREEMENT

WHEREAS, etc., etc., etc.,

NOW, THEREFORE, THE PARTIES DO HEREBY AGREE AS FOLLOWS:

1. **LAND/TERRITORY.** The land or real property territory of Stephens will be divided between Magnolia, CFSD, and Nevada on the following basis:

To Magnolia: All Stephens territory within Columbia County;

To CFSD: All Stephens territory within Ouachita County; and,

To Nevada: All Stephens territory with Nevada County.

2. **REAL PROPERTY IMPROVEMENTS.** All buildings and other improvements that would be considered part of the realty will go to the district getting that land under this agreement.

3. **TANGIBLE PERSONAL PROPERTY.** All tangible personal property belonging to Stephens will be appraised by an entity agreed to by Magnolia, CFSD, and Nevada, which entity will assign a fair market value to each item and to the total of all the items. The appraisal will be completed by January 1, 2014. The tangible personal property will be divided by each district taking items the total appraised value of which is equal to one-third of the total value of the Stephens tangible personal property. The division will take place as soon as practical after June 30, 2014. Nevada will be afforded the benefit of selecting its one-third first. Magnolia and CFSD will draw lots to determine which district picks next and which district picks last.

4. **STUDENT ASSIGNMENT.** The rules for student attendance for the Stephens students will be to follow Arkansas law on student attendance, except as otherwise expressly provided in this agreement. In other words, a student will be assigned to a school in the new school district in which he resides after division of the Stephens territory as aforesaid, subject to existing school choice

options, including exemptions, and attendance preferences granted by statute to employees of school districts.

5. ONE TIME SCHOOL CHOICE OPTION. Stephens students will have a “one time” school choice option to attend Nevada, regardless of Act 1227 exemptions declared by Stephens and CFSD. By “one time” it is meant that the option of a Stephens student to attend Nevada will cease to exist upon the expiration of the time limitation subsequently set forth by the parties to this agreement. There will be no corresponding right for existing Nevada students to attend Magnolia or CFSD. Parents of a Stephens student will have a single opportunity to elect to attend Nevada. The time limits for the selection and the reasons for refusal of an individual selection by Nevada will be resolved and reduced to writing by the parties within 30 days from the date of this agreement. Siblings of a school choice student will also have a school choice option under exactly the same conditions as set forth in this paragraph. A Stephens student choosing into Nevada hereunder can return to his resident district at any time. However, such a student cannot subsequently choose under Act 1227 of 2013 to attend any district other than Nevada.

6. CASH, CASH EQUIVALENTS, AND STATE INCENTIVE MONEY. Cash, its liquidity equivalents, and all state incentive money available to the districts absorbing Stephens will be divided according to this paragraph.

The 3 districts will agree on a number that the districts will use as the total number of students impacted by the annexation of Stephens into Magnolia, CFSD, and Nevada. ADE will dictate that number if the districts are unable to agree. That number will represent 100% of the Stephens students impacted. The 3 districts will agree upon a number of students being assimilated by each district as a result of the annexation of Stephens. ADE will dictate that number for each

district if the 3 districts are unable to agree. A percentage of students assimilated by each district will then be determined by dividing the number for the particular district by the total number of students impacted. All cash, equivalents, and incentive money will be divided as follows:

Alternative No. 1: Nevada's assimilated Stephens students equals or exceeds 10% of the total. In this event each district will receive its percentage share of all cash, equivalents, and incentive money.

Alternative No. 2: Nevada's assimilated Stephens students does not exceed 10%. In this event Nevada will receive 10% and Magnolia/CFSD will divide the remaining 90% in the proportion that each district's percentage bears to the other district's percentage.

ILLUSTRATION OF ALTERNATIVE NO. 2. Example. 100% = 320. 20 students are required by residence or choose to attend Nevada. That's 6.25%, so Nevada's participation share is 10%. Of the remaining 300 students, 160 reside in and attend Magnolia, and 140 reside in and attend CFSD. 160 is a rounded 53.3% of 300. 140 is a rounded 46.7% of 300. Therefore, Magnolia would receive 53.3%, and CFSD would receive 46.7% of the remaining 90% of all cash, equivalents, and incentive money.

**PROPOSAL FROM THE SUPERINTENDENTS OF
MAGNOLIA, NEVADA, AND CAMDEN FAIRVIEW SCHOOL DISTRICTS
TO THE STEPHENS SCHOOL DISTRICT SCHOOL BOARD**

INTRODUCTION. The Arkansas Department of Education (ADE) has informed Magnolia School District (Magnolia), Nevada School District (Nevada), and Camden Fairview School District (CFSD) that Stephens School District (Stephens) has not found a partner for a voluntary annexation/consolidation, which if unchanged will result in dissolving Stephens. ADE suggested to the superintendents of Magnolia, Nevada, and CFSD that they confer and agree, if possible, on a single idea for the three districts assuming the K-12 educational responsibilities of the existing Stephens School District should it be dissolved, as now appears likely. The superintendents have conferred at length and reached agreement among themselves as to how they would recommend to their respective school boards and ADE that the dissolution situation be managed. The purposes of this document are to inform Stephens of that recommendation and invite Stephens to join in discussions that could lead to Stephens joining in a four party agreed recommendation to ADE for future education in Stephens should it be dissolved. The view of Magnolia, Nevada, and CFSD is that the three district solution is likely to be approved by ADE with or without the approval of Stephens. However, Stephens's agreement to be a party to a joint four district proposal would make ADE approval a certainty.

1. **LAND/TERRITORY.** The land or real property territory of Stephens will be divided between Magnolia, CFSD, and Nevada on the following basis:

To Magnolia: All Stephens territory within Columbia County;

To CFSD: All Stephens territory within Ouachita County; and,

To Nevada: All Stephens territory within Nevada County.

2. **REAL PROPERTY IMPROVEMENTS.** All buildings and other improvements that would be considered part of the realty will go to the district getting that land under this agreement. It appears to us that all building improvements are within the Stephens city limits and would, therefore, become CFSD property. CFSD would agree to donate all buildings to the City of Stephens, or another appropriate political subdivision.

3. **TANGIBLE PERSONAL PROPERTY.** All tangible personal property belonging to Stephens will be appraised by an entity agreed to by Magnolia, CFSD, and Nevada, which entity will assign a fair market value to each item and to the total of all the items. The appraisal will be completed by February 1, 2014. The tangible personal property will be divided by each district taking items the total appraised value of which is equal to one-third of the total value of Stephens's tangible personal property. The division will take place as soon as practical after June 30, 2014. Nevada will be afforded the benefit of selecting its one-third first. Magnolia and CFSD will draw lots to determine which district picks next and which district picks last.

4. **STUDENT ASSIGNMENT.** The rules for student attendance for the Stephens students will be to follow Arkansas law on student attendance, except as otherwise expressly provided in this agreement. In other words, a student will be assigned to a school in the new school district in which he resides after division of the Stephens territory as aforesaid, subject to existing school choice options, including exemptions, and attendance preferences granted by statute to employees of school districts.

5. **ONE TIME SCHOOL CHOICE OPTION.** Stephens students will have a "one time" school choice option to attend Nevada, regardless of Act 1227 exemptions declared by Stephens and CFSD. By "one time" it is meant that the option of a Stephens student to attend

Nevada will cease to exist upon the expiration of the time limitation subsequently set forth by the parties to this agreement. There will be no corresponding right for existing Nevada students to attend Magnolia or CFSD. Parents of a Stephens student will have a single opportunity to elect to attend Nevada. The time limits for the selection and the reasons for refusal of an individual selection by Nevada will be resolved and reduced to writing by the parties within 30 days from the date of this agreement. Siblings of a school choice student will also have a school choice option under exactly the same conditions as set forth in this paragraph. A Stephens student choosing into Nevada hereunder can return to his resident district at any time. However, such a student cannot subsequently choose under Act 1227 of 2013 to attend any district other than Nevada.

6. **TRANSPORTATION.** The new resident district would provide free transportation to and from school for all Stephens students attending a new resident district. Students taking advantage of the one-time school choice option (Paragraph 5 above) would be required to furnish their own transportation to and from Nevada. Provided, however, that if Nevada elected to provide free transportation to such one-time choice students the new resident district would not object.

7. **DEBTS.** The saleable assets of Stephens will be sold to pay the existing debts of Stephens. The three districts will agree to request the ADE to supervise any such sale and application of the net proceeds thereof to the outstanding debts of Stephens.

8. EMPLOYMENT OPPORTUNITY FOR EXISTING STEPHENS EMPLOYEES.
No employee of Stephens would automatically become employed by CFSD, Magnolia, or Nevada (the three districts). However, the three districts would accept applications from all

licensed and classified employees of Stephens. The three districts would be obligated to interview in person each Stephens employee who applied prior to filling any vacancy existing because of adding students, territory, and personal property of the former Stephens School District or otherwise. By this, we mean we'll offer interviews to former Stephens employees before considering for employment "outsiders" for any vacancies.

9. CASH, CASH EQUIVALENTS, AND STATE INCENTIVE MONEY. To the extent it exists after payment of the Stephens debt, the cash, its liquidity equivalents, and all state incentive money available to the districts absorbing Stephens will be divided according to this Paragraph 9 and its subparagraphs.

The three districts will agree on a number that the districts will use as the total number of students impacted by the annexation of Stephens into Magnolia, CFSD, and Nevada. ADE will dictate that number if the districts are unable to agree. That number will represent 100% of the Stephens students impacted. The three districts will agree upon a number of students being assimilated by each district as a result of the annexation of Stephens. ADE will dictate that number for each district if the three districts are unable to agree. A percentage of students assimilated by each district will then be determined by dividing the number for the particular district by the total number of students impacted. All cash, equivalents, and incentive money will be divided as follows:

Alternative No. 1: Nevada's assimilated Stephens students equals or exceeds 10% of the total. In this event each district will receive its percentage share of all cash, equivalents, and incentive money.

Alternative No. 2: Nevada's assimilated Stephens students does not exceed 10%. In this event Nevada will receive 10% and Magnolia/CFSD will divide the remaining 90% in the proportion that each district's percentage bears to the other district's percentage.

ILLUSTRATION OF ALTERNATIVE NO. 2. Example. $100\% = 320$. 20 students are required by residence or choose to attend Nevada. That's 6.25%, so Nevada's participation share is 10%. Of the remaining 300 students, 160 reside in and attend Magnolia, and 140 reside in and attend CFSD. 160 is a rounded 53.3% of 300. 140 is a rounded 46.7% of 300. Therefore, Magnolia would receive 53.3%, and CFSD would receive 46.7% of the remaining 90% of all cash, equivalents, and incentive money.

Ouachita Public Schools

Ronnie Kissire
Superintendent

166 School House Road
Donaldson, Arkansas 71941

Phone: 501-384-2318
Fax: 501-384-5615

Ouachita Board Resolution Board Reduction

Ark. Code Ann. §§ 6-13-634 et seq.

Whereas the Ouachita School District Board of Directors met in a regular, open, and properly-called board meeting on 3-20-14, at the Ouachita High School Career Tech Building.

Whereas 5 members were present, a quorum was declared by the chair.

Whereas the Board of Directors had the discussion about reducing the school district board size from 7 members down to 5 members.

Whereas the Board of Directors received a recommendation to adopt a resolution to petition the State Board of Education to reduce the number of members from 7 to 5 due to the size of district and voting population. Ark. Code Ann. §§ 6-13-634.

Whereas the Board, after serious consideration, moved to approve the Petition to reduce board size:

Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the Ouachita School District Board of Directors to petition the State Board of Education to reduce the Ouachita School Board size from 7 to 5 members.



Superintendent

3-20-14

Date



Board President

3-20-14

Date

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board

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Malvern, AR

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rd offers: comprehensive benefits package. and team-based atmosphere

minimum of 5 years in manufacture panel products environment, able in a variety of maintenance including multiple projects and key of electrical, mechanical and instrumentation ability to establish wide initiatives, then this may tunity for you.

desires to work in a market-focused gaining a positive attitude and good work position, please use the link below.

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Wanted



board

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o improve and drive superior results in a lass MDF mill.

board offers: comprehensive benefits package. and team-based atmosphere

a minimum of 3 years of actual e equipment repair experience, 3 bleshooting and repair of mobile lectrical systems, and knowledge nical makeup and operation of a ctromechanical systems, accesson heavy mobile vehicles, then this opportunity for you.

who desires to work in a market-focused gaining a positive attitude and good work this position, please use the link below.

dp.com/recruit/?id=8659621

ortunity Employer, building a capable, l, diverse workforce.

ONE CALLS PLEASE W/F/D/VEVRAA

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Pets and Supplies

Australian Shepherd mix dogs, \$25 also 3, year old puppies, mix \$20 each. Call 337-2574

Keep your pet Happy, Healthy, and Protected. Get a FREE Pet Insurance Quote for your Dog or Cat. Choose Up to 90% Reimbursement. Call 1-800-517-0839

Rental Property

2-3 BR APTS. All elect. Kit. furn. w/d conn. Instant hot water. \$525 & \$600 mo. + dep. 501-753-6035.

329 CLARDY, 2BR, 1BA, \$450 mo. + dep. 501-304-0444.

Ashley Kate Apts. 2/1, great loc., Akers Rd off 270 btw. H.S. & Malv. LSSD, water pd \$555-575, 617-1344

Floyd St. remodeled 2BR, 1BA \$450 mth., \$200 dep. Call 332-5506

FOR RENT 2BR house, carport, storage room, stove re-frig., CH/A, just remodeled. No pets. \$580 mth + dep. 501-844-5833

For rent 3 room furnished apt. 1104B Louise St. \$400 mth., \$250 dep. Call 337-9686



Secure area... owners live on site. 4.5 mi. North of Malvern Hwy 67. 332-6475 or 467-1039.

Ridge Road Mini Storage Safe & Secure location, 24/7 availability, 332-5339

U LOCK IT MINI STORAGE 3rd & Gloster XS, S, M, L, XL 332-3057

Appliance

REPAIR SEWING MACHINES and vacuum cleaners. Parts in stock for most. Brown's Furniture & Appliance. 502 So. Main, Malvern, 72104.

Stump Removal

Cook's Stump Removal Free Est., Insured Grind 6" deep Trace Roots 337-0126

Legal Notices

Ouachita School District hereby gives notice of petition to the State Board of Education, to go from a seven member school board to a five member school board.

Legal #a67429 3/27

Bids

NOTICE TO ARCHITECTS

College of the Ouachitas is soliciting responses from interested firms for design professional services for feasibility studies and cost estimate for the renovation of a 26,000 ± SF Workforce Training Center. If funding is available, full

5. The design professional selected and his consultants will be required to submit proof of current professional registration with appropriate State Board for prime design professional and sub-consultants.

6. The design professional selected and his consultants will be required to submit proof of current professional liability insurance coverage for the prime design firm per ABA MSC 2001, 6-217, and 6-218.

Professional Services Required - The design professional team selected must be able to perform the following functions: Cost estimating, schematic design, design development, construction documents, bidding, project observation, construction administration, inspections services, and project close out.

Address all responses to: Submit five (5) copies of response to

David See
College of the Ouachitas
Vice President of Administration & Operations
One College Circle, Malvern, AR 72104
Phone: (501)332-0252 Fax: (501)337-9382

Legal #a 3/





DCI Arrangements of the Next Generation Science Standards

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First Grade

The performance expectations in first grade help students formulate answers to questions such as: “What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?” First grade performance expectations include PS4, LS1, LS3, and ESS1 Disciplinary Core Ideas from the *NRC Framework*. Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light. Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. The crosscutting concepts of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Kindergarten

The performance expectations in kindergarten help students formulate answers to questions such as: “What happens if you push or pull an object harder? Where do animals live and why do they live there? What is the weather like today and how is it different from yesterday?” Kindergarten performance expectations include PS2, PS3, LS1, ESS2, ESS3, and ETS1 Disciplinary Core Ideas from the *NRC Framework*. Students are expected to develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather. Students are able to apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution. Students are also expected to develop understanding of what plants and animals (including humans) need to survive and the relationship between their needs and where they live. The crosscutting concepts of patterns; cause and effect; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the kindergarten performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

K-PS2 Motion and Stability: Forces and Interactions

K-PS2 Motion and Stability: Forces and interactions

Students who demonstrate understanding can:

- K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.** [Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.] [Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]
- K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.*** [Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientists use different ways to study the world. (K-PS2-1) 	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> Pushes and pulls can have different strengths and directions. (K-PS2-1), (K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1), (K-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> When objects touch or collide, they push on one another and can change motion. (K-PS2-1) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> A bigger push or pull makes things speed up or slow down more quickly. (<i>secondary to K-PS2-1</i>) <p>ETS1.A: Defining Engineering Problems</p> <ul style="list-style-type: none"> A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (<i>secondary to K-PS2-2</i>) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1), (K-PS2-2)
<p><i>Connections to other DCIs in kindergarten: K.ETS1.A (K-PS2-2); K.ETS1.B (K-PS2-2)</i></p>		
<p><i>Articulation of DCIs across grade-levels: 2.ETS1.B (K-PS2-2); 3.PS2.A (K-PS2-1), (K-PS2-2); 3.PS2.B (K-PS2-1); 4.PS3.A (K-PS2-1); 4.ETS1.A (K-PS2-2)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text. (<i>K-PS2-2</i>)</p> <p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS2-1)</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (<i>K-PS2-2</i>)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (<i>K-PS2-1</i>)</p> <p>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (<i>K-PS2-1</i>)</p> <p>K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-PS2-1)</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled “Disciplinary Core Ideas” is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

K-PS3 Energy

K-PS3 Energy

Students who demonstrate understanding can:

K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface. [Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]

K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.* [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.

- Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)

Connections to Nature of Science

Scientific Investigations Use a Variety of Methods

- Scientists use different ways to study the world. (K-PS3-1)

Disciplinary Core Ideas

PS3.B: Conservation of Energy and Energy Transfer

- Sunlight warms Earth’s surface. (K-PS3-1),(K-PS3-2)

Crosscutting Concepts

Cause and Effect

- Events have causes that generate observable patterns. (K-PS3-1),(K-PS3-2)

Connections to other DCIs in kindergarten: **K.ETS1.A** (K-PS3-2); **K.ETS1.B** (K-PS3-2)

Articulation of DCIs across grade-levels: **1.PS4.B** (K-PS3-1),(K-PS3-2); **2.ETS1.B** (K-PS3-2); **3.ESS2.D** (K-PS3-1); **4.ETS1.A** (K-PS3-2)

Common Core State Standards Connections:

ELA/Literacy –

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-PS3-1),(K-PS3-2)

Mathematics –

K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-PS3-1),(K-PS3-2)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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K-LS1 From Molecules to Organisms: Structures and Processes

K-LS1 From Molecules to Organisms: Structures and Processes		
Students who demonstrate understanding can:		
K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. <ul style="list-style-type: none"> ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center; font-style: italic;">Connections to Nature of Science</p> Scientific Knowledge is Based on Empirical Evidence <ul style="list-style-type: none"> ▪ Scientists look for patterns and order when making observations about the world. (K-LS1-1) 	LS1.C: Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none"> ▪ All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) 	Patterns <ul style="list-style-type: none"> ▪ Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)
Connections to other DCIs in kindergarten: N/A		
Articulation of DCIs across grade-levels: 1.LS1.A (K-LS1-1); 2.LS2.A (K-LS1-1); 3.LS2.C (K-LS1-1); 3.LS4.B (K-LS1-1); 5.LS1.C (K-LS1-1); 5.LS2.A (K-LS1-1)		
Common Core State Standards Connections:		
<i>ELA/Literacy</i> –		
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1)		
<i>Mathematics</i> –		
K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. (K-LS1-1)		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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K-ESS2 Earth's Systems

K-ESS2 Earth's Systems

Students who demonstrate understanding can:

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.] [Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]

K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) <p>Engaging in Argument from Evidence Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> ▪ Construct an argument with evidence to support a claim. (K-ESS2-2) <p style="text-align: center;">----- <i>Connections to Nature of Science</i> -----</p> <p>Science Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Scientists look for patterns and order when making observations about the world. (K-ESS2-1) 	<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> ▪ Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) <p>ESS2.E: Biogeology</p> <ul style="list-style-type: none"> ▪ Plants and animals can change their environment. (K-ESS2-2) <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> ▪ Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (<i>secondary to K-ESS2-2</i>) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1) <p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ Systems in the natural and designed world have parts that work together. (K-ESS2-2)

Connections to other DCIs in kindergarten: N/A

Articulation of DCIs across grade-levels: **2.ESS2.A** (K-ESS2-1); **3.ESS2.D** (K-ESS2-1); **4.ESS2.A** (K-ESS2-1); **4.ESS2.E** (K-ESS2-2); **5.ESS2.A** (K-ESS2-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2)

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2)

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (*K-ESS2-2*)

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-ESS2-1)

Mathematics –

MP.2 Reason abstractly and quantitatively. (K-ESS2-1)

MP.4 Model with mathematics. (K-ESS2-1)

K.CC.A Know number names and the count sequence. (K-ESS2-1)

K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K-ESS2-1)

K.MD.B.3 Classify objects into given categories; count the number of objects in each category and sort the categories by count. (K-ESS2-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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K-ESS3 Earth and Human Activity

K-ESS3 Earth and Human Activity		
Students who demonstrate understanding can:		
K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]		
K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.* [Clarification Statement: Emphasis is on local forms of severe weather.]		
K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* [Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems Asking questions and defining problems in grades K–2 builds on prior experiences and progresses to simple descriptive questions that can be tested. <ul style="list-style-type: none"> ▪ Ask questions based on observations to find more information about the designed world. (K-ESS3-2) Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, storyboard) that represent concrete events or design solutions. <ul style="list-style-type: none"> ▪ Use a model to represent relationships in the natural world. (K-ESS3-1) Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information. <ul style="list-style-type: none"> ▪ Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) ▪ Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3) 	ESS3.A: Natural Resources <ul style="list-style-type: none"> ▪ Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) ESS3.B: Natural Hazards <ul style="list-style-type: none"> ▪ Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) ESS3.C: Human Impacts on Earth Systems <ul style="list-style-type: none"> ▪ Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3) ETS1.A: Defining and Delimiting an Engineering Problem <ul style="list-style-type: none"> ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. (<i>secondary to K-ESS3-2</i>) ETS1.B: Developing Possible Solutions <ul style="list-style-type: none"> ▪ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (<i>secondary to K-ESS3-3</i>) 	Cause and Effect <ul style="list-style-type: none"> ▪ Events have causes that generate observable patterns. (K-ESS3-2),(K-ESS3-3) Systems and System Models <ul style="list-style-type: none"> ▪ Systems in the natural and designed world have parts that work together. (K-ESS3-1) <p style="text-align: center;">-----</p> Connections to Engineering, Technology, and Applications of Science <p style="text-align: center;">-----</p> Interdependence of Science, Engineering, and Technology <ul style="list-style-type: none"> ▪ People encounter questions about the natural world every day. (K-ESS3-2) Influence of Engineering, Technology, and Science on Society and the Natural World <ul style="list-style-type: none"> ▪ People depend on various technologies in their lives; human life would be very different without technology. (K-ESS3-2)
<i>Connections to other DCIs in kindergarten: K.ETS1.A (K-ESS3-2),(K-ESS3-3)</i>		
<i>Articulation of DCIs across grade-levels: 1.LS1.A (K-ESS3-1); 2.ESS1.C (K-ESS3-2); 2.ETS1.B (K-ESS3-3); 3.ESS3.B (K-ESS3-2); 4.ESS3.A (K-ESS3-3); 4.ESS3.B (K-ESS3-2); 5.LS2.A (K-ESS3-1); 5.ESS2.A (K-ESS3-1); 5.ESS3.C (K-ESS3-3)</i>		
<i>Common Core State Standards Connections:</i>		
<i>ELA/Literacy –</i>		
RI.K.1	With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)	
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (<i>K-ESS3-3</i>)	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K-ESS3-2)	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail. (<i>K-ESS3-1</i>)	
<i>Mathematics –</i>		
MP.2	Reason abstractly and quantitatively. (<i>K-ESS3-1</i>)	
MP.4	Model with mathematics. (<i>K-ESS3-1</i>),(<i>K-ESS3-2</i>)	
K.CC	Counting and Cardinality (<i>K-ESS3-1</i>),(<i>K-ESS3-2</i>)	

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled "Disciplinary Core Ideas" is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

First Grade

The performance expectations in first grade help students formulate answers to questions such as: “What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?” First grade performance expectations include PS4, LS1, LS3, and ESS1 Disciplinary Core Ideas from the *NRC Framework*. Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light. Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. The crosscutting concepts of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

1-PS4 Waves and their Applications in Technologies for Information Transfer

1-PS4 Waves and their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.** [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]
- 1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.** [Clarification Statement: Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.]
- 1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.** [Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).] [Assessment Boundary: Assessment does not include the speed of light.]
- 1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*** [Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string “telephones,” and a pattern of drum beats.] [Assessment Boundary: Assessment does not include technological details for how communication devices work.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question. (1-PS4-1),(1-PS4-3) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> ▪ Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-PS4-2) ▪ Use tools and materials provided to design a device that solves a specific problem. (1-PS4-4) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>-----</p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> ▪ Science investigations begin with a question. (1-PS4-1) ▪ Scientists use different ways to study the world. (1-PS4-1) 	<p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> ▪ Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1) <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> ▪ Objects can be seen if light is available to illuminate them or if they give off their own light. (1-PS4-2) ▪ Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.) (1-PS4-3) <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> ▪ People also use a variety of devices to communicate (send and receive information) over long distances. (1-PS4-4) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (1-PS4-1),(1-PS4-2),(1-PS4-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>-----</p> <p>Influence of Engineering, Technology, and Science, on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ People depend on various technologies in their lives; human life would be very different without technology. (1-PS4-4)
<p><i>Connections to other DCIs in first grade: N/A</i></p> <p><i>Articulation of DCIs across grade-levels: K.ETS1.A (1-PS4-4); 2.PS1.A (1-PS4-3); 2.ETS1.B (1-PS4-4); 4.PS4.C (1-PS4-4); 4.PS4.B (1-PS4-2); 4.ETS1.A (1-PS4-4)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (1-PS4-2)</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-PS4-1),(1-PS4-2),(1-PS4-3),(1-PS4-4)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-PS4-1),(1-PS4-2),(1-PS4-3)</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (1-PS4-1),(1-PS4-2),(1-PS4-3)</p> <p><i>Mathematics –</i></p> <p>MP.5 Use appropriate tools strategically. (1-PS4-4)</p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-PS4-4)</p> <p>1.MD.A.2 Express the length of an object as a whole number of length units, by layering multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (1-PS4-4)</p>		

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1-LS1 From Molecules to Organisms: Structures and Processes

1-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*** [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]
- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.** [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2) <p>----- <i>Connections to Nature of Science</i> -----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Scientists look for patterns and order when making observations about the world. (1-LS1-2) 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1) <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) <p>LS1.D: Information Processing</p> <ul style="list-style-type: none"> Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2) <p>Structure and Function</p> <ul style="list-style-type: none"> The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1) <p>----- <i>Connections to Engineering, Technology, and Applications of Science</i> -----</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (1-LS1-1)
<p><i>Connections to other DCIs in first grade: N/A</i></p> <p><i>Articulation of DCIs across grade-levels: K.ETS1.A (1-LS1-1); 3.LS2.D (1-LS1-2); 4.LS1.A (1-LS1-1); 4.LS1.D (1-LS1-1); 4.ETS1.A (1-LS1-1)</i></p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.1.1 Ask and answer questions about key details in a text. (1-LS1-2)</p> <p>RI.1.2 Identify the main topic and retell key details of a text. (1-LS1-2)</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS1-1)</p> <p><i>Mathematics –</i></p> <p>1.NBT.B.3 Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1-LS1-2)</p> <p>1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)</p> <p>1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1-LS1-2)</p> <p>1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (1-LS1-2)</p>		

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1-LS3 Heredity: Inheritance and Variation of Traits

1-LS3 Heredity: Inheritance and Variation of Traits

Students who demonstrate understanding can:

- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.** [Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.] [Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (1-LS3-1) 	<p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-LS3-1)
<p><i>Connections to other DCIs in first grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 3.LS3.A (1-LS3-1); 3.LS3.B (1-LS3-1)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.1.1 Ask and answer questions about key details in a text. (1-LS3-1)</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-LS3-1)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-LS3-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (1-LS3-1)</p> <p>MP.5 Use appropriate tools strategically. (1-LS3-1)</p> <p>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1-LS3-1)</p>		

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1-ESS1 Earth's Place in the Universe

1-ESS1 Earth's Place in the Universe		
<p>Students who demonstrate understanding can:</p> <p>1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted. [Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.] [Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day.]</p> <p>1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.] [Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.]</p> <p style="text-align: center; font-size: small;">The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>.</p>		
<p style="text-align: center; background-color: #003366; color: white; padding: 2px;">Science and Engineering Practices</p> <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Make observations (firsthand or from media) to collect data that can be used to make comparisons. (1-ESS1-2) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (1-ESS1-1) 	<p style="text-align: center; background-color: #ff9933; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>ESS1.A: The Universe and its Stars</p> <ul style="list-style-type: none"> ▪ Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. (1-ESS1-1) <p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> ▪ Seasonal patterns of sunrise and sunset can be observed, described, and predicted. (1-ESS1-2) 	<p style="text-align: center; background-color: #008000; color: white; padding: 2px;">Crosscutting Concepts</p> <p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1),(1-ESS1-2) <p style="text-align: center; border-top: 1px dashed black; padding-top: 5px;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> ▪ Science assumes natural events happen today as they happened in the past. (1-ESS1-1) ▪ Many events are repeated. (1-ESS1-1)
<p><i>Connections to other DCIs in first grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 3.PS2.A (1-ESS1-1); 5.PS2.B (1-ESS1-1),(1-ESS1-2); 5-ESS1.B (1-ESS1-1),(1-ESS1-2)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). (1-ESS1-1),(1-ESS1-2)</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1-ESS1-1),(1-ESS1-2)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (1-ESS1-2)</p> <p>MP.4 Model with mathematics. (1-ESS1-2)</p> <p>MP.5 Use appropriate tools strategically. (1-ESS1-2)</p> <p>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations to represent the problem. (1-ESS1-2)</p> <p>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1-ESS1-2)</p>		

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Second Grade

The performance expectations in second grade help students formulate answers to questions such as: “How does land change and what are some things that cause it to change? What are the different kinds of land and bodies of water? How are materials similar and different from one another, and how do the properties of the materials relate to their use? What do plants need to grow? How many types of living things live in a place?” Second grade performance expectations include PS1, LS2, LS4, ESS1, ESS2, and ETS1 Disciplinary Core Ideas from the *NRC Framework*. Students are expected to develop an understanding of what plants need to grow and how plants depend on animals for seed dispersal and pollination. Students are also expected to compare the diversity of life in different habitats. An understanding of observable properties of materials is developed by students at this level through analysis and classification of different materials. Students are able to apply their understanding of the idea that wind and water can change the shape of the land to compare design solutions to slow or prevent such change. Students are able to use information and models to identify and represent the shapes and kinds of land and bodies of water in an area and where water is found on Earth. The crosscutting concepts of patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the second grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

2-PS1 Matter and its Interactions

2-PS1 Matter and its Interactions		
<p>Students who demonstrate understanding can:</p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]</p> <p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]</p> <p>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]</p> <p>2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]</p> <p style="text-align: center; font-size: small;">The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>:</p>		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-PS1-1) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Analyze data from tests of an object or tool to determine if it works as intended. (2-PS1-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> ▪ Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. (2-PS1-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in K–2 builds on prior experiences and progresses to comparing ideas and representations about the natural and designed world(s).</p> <ul style="list-style-type: none"> ▪ Construct an argument with evidence to support a claim. (2-PS1-4) <p style="text-align: center; border-top: 1px dashed black; margin-top: 10px;"><i>Connections to Nature of Science</i></p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> ▪ Scientists search for cause and effect relationships to explain natural events. (2-PS1-4) 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> ▪ Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1) ▪ Different properties are suited to different purposes. (2-PS1-2),(2-PS1-3) ▪ A great variety of objects can be built up from a small set of pieces. (2-PS1-3) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> ▪ Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns in the natural and human designed world can be observed. (2-PS1-1) <p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Events have causes that generate observable patterns. (2-PS1-4) ▪ Simple tests can be designed to gather evidence to support or refute student ideas about causes. (2-PS1-2) <p>Energy and Matter</p> <ul style="list-style-type: none"> ▪ Objects may break into smaller pieces and be put together into larger pieces, or change shapes. (2-PS1-3) <p style="text-align: center; border-top: 1px dashed black; margin-top: 10px;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (2-PS1-2)
<p><i>Connections to other DCIs in second grade: N/A</i></p> <p><i>Articulation of DCIs across grade-levels: 4.ESS2.A (2-PS1-3); 5.PS1.A (2-PS1-1),(2-PS1-2),(2-PS1-3); 5.PS1.B (2-PS1-4); 5.LS2.A (2-PS1-3)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (2-PS1-4)</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text. (2-PS1-2),(2-PS1-4)</p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. (2-PS1-4)</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-PS1-1),(2-PS1-2),(2-PS1-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1),(2-PS1-2),(2-PS1-3)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (2-PS1-2)</p> <p>MP.4 Model with mathematics. (2-PS1-1),(2-PS1-2)</p> <p>MP.5 Use appropriate tools strategically. (2-PS1-2)</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-PS1-1),(2-PS1-2)</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled "Disciplinary Core Ideas" is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

2-LS2 Ecosystems: Interactions, Energy, and Dynamics

2-LS2 Ecosystems: Interactions, Energy, and Dynamics		
Students who demonstrate understanding can:		
2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]		
2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> ▪ Develop a simple model based on evidence to represent a proposed object or tool. (2-LS2-2) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. (2-LS2-1) 	<p>LS2.A: Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> ▪ Plants depend on water and light to grow. (2-LS2-1) ▪ Plants depend on animals for pollination or to move their seeds around. (2-LS2-2) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ▪ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary to 2-LS2-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Events have causes that generate observable patterns. (2-LS2-1) <p>Structure and Function</p> <ul style="list-style-type: none"> ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (2-LS2-2)
Connections to other DCIs in second grade: N/A		
Articulation of DCIs across grade-levels: K.LS1.C (2-LS2-1); K.ESS3.A (2-LS2-1); K.ETS1.A (2-LS2-2); 5.LS1.C (2-LS2-1); 5.LS2.A (2-LS2-2)		
Common Core State Standards Connections:		
<p><i>ELA/Literacy</i> –</p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS2-1)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS2-1)</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-LS2-2)</p> <p><i>Mathematics</i> –</p> <p>MP.2 Reason abstractly and quantitatively. (2-LS2-1)</p> <p>MP.4 Model with mathematics. (2-LS2-1), (2-LS2-2)</p> <p>MP.5 Use appropriate tools strategically. (2-LS2-1)</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS2-2)</p>		

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2-LS4 Biological Evolution: Unity and Diversity

2-LS4 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Make observations (firsthand or from media) to collect data which can be used to make comparisons. (2-LS4-1) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Scientists look for patterns and order when making observations about the world. (2-LS4-1) 	<p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> ▪ There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) 	
<p><i>Connections to other DCIs in second grade: N/A</i></p> <p><i>Articulation of DCIs across grade-levels: 3.LS4.C (2-LS4-1); 3.LS4.D (2-LS4-1); 5.LS2.A (2-LS4-1)</i></p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-LS4-1)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-LS4-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (2-LS4-1)</p> <p>MP.4 Model with mathematics. (2-LS4-1)</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems. (2-LS4-1)</p>		

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2-ESS1 Earth's Place in the Universe

2-ESS1 Earth's Place in the Universe		
Students who demonstrate understanding can:		
2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.		
[Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.] [Assessment Boundary: Assessment does not include quantitative measurements of timescales.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions. <ul style="list-style-type: none"> ▪ Make observations from several sources to construct an evidence-based account for natural phenomena. (2-ESS1-1) 	ESS1.C: The History of Planet Earth <ul style="list-style-type: none"> ▪ Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe. (2-ESS1-1) 	Stability and Change <ul style="list-style-type: none"> ▪ Things may change slowly or rapidly. (2-ESS1-1)
Connections to other DCIs in second grade: N/A		
Articulation of DCIs across grade-levels: 3.LS2.C (2-ESS1-1); 4.ESS1.C (2-ESS1-1); 4.ESS2.A (2-ESS1-1)		
Common Core State Standards Connections:		
ELA/Literacy –		
RI.2.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (2-ESS1-1)	
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS1-1)	
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS1-1)	
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2-ESS1-1)	
W.2.8	Recall information from experiences or gather information from provided sources to answer a question. (2-ESS1-1)	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2-ESS1-1)	
Mathematics –		
MP.2	Reason abstractly and quantitatively. (2-ESS1-1)	
MP.4	Model with mathematics. (2-ESS1-1)	
2.NBT.A	Understand place value. (2-ESS1-1)	

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2-ESS2 Earth's Systems

2-ESS2 Earth's Systems

Students who demonstrate understanding can:

2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*

[Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]

2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]

2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> Develop a model to represent patterns in the natural world. (2-ESS2-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in K–2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <ul style="list-style-type: none"> Compare multiple solutions to a problem. (2-ESS2-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in K–2 builds on prior experiences and uses observations and texts to communicate new information.</p> <ul style="list-style-type: none"> Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question. (2-ESS2-3) 	<p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> Wind and water can change the shape of the land. (2-ESS2-1) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2) <p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <ul style="list-style-type: none"> Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary to 2-ESS2-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed. (2-ESS2-2),(2-ESS2-3) <p>Stability and Change</p> <ul style="list-style-type: none"> Things may change slowly or rapidly. (2-ESS2-1) <hr/> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <hr/> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> Developing and using technology has impacts on the natural world. (2-ESS2-1) <hr/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <hr/> <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> Scientists study the natural and material world. (2-ESS2-1)

Connections to other DCIs in second grade: **2.PS1.A** (2-ESS2-3)

Articulation of DCIs across grade-levels: **K.ETS1.A** (2-ESS2-1); **4.ESS2.A** (2-ESS2-1); **4.ESS2.B** (2-ESS2-2); **4.ETS1.A** (2-ESS2-1); **4.ETS1.B** (2-ESS2-1); **4.ETS1.C** (2-ESS2-1); **5.ESS2.A** (2-ESS2-1); **5.ESS2.C** (2-ESS2-2),(2-ESS2-3)

Common Core State Standards Connections:

ELA/Literacy –

- RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-ESS2-1)
- RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. (2-ESS2-1)
- W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (2-ESS2-3)
- W.2.8** Recall information from experiences or gather information from provided sources to answer a question. (2-ESS2-3)
- SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2-ESS2-2)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (2-ESS2-1),(2-ESS2-2)
- MP.4** Model with mathematics. (2-ESS2-1),(2-ESS2-2)
- MP.5** Use appropriate tools strategically. (2-ESS2-1)
- 2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2-ESS2-2)
- 2.MD.B.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. (2-ESS2-1)

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K-2-ETS1 Engineering Design

K-2-ETS1 Engineering Design		
<p>Students who demonstrate understanding can:</p> <p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in K–2 builds on prior experiences and progresses to simple descriptive questions.</p> <ul style="list-style-type: none"> ▪ Ask questions based on observations to find more information about the natural and/or designed world(s). (K-2-ETS1-1) ▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) <p>Developing and Using Models Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</p> <ul style="list-style-type: none"> ▪ Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2) <p>Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</p> <ul style="list-style-type: none"> ▪ Analyze data from tests of an object or tool to determine if it works as intended. (K-2-ETS1-3) 	<p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> ▪ A situation that people want to change or create can be approached as a problem to be solved through engineering. (K-2-ETS1-1) ▪ Asking questions, making observations, and gathering information are helpful in thinking about problems. (K-2-ETS1-1) ▪ Before beginning to design a solution, it is important to clearly understand the problem. (K-2-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ▪ Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (K-2-ETS1-2) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> ▪ Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (K-2-ETS1-3) 	<p>Structure and Function</p> <ul style="list-style-type: none"> ▪ The shape and stability of structures of natural and designed objects are related to their function(s). (K-2-ETS1-2)
<p><i>Connections to K-2-ETS1.A: Defining and Delimiting Engineering Problems include:</i> Kindergarten: K-PS2-2, K-ESS3-2</p> <p><i>Connections to K-2-ETS1.B: Developing Possible Solutions to Problems include:</i> Kindergarten: K-ESS3-3, First Grade: 1-PS4-4, Second Grade: 2-LS2-2</p> <p><i>Connections to K-2-ETS1.C: Optimizing the Design Solution include:</i> Second Grade: 2-ESS2-1</p>		
<p><i>Articulation of DCIs across grade-bands: 3-5.ETS1.A (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.B (K-2-ETS1-2),(K-2-ETS1-3); 3-5.ETS1.C (K-2-ETS1-1),(K-2-ETS1-2),(K-2-ETS1-3)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. (K-2-ETS1-1)</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (K-2-ETS1-2)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>MP.4 Model with mathematics. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>MP.5 Use appropriate tools strategically. (K-2-ETS1-1),(K-2-ETS1-3)</p> <p>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (K-2-ETS1-1),(K-2-ETS1-3)</p>		

Third Grade

The performance expectations in third grade help students formulate answers to questions such as: “What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?” Third grade performance expectations include PS2, LS1, LS2, LS3, LS4, ESS2, and ESS3 Disciplinary Core Ideas from the *NRC Framework*. Students are able to organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards. Students are expected to develop an understanding of the similarities and differences of organisms’ life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students are expected to develop an understanding of types of organisms that lived long ago and also about the nature of their environments. Third graders are expected to develop an understanding of the idea that when the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They are then able to apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the third grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

3-PS2 Motion and Stability: Forces and Interactions

3-PS2 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.** [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]
- 3-PS2-2. Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.** [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.** [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]
- 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.*** [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> ▪ Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3) ▪ Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1) ▪ Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (3-PS2-2) <p style="text-align: center;">----- <i>Connections to Nature of Science</i> -----</p> <p>Science Knowledge is Based on Empirical Evidence ▪ Science findings are based on recognizing patterns. (3-PS2-2)</p> <p>Scientific Investigations Use a Variety of Methods ▪ Science investigations use a variety of methods, tools, and techniques. (3-PS2-1)</p>	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> ▪ Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object’s speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1) ▪ The patterns of an object’s motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> ▪ Objects in contact exert forces on each other. (3-PS2-1) ▪ Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3),(3-PS2-4) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns of change can be used to make predictions. (3-PS2-2) <p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Cause and effect relationships are routinely identified. (3-PS2-1) ▪ Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3) <p style="text-align: center;">----- <i>Connections to Engineering, Technology, and Applications of Science</i> -----</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> ▪ Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-4)

Connections to other DCIs in third grade: N/A

Articulation of DCIs across grade-levels: **K.PS2.A** (3-PS2-1); **K.PS2.B** (3-PS2-1); **K.PS3.C** (3-PS2-1); **K.ETS1.A** (3-PS2-4); **1.ESS1.A** (3-PS2-2); **4.PS4.A** (3-PS2-2); **4.ETS1.A** (3-PS2-4); **5.PS2.B** (3-PS2-1); **MS.PS2.A** (3-PS2-1),(3-PS2-2); **MS.PS2.B** (3-PS2-3),(3-PS2-4); **MS.ESS1.B** (3-PS2-1),(3-PS2-2); **MS.ESS2.C** (3-PS2-1)

Common Core State Standards Connections:

ELA/Literacy –

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1),(3-PS2-3)
- RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-PS2-3)
- RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3-PS2-3)
- W.3.7** Conduct short research projects that build knowledge about a topic. (3-PS2-1),(3-PS2-2)
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1),(3-PS2-2)
- SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (3-PS2-1)
- MP.5** Use appropriate tools strategically. (3-PS2-1)
- 3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled “Disciplinary Core Ideas” is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.

3-LS1 From Molecules to Organisms: Structures and Processes

3-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.** [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> ▪ Develop models to describe phenomena. (3-LS1-1) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Science findings are based on recognizing patterns. (3-LS1-1) 	<p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> ▪ Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns of change can be used to make predictions. (3-LS1-1)
<p><i>Connections to other DCIs in third grade: N/A</i></p> <p><i>Articulation of DCIs across grade-levels: MS.LS1.B (3-LS1-1)</i></p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1)</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (3-LS1-1)</p> <p><i>Mathematics –</i></p> <p>MP.4 Model with mathematics. (3-LS1-1)</p> <p>3.NBT Number and Operations in Base Ten (3-LS1-1)</p> <p>3.NF Number and Operations—Fractions (3-LS1-1)</p>		

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3-LS2 Ecosystems: Interactions, Energy, and Dynamics

3-LS2 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

3-LS2-1. Construct an argument that some animals form groups that help members survive.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Construct an argument with evidence, data, and/or a model. (3-LS2-1)

Disciplinary Core Ideas

LS2.D: Social Interactions and Group Behavior

- Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size (*Note: Moved from K–2*). (3-LS2-1)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1)

Connections to other DCIs in third grade: N/A

Articulation of DCIs across grade-levels: **1.LS1.B** (3-LS2-1); **MS.LS2.A** (3-LS2-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1)

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS2-1)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1)

Mathematics –

MP.4 Model with mathematics. (3-LS2-1)

3.NBT Number and Operations in Base Ten (3-LS2-1)

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3-LS3 Heredity: Inheritance and Variation of Traits

3-LS3 Heredity: Inheritance and Variation of Traits

Students who demonstrate understanding can:

- 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.** [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.]
- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.** [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2) 	<p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Many characteristics of organisms are inherited from their parents. (3-LS3-1) Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) The environment also affects the traits that an organism develops. (3-LS3-2) 	<p>Patterns</p> <ul style="list-style-type: none"> Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1) <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2)

Connections to other DCIs in third grade: N/A

Articulation of DCIs across grade-levels: 1.LS3.A (3-LS3-1); 1.LS3.B (3-LS3-1); MS.LS1.B (3-LS3-2); MS.LS3.A (3-LS3-1); MS.LS3.B (3-LS3-1)

Common Core State Standards Connections:

ELA/Literacy –

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1),(3-LS3-2)
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1),(3-LS3-2)
- RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS3-1),(3-LS3-2)
- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1),(3-LS3-2)
- SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS3-1),(3-LS3-2)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (3-LS3-1),(3-LS3-2)
- MP.4** Model with mathematics. (3-LS3-1),(3-LS3-2)
- 3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS3-1),(3-LS3-2)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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3-LS4 Biological Evolution: Unity and Diversity

3-LS4 Biological Evolution: Unity and Diversity

Students who demonstrate understanding can:

- 3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.** [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.]
- 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.** [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.]
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.** [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.]
- 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*** [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> ▪ Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> ▪ Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> ▪ Construct an argument with evidence. (3-LS4-3) ▪ Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-LS4-4) 	<p>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</p> <ul style="list-style-type: none"> ▪ When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (<i>secondary to 3-LS4-4</i>) <p>LS4.A: Evidence of Common Ancestry and Diversity</p> <ul style="list-style-type: none"> ▪ Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (<i>Note: moved from K-2</i>) (3-LS4-1) ▪ Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1) <p>LS4.B: Natural Selection</p> <ul style="list-style-type: none"> ▪ Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2) <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> ▪ For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3) <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> ▪ Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Cause and effect relationships are routinely identified and used to explain change. (3-LS4-2),(3-LS4-3) <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> ▪ Observable phenomena exist from very short to very long time periods. (3-LS4-1) <p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ A system can be described in terms of its components and their interactions. (3-LS4-4) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> ▪ Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-4) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> ▪ Science assumes consistent patterns in natural systems. (3-LS4-1)

Connections to other DCIs in third grade: **3.LS4.C** (3-LS4-2); **3.ESS2.D** (3-LS4-3); **3.ESS3.B** (3-LS4-4)

Articulation of DCIs across grade-levels: **K.ESS3.A** (3-LS4-3)(3-LS4-4); **K.ETS1.A** (3-LS4-4); **1.LS3.A** (3-LS4-2); **2.LS2.A** (3-LS4-3),(3-LS4-4); **2.LS4.D** (3-LS4-3),(3-LS4-4); **4.ESS1.C** (3-LS4-1); **4.ESS3.B** (3-LS4-4); **4.ETS1.A** (3-LS4-4); **MS.LS2.A** (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4); **MS.LS2.C** (3-LS4-4); **MS.LS3.B** (3-LS4-2); **MS.LS4.A** (3-LS4-1); **MS.LS4.B** (3-LS4-2),(3-LS4-3); **MS.LS4.C** (3-LS4-3),(3-LS4-4); **MS.ESS1.C** (3-LS4-1),(3-LS4-3),(3-LS4-4); **MS.ESS2.B** (3-LS4-1); **MS.ESS3.C** (3-LS4-4)

Common Core State Standards Connections:

ELA/Literacy –

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1),(3-LS4-2),(3-LS4-3) (3-LS4-4)
- RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1),(3-LS4-3),(3-LS4-4)
- W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1)
- SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-2),(3-LS4-3),(3-LS4-4)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- MP.4** Model with mathematics. (3-LS4-1),(3-LS4-2),(3-LS4-3),(3-LS4-4)
- MP.5** Use appropriate tools strategically. (3-LS4-1)
- 3.MD.B.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2),(3-LS4-3)
- 3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1)

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3-ESS2 Earth's Systems

3-ESS2 Earth's Systems

Students who demonstrate understanding can:

- 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.** [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.]
- 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships. (3-ESS2-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2) 	<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1) Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns of change can be used to make predictions. (3-ESS2-1),(3-ESS2-2)
<p><i>Connections to other DCIs in third grade: N/A</i></p> <p><i>Articulation of DCIs across grade-levels: K.ESS2.D (3-ESS2-1); 4.ESS2.A (3-ESS2-1); 5.ESS2.A (3-ESS2-1); MS.ESS2.C (3-ESS2-1),(3-ESS2-2); MS.ESS2.D (3-ESS2-1),(3-ESS2-2)</i></p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS2-2)</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. (3-ESS2-2)</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-ESS2-2)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (3-ESS2-1),(3-ESS2-2)</p> <p>MP.4 Model with mathematics. (3-ESS2-1),(3-ESS2-2)</p> <p>MP.5 Use appropriate tools strategically. (3-ESS2-1)</p> <p>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-ESS2-1)</p> <p>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in bar graphs. (3-ESS2-1)</p>		

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3-ESS3 Earth and Human Activity

3-ESS3 Earth and Human Activity

Students who demonstrate understanding can:

3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*

[Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1) 	<p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) <i>(Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)</i> 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1) <p>-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>-----</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (3-ESS3-1) <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>-----</p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> Science affects everyday life. (3-ESS3-1)
<p><i>Connections to other DCIs in third grade: N/A</i></p>		
<p><i>Articulation of DCIs across grade-levels: K.ESS3.B (3-ESS3-1); K.ETS1.A (3-ESS3-1); 4.ESS3.B (3-ESS3-1); 4.ETS1.A (3-ESS3-1); MS.ESS3.B (3-ESS3-1)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-ESS3-1)</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic. (3-ESS3-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (3-ESS3-1)</p> <p>MP.4 Model with mathematics. (3-ESS3-1)</p>		

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Fourth Grade

The performance expectations in fourth grade help students formulate answers to questions such as: “What are waves and what are some things they can do? How can water, ice, wind and vegetation change the land? What patterns of Earth’s features can be determined with the use of maps? How do internal and external structures support the survival, growth, behavior, and reproduction of plants and animals? What is energy and how is it related to motion? How is energy transferred? How can energy be used to solve a problem?” Fourth grade performance expectations include PS3, PS4, LS1, ESS1, ESS2, ESS3, and ETS1 Disciplinary Core Ideas from the *NRC Framework*. Students are able to use a model of waves to describe patterns of waves in terms of amplitude and wavelength, and that waves can cause objects to move. Students are expected to develop understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth’s features, students analyze and interpret data from maps. Fourth graders are expected to develop an understanding that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. By developing a model, they describe that an object can be seen when light reflected from its surface enters the eye. Students are able to use evidence to construct an explanation of the relationship between the speed of an object and the energy of that object. Students are expected to develop an understanding that energy can be transferred from place to place by sound, light, heat, and electric currents or from object to object through collisions. They apply their understanding of energy to design, test, and refine a device that converts energy from one form to another. The crosscutting concepts of patterns; cause and effect; energy and matter; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the fourth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

4-PS3 Energy

4-PS3 Energy

Students who demonstrate understanding can:

- 4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.** [Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy.]
- 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.** [Assessment Boundary: Assessment does not include quantitative measurements of energy.]
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.** [Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.] [Assessment Boundary: Assessment does not include quantitative measurements of energy.]
- 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*** [Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.] [Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.

- Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships. (4-PS3-3)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.

- Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (4-PS3-2)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Use evidence (e.g., measurements, observations, patterns) to construct an explanation. (4-PS3-1)
- Apply scientific ideas to solve design problems. (4-PS3-4)

Disciplinary Core Ideas

PS3.A: Definitions of Energy

- The faster a given object is moving, the more energy it possesses. (4-PS3-1)
- Energy can be moved from place to place by moving objects or through sound, light, or electric currents. (4-PS3-2),(4-PS3-3)

PS3.B: Conservation of Energy and Energy Transfer

- Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. (4-PS3-2),(4-PS3-3)
- Light also transfers energy from place to place. (4-PS3-2)
- Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy. (4-PS3-2),(4-PS3-4)

PS3.C: Relationship Between Energy and Forces

- When objects collide, the contact forces transfer energy so as to change the objects' motions. (4-PS3-3)

PS3.D: Energy in Chemical Processes and Everyday Life

- The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use. (4-PS3-4)

ETS1.A: Defining Engineering Problems

- Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (*secondary to 4-PS3-4*)

Crosscutting Concepts

Energy and Matter

- Energy can be transferred in various ways and between objects. (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering and Technology on Society and the Natural World

- Engineers improve existing technologies or develop new ones. (4-PS3-4)

Connections to Nature of Science

Science is a Human Endeavor

- Most scientists and engineers work in teams. (4-PS3-4)
- Science affects everyday life. (4-PS3-4)

Connections to other DCIs in fourth grade: N/A

Articulation of DCIs across grade-levels: **K.PS2.B** (4-PS3-3); **K.ETS1.A** (4-PS3-4); **2.ETS1.B** (4-PS3-4); **3.PS2.A** (4-PS3-3); **5.PS3.D** (4-PS3-4); **5.LS1.C** (4-PS3-4); **MS.PS2.A** (4-PS3-3); **MS.PS2.B** (4-PS3-2); **MS.PS3.A** (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4); **MS.PS3.B** (4-PS3-2),(4-PS3-3),(4-PS3-4); **MS.PS3.C** (4-PS3-3); **MS.PS4.B** (4-PS3-2); **MS.ETS1.B** (4-PS3-4); **MS.ETS1.C** (4-PS3-4)

Common Core State Standards Connections:

ELA/Literacy –

- RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS3-1)
- RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4-PS3-1)
- RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (*4-PS3-1*)
- W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4-PS3-1)
- W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-PS3-2),(4-PS3-3),(4-PS3-4)
- W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-PS3-1),(4-PS3-2),(4-PS3-3),(4-PS3-4)
- W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-PS3-1)

Mathematics –

- 4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (*4-PS3-4*)

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4-PS4 Waves and their Applications in Technologies for Information Transfer

4-PS4 Waves and their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- 4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.** [Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.] [Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.]
- 4-PS4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.** [Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.]
- 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.*** [Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> ▪ Develop a model using an analogy, example, or abstract representation to describe a scientific principle. (4-PS4-1) ▪ Develop a model to describe phenomena. (4-PS4-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> ▪ Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-PS4-3) <p style="text-align: center;">----- <i>Connections to Nature of Science</i> -----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Science findings are based on recognizing patterns. (4-PS4-1) 	<p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> ▪ Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (<i>Note: This grade band endpoint was moved from K–2.</i>) (4-PS4-1) ▪ Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks). (4-PS4-1) <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> ▪ An object can be seen when light reflected from its surface enters the eyes. (4-PS4-2) <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> ▪ Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. (4-PS4-3) <p>ETS1.C: Optimizing The Design Solution</p> <ul style="list-style-type: none"> ▪ Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (<i>secondary to 4-PS4-3</i>) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Similarities and differences in patterns can be used to sort and classify natural phenomena. (4-PS4-1) ▪ Similarities and differences in patterns can be used to sort and classify designed products. (4-PS4-3) <p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Cause and effect relationships are routinely identified. (4-PS4-2) <p style="text-align: center;">----- <i>Connections to Engineering, Technology, and Applications of Science</i> -----</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> ▪ Knowledge of relevant scientific concepts and research findings is important in engineering. (4-PS4-3)
<p><i>Connections to other DCIs in fourth grade:</i> 4.PS3.A (4-PS4-1); 4.PS3.B (4-PS4-1); 4.ETS1.A (4-PS4-3)</p> <p><i>Articulation of DCIs across grade-levels:</i> K.ETS1.A (4-PS4-3); 1.PS4.B (4-PS4-2); 1.PS4.C (4-PS4-3); 2.ETS1.B (4-PS4-3); 2.ETS1.C (4-PS4-3); 3.PS2.A (4-PS4-3); MS.PS4.A (4-PS4-1); MS.PS4.B (4-PS4-2); MS.PS4.C (4-PS4-3); MS.LS1.D (4-PS4-2); MS.ETS1.B (4-PS4-3)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy –</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS4-3)</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-PS4-3)</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-PS4-1), (4-PS4-2)</p> <p>Mathematics –</p> <p>MP.4 Model with mathematics. (4-PS4-1), (4-PS4-2)</p> <p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4-PS4-1), (4-PS4-2)</p>		

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4-LS1 From Molecules to Organisms: Structures and Processes

4-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.** [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.] [Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.]
- 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.** [Clarification Statement: Emphasis is on systems of information transfer.] [Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> Use a model to test interactions concerning the functioning of a natural system. (4-LS1-2) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).</p> <ul style="list-style-type: none"> Construct an argument with evidence, data, and/or a model. (4-LS1-1) 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1) <p>LS1.D: Information Processing</p> <ul style="list-style-type: none"> Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions. (4-LS1-2) 	<p>Systems and System Models</p> <ul style="list-style-type: none"> A system can be described in terms of its components and their interactions. (4-LS1-1),(4-LS1-2)
<p><i>Connections to other DCIs in fourth grade: N/A</i></p> <p><i>Articulation of DCIs across grade-levels: 1.LS1.A (4-LS1-1); 1.LS1.D (4-LS1-2); 3.LS3.B (4-LS1-1); MS.LS1.A (4-LS1-1),(4-LS1-2); MS.LS1.D (4-LS1-2)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4-LS1-1)</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4-LS1-2)</p> <p><i>Mathematics –</i></p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded across the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (4-LS1-1)</p>		

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4-ESS1 Earth's Place in the Universe

4-ESS1 Earth's Place in the Universe		
<p>Students who demonstrate understanding can:</p> <p>4-ESS1-1. Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. [Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and, a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.] [Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.]</p>		
<p>The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>:</p>		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> ▪ Identify the evidence that supports particular points in an explanation. (4-ESS1-1) 	<p>ESS1.C: The History of Planet Earth</p> <ul style="list-style-type: none"> ▪ Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. (4-ESS1-1) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Patterns can be used as evidence to support an explanation. (4-ESS1-1) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> ▪ Science assumes consistent patterns in natural systems. (4-ESS1-1)
<p><i>Connections to other DCIs in fourth grade:</i> N/A</p>		
<p><i>Articulation of DCIs across grade-levels:</i> 2.ESS1.C (4-ESS1-1); 3.LS4.A (4-ESS1-1); MS.LS4.A (4-ESS1-1); MS.ESS1.C (4-ESS1-1) MS.ESS2.A (4-ESS1-1); MS.ESS2.B (4-ESS1-1)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS1-1)</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS1-1)</p> <p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ESS1-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (4-ESS1-1)</p> <p>MP.4 Model with mathematics. (4-ESS1-1)</p> <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (4-ESS1-1)</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The section entitled "Disciplinary Core Ideas" is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas. Integrated and reprinted with permission from the National Academy of Sciences.

4-ESS2 Earth's Systems

4-ESS2 Earth's Systems

Students who demonstrate understanding can:

4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. [Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.] [Assessment Boundary: Assessment is limited to a single form of weathering or erosion.]

4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth's features. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (4-ESS2-1) <p>Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.</p> <ul style="list-style-type: none"> Analyze and interpret data to make sense of phenomena using logical reasoning. (4-ESS2-2) 	<p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. (4-ESS2-1) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. (4-ESS2-2) <p>ESS2.E: Biogeology</p> <ul style="list-style-type: none"> Living things affect the physical characteristics of their regions. (4-ESS2-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns can be used as evidence to support an explanation. (4-ESS2-2) <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS2-1)
<p><i>Connections to other DCIs in fourth grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> 2.ESS1.C (4-ESS2-1); 2.ESS2.A (4-ESS2-1); 2.ESS2.B (4-ESS2-2); 2.ESS2.C (4-ESS2-2); 5.ESS2.A (4-ESS2-1); 5.ESS2.C (4-ESS2-2); MS.ESS1.C (4-ESS2-2); MS.ESS2.A (4-ESS2-2); MS.ESS2.B (4-ESS2-2)</p> <p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (4-ESS2-2)</p> <p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS2-1)</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS2-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (4-ESS2-1)</p> <p>MP.4 Model with mathematics. (4-ESS2-1)</p> <p>MP.5 Use appropriate tools strategically. (4-ESS2-1)</p> <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. (4-ESS2-1)</p> <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4-ESS2-1),(4-ESS2-2)</p>		

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4-ESS3 Earth and Human Activity

4-ESS3 Earth and Human Activity

Students who demonstrate understanding can:

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. [Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.]

4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* [Clarification Statement: Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity.] [Assessment Boundary: Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. (4-ESS3-2)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluate the merit and accuracy of ideas and methods.

- Obtain and combine information from books and other reliable media to explain phenomena. (4-ESS3-1)

Disciplinary Core Ideas

ESS3.A: Natural Resources

- Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. (4-ESS3-1)

ESS3.B: Natural Hazards

- A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. (4-ESS3-2) (*Note: This Disciplinary Core Idea can also be found in 3.WC.*)

ETS1.B: Designing Solutions to Engineering Problems

- Testing a solution involves investigating how well it performs under a range of likely conditions. (*secondary to 4-ESS3-2*)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (4-ESS3-1)
- Cause and effect relationships are routinely identified, tested, and used to explain change. (4-ESS3-2)

----- Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Knowledge of relevant scientific concepts and research findings is important in engineering. (4-ESS3-1)

Influence of Science, Engineering and Technology on Society and the Natural World

- Over time, people's needs and wants change, as do their demands for new and improved technologies. (4-ESS3-1)
- Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands. (4-ESS3-2)

Connections to other DCIs in fourth grade: **4.ETS1.C** (4-ESS3-2)

Articulation of DCIs across grade-levels: **K.ETS1.A** (4-ESS3-2); **2.ETS1.B** (4-ESS3-2); **2.ETS1.C** (4-ESS3-2); **5.ESS3.C** (4-ESS3-1); **MS.PS3.D** (4-ESS3-1); **MS.ESS2.A** (4-ESS3-1), (4-ESS3-2); **MS.ESS3.A** (4-ESS3-1); **MS.ESS3.B** (4-ESS3-2); **MS.ESS3.C** (4-ESS3-1); **MS.ESS3.D** (4-ESS3-1); **MS.ETS1.B** (4-ESS3-2)

Common Core State Standards Connections:

ELA/Literacy –

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-ESS3-2)

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4-ESS3-2)

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. (4-ESS3-1)

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. (4-ESS3-1)

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (4-ESS3-1)

Mathematics –

MP.2 Reason abstractly and quantitatively. (4-ESS3-1), (4-ESS3-2)

MP.4 Model with mathematics. (4-ESS3-1), (4-ESS3-2)

4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4-ESS3-1), (4-ESS3-2)

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Fifth Grade

The performance expectations in fifth grade help students formulate answers to questions such as: “When matter changes, does its weight change? How much water can be found in different places on Earth? Can new substances be created by combining other substances? How does matter cycle through ecosystems? Where does the energy in food come from and what is it used for? How do lengths and directions of shadows or relative lengths of day and night change from day to day, and how does the appearance of some stars change in different seasons?” Fifth grade performance expectations include PS1, PS2, PS3, LS1, LS2, ESS1, ESS2, and ESS3 Disciplinary Core Ideas from the *NRC Framework*. Students are able to describe that matter is made of particles too small to be seen through the development of a model. Students develop an understanding of the idea that regardless of the type of change that matter undergoes, the total weight of matter is conserved. Students determine whether the mixing of two or more substances results in new substances. Through the development of a model using an example, students are able to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. They describe and graph data to provide evidence about the distribution of water on Earth. Students develop an understanding of the idea that plants get the materials they need for growth chiefly from air and water. Using models, students can describe the movement of matter among plants, animals, decomposers, and the environment and that energy in animals’ food was once energy from the sun. Students are expected to develop an understanding of patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems models are called out as organizing concepts for these disciplinary core ideas. In the fifth grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, engaging in argument from evidence, and obtaining, evaluating, and communicating information; and to use these practices to demonstrate understanding of the core ideas.

5-PS1 Matter and Its Interactions

5-PS1 Matter and Its Interactions

Students who demonstrate understanding can:

- 5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.** [Clarification Statement: Examples of evidence could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]
- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.** [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]
- 5-PS1-3. Make observations and measurements to identify materials based on their properties.** [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]
- 5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> ▪ Develop a model to describe phenomena. (5-PS1-1) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4) ▪ Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <ul style="list-style-type: none"> ▪ Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2) 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> ▪ Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS1-1) ▪ The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2) ▪ Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> ▪ When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4) ▪ No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4) <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> ▪ Natural objects exist from the very small to the immensely large. (5-PS1-1) ▪ Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> ▪ Science assumes consistent patterns in natural systems. (5-PS1-2)

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-levels: **2.PS1.A** (5-PS1-1),(5-PS1-2),(5-PS1-3); **2.PS1.B** (5-PS1-2),(5-PS1-4); **MS.PS1.A** (5-PS1-1),(5-PS1-2),(5-PS1-3),(5-PS1-4); **MS.PS1.B** (5-PS1-2),(5-PS1-4)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-PS1-1)

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5-PS1-2),(5-PS1-3),(5-PS1-4)

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-PS1-2),(5-PS1-3),(5-PS1-4)

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-PS1-2),(5-PS1-3),(5-PS1-4)

Mathematics –

MP.2 Reason abstractly and quantitatively. (5-PS1-1),(5-PS1-2),(5-PS1-3)

MP.4 Model with mathematics. (5-PS1-1),(5-PS1-2),(5-PS1-3)

MP.5 Use appropriate tools strategically. (5-PS1-2),(5-PS1-3)

5.NBT.A.1 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-PS1-1)

5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5-PS1-1)

5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real-world problems. (5-PS1-2)

5.MD.C.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5-PS1-1)

5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5-PS1-1)

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5-PS2 Motion and Stability: Forces and Interactions

5-PS2 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

- 5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.** [Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.] [Assessment Boundary: Assessment does not include mathematical representation of gravitational force.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (5-PS2-1)

Disciplinary Core Ideas

PS2.B: Types of Interactions

- The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center. (5-PS2-1)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1)

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-levels: **3.PS2.A** (5-PS2-1); **3.PS2.B** (5-PS2-1); **MS.PS2.B** (5-PS2-1); **MS.ESS1.B** (5-PS2-1); **MS.ESS2.C** (5-PS2-1)

Common Core State Standards Connections:

ELA/Literacy –

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-PS2-1)

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-PS2-1)

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-PS2-1)

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5-PS3 Energy

5-PS3 Energy		
Students who demonstrate understanding can:		
5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. [Clarification Statement: Examples of models could include diagrams, and flow charts.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. <ul style="list-style-type: none"> ▪ Use models to describe phenomena. (5-PS3-1) 	PS3.D: Energy in Chemical Processes and Everyday Life <ul style="list-style-type: none"> ▪ The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS3-1) LS1.C: Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none"> ▪ Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. <i>(secondary to 5-PS3-1)</i> 	Energy and Matter <ul style="list-style-type: none"> ▪ Energy can be transferred in various ways and between objects. (5-PS3-1)
<i>Connections to other DCIs in fifth grade: N/A</i>		
<i>Articulation of DCIs across grade-levels: K.LS1.C (5-PS3-1); 2.LS2.A (5-PS3-1); 4.PS3.A (5-PS3-1); 4.PS3.B (5-PS3-1); 4.PS3.D (5-PS3-1); MS.PS3.D (5-PS3-1); MS.PS4.B (5-PS3-1); MS.LS1.C (5-PS3-1); MS.LS2.B (5-PS3-1)</i>		
<i>Common Core State Standards Connections:</i>		
<i>ELA/Literacy –</i>		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <i>(5-PS3-1)</i>	
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <i>(5-PS3-1)</i>	

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5-LS1 From Molecules to Organisms: Structures and Processes

5-LS1 From Molecules to Organisms: Structures and Processes		
Students who demonstrate understanding can:		
5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). <ul style="list-style-type: none"> ▪ Support an argument with evidence, data, or a model. (5-LS1-1) 	LS1.C: Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none"> ▪ Plants acquire their material for growth chiefly from air and water. (5-LS1-1) 	Energy and Matter <ul style="list-style-type: none"> ▪ Matter is transported into, out of, and within systems. (5-LS1-1)
<i>Connections to other DCIs in fifth grade: 5.PS1.A (5-LS1-1)</i>		
<i>Articulation of DCIs across grade-levels: K.LS1.C (5-LS1-1); 2.LS2.A (5-LS1-1); MS.LS1.C (5-LS1-1)</i>		
<i>Common Core State Standards Connections:</i>		
<i>ELA/Literacy –</i>		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-LS1-1)		
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-LS1-1)		
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-LS1-1)		
<i>Mathematics –</i>		
MP.2 Reason abstractly and quantitatively. (5-LS1-1)		
MP.4 Model with mathematics. (5-LS1-1)		
MP.5 Use appropriate tools strategically. (5-LS1-1)		
5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5-LS1-1)		

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5-LS2 Ecosystems: Interactions, Energy, and Dynamics

5-LS2 Ecosystems: Interactions, Energy, and Dynamics		
Students who demonstrate understanding can:		
5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.		
<i>[Clarification Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.] [Assessment Boundary: Assessment does not include molecular explanations.]</i>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<p style="text-align: center; margin: 0;">Science and Engineering Practices</p> <p>Developing and Using Models Modeling in 3–5 builds on K–2 models and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> ▪ Develop a model to describe phenomena. (5-LS2-1) <p style="text-align: center; margin: 10px 0;">----- <i>Connections to Nature of Science</i></p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> ▪ Science explanations describe the mechanisms for natural events. (5-LS2-1) 	<p style="text-align: center; margin: 0;">Disciplinary Core Ideas</p> <p>LS2.A: Interdependent Relationships in Ecosystems</p> <ul style="list-style-type: none"> ▪ The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1) <p>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</p> <ul style="list-style-type: none"> ▪ Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1) 	<p style="text-align: center; margin: 0;">Crosscutting Concepts</p> <p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ A system can be described in terms of its components and their interactions. (5-LS2-1)
<i>Connections to other DCIs in fifth grade: 5.PS1.A (5-LS2-1); 5.ESS2.A (5-LS2-1)</i>		
<i>Articulation of DCIs across grade-levels: 2.PS1.A (5-LS2-1); 2.LS4.D (5-LS2-1); 4.ESS2.E (5-LS2-1); MS.PS3.D (5-LS2-1); MS.LS1.C (5-LS2-1); MS.LS2.A (5-LS2-1); MS.LS2.B (5-LS2-1)</i>		
<i>Common Core State Standards Connections:</i>		
<i>ELA/Literacy –</i>		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-LS2-1)	
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-LS2-1)	
<i>Mathematics –</i>		
MP.2	Reason abstractly and quantitatively. (5-LS2-1)	
MP.4	Model with mathematics. (5-LS2-1)	

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5-ESS1 Earth's Place in the Universe

5-ESS1 Earth's Place in the Universe

Students who demonstrate understanding can:

5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. [Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).]

5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.] [Assessment Boundary: Assessment does not include causes of seasons.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices

Analyzing and Interpreting Data

Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used.

- Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (5-ESS1-2)

Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (5-ESS1-1)

Disciplinary Core Ideas

ESS1.A: The Universe and its Stars

- The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1)

ESS1.B: Earth and the Solar System

- The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)

Crosscutting Concepts

Patterns

- Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (5-ESS1-2)

Scale, Proportion, and Quantity

- Natural objects exist from the very small to the immensely large. (5-ESS1-1)

Connections to other DCIs in fifth grade: N/A

Articulation of DCIs across grade-levels: 1.ESS1.A (5-ESS1-2); 1.ESS1.B (5-ESS1-2); 3.PS2.A (5-ESS1-2); MS.ESS1.A (5-ESS1-1),(5-ESS1-2); MS.ESS1.B (5-ESS1-1),(5-ESS1-2)

Common Core State Standards Connections:

ELA/Literacy –

- RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS1-1)
- RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS1-1)
- RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5-ESS1-1)
- RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS1-1)
- W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-ESS1-1)
- SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS1-2)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (5-ESS1-1),(5-ESS1-2)
- MP.4** Model with mathematics. (5-ESS1-1),(5-ESS1-2)
- 5.NBT.A.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5-ESS1-1)
- 5.G.A.2** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS1-2)

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5-ESS2 Earth's Systems

5-ESS2 Earth's Systems		
<p>Students who demonstrate understanding can:</p> <p>5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. [Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.] [Assessment Boundary: Assessment is limited to the interactions of two systems at a time.]</p> <p>5-ESS2-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. [Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.]</p>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> ▪ Develop a model using an example to describe a scientific principle. (5-ESS2-1) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <ul style="list-style-type: none"> ▪ Describe and graph quantities such as area and volume to address scientific questions. (5-ESS2-2) 	<p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> ▪ Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1) <p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <ul style="list-style-type: none"> ▪ Nearly all of Earth's available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2) 	<p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> ▪ Standard units are used to measure and describe physical quantities such as weight and volume. (5-ESS2-2) <p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ A system can be described in terms of its components and their interactions. (5-ESS2-1)
<i>Connections to other DCIs in fifth grade:</i> N/A		
<i>Articulation of DCIs across grade-levels:</i> 2.ESS2.A (5-ESS2-1); 2.ESS2.C (5-ESS2-2); 3.ESS2.D (5-ESS2-1); 4.ESS2.A (5-ESS2-1); MS.ESS2.A (5-ESS2-1); MS.ESS2.C (5-ESS2-1); MS.ESS2.D (5-ESS2-1); MS.ESS3.A (5-ESS2-2)		
<i>Common Core State Standards Connections:</i>		
<i>ELA/Literacy –</i>		
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS2-1), (5-ESS2-2)	
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS2-2)	
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5-ESS2-1), (5-ESS2-2)	
<i>Mathematics –</i>		
MP.2	Reason abstractly and quantitatively. (5-ESS2-1), (5-ESS2-2)	
MP.4	Model with mathematics. (5-ESS2-1), (5-ESS2-2)	
5.G.A.2	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5-ESS2-1)	

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5-ESS3 Earth and Human Activity

5-ESS3 Earth and Human Activity		
Students who demonstrate understanding can:		
5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> .		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Obtaining, Evaluating, and Communicating Information</p> <p>Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.</p> <ul style="list-style-type: none"> ▪ Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem. (5-ESS3-1) 	<p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> ▪ Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments. (5-ESS3-1) 	<p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ A system can be described in terms of its components and their interactions. (5-ESS3-1) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science Addresses Questions About the Natural and Material World.</p> <ul style="list-style-type: none"> ▪ Science findings are limited to questions that can be answered with empirical evidence. (5-ESS3-1)
<p><i>Connections to other DCIs in fifth grade:</i> N/A</p> <p><i>Articulation of DCIs across grade-levels:</i> MS.ESS3.A (5-ESS3-1); MS.ESS3.C (5-ESS3-1); MS.ESS3.D (5-ESS3-1)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-ESS3-1)</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5-ESS3-1)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-ESS3-1)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5-ESS3-1)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (5-ESS3-1)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (5-ESS3-1)</p> <p>MP.4 Model with mathematics. (5-ESS3-1)</p>		

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3-5-ETS1 Engineering Design

3-5-ETS1 Engineering Design		
<p>Students who demonstrate understanding can:</p> <p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>		
<p>The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i>.</p>		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> ▪ Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.</p> <ul style="list-style-type: none"> ▪ Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem. (3-5-ETS1-2) 	<p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> ▪ Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ▪ Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2) ▪ At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2) ▪ Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> ▪ Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3) 	<p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ People’s needs and wants change over time, as do their demands for new and improved technologies. (3-5-ETS1-1) ▪ Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2)
<p><i>Connections to 3-5-ETS1.A: Defining and Delimiting Engineering Problems include:</i> Fourth Grade: 4-PS3-4</p> <p><i>Connections to 3-5-ETS1.B: Designing Solutions to Engineering Problems include:</i> Fourth Grade: 4-ESS3-2</p> <p><i>Connections to 3-5-ETS1.C: Optimizing the Design Solution include:</i> Fourth Grade: 4-PS4-3</p>		
<p><i>Articulation of DCIs across grade-bands:</i> K-2.ETS1.A (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); K-2.ETS1.B (3-5-ETS1-2); K-2.ETS1.C (3-5-ETS1-2),(3-5-ETS1-3); MS.ETS1.A (3-5-ETS1-1); MS.ETS1.B (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3); MS.ETS1.C (3-5-ETS1-2),(3-5-ETS1-3)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy –</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (3-5-ETS1-2)</p> <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (3-5-ETS1-2)</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (3-5-ETS1-2)</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (3-5-ETS1-1),(3-5-ETS1-3)</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (3-5-ETS1-1),(3-5-ETS1-3)</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (3-5-ETS1-1),(3-5-ETS1-3)</p> <p>Mathematics –</p> <p>MP.2 Reason abstractly and quantitatively. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)</p> <p>MP.4 Model with mathematics. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)</p> <p>MP.5 Use appropriate tools strategically. (3-5-ETS1-1),(3-5-ETS1-2),(3-5-ETS1-3)</p> <p>3-5.OA Operations and Algebraic Thinking (3-5-ETS1-1),(3-5-ETS1-2)</p>		

Middle School Physical Science

Students in middle school continue to develop understanding of four core ideas in the physical sciences. The middle school performance expectations in the Physical Sciences build on the K – 5 ideas and capabilities to allow learners to explain phenomena central to the physical sciences but also to the life sciences and earth and space science. The performance expectations in physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain real world phenomena in the physical, biological, and earth and space sciences. In the physical sciences, performance expectations at the middle school level focus on students developing understanding of several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several of engineering practices including design and evaluation.

The performance expectations in **PS1: Matter and its Interactions** help students to formulate an answer to the question, “How do atomic and molecular interactions explain the properties of matter that we see and feel?” by building understanding of what occurs at the atomic and molecular scale. In middle school, the PS1 Disciplinary Core Idea from the *NRC Framework* is broken down into two sub-ideas: the structure and properties of matter, and chemical reactions. By the end of middle school, students will be able to apply understanding that pure substances have characteristic physical and chemical properties and are made from a single type of atom or molecule. They will be able to provide molecular level accounts to explain states of matters and changes between states, that chemical reactions involve regrouping of atoms to form new substances, and that atoms rearrange during chemical reactions. Students are also able to apply an understanding of the design and the process of optimization in engineering to chemical reaction systems. The crosscutting concepts of patterns; cause and effect; scale, proportion and quantity; energy and matter; structure and function; interdependence of science, engineering, and technology; and influence of science, engineering and technology on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the PS1 performance expectations, students are expected to demonstrate proficiency in developing and using models, analyzing and interpreting data, designing solutions, and obtaining, evaluating, and communicating information. Students use these scientific and engineering practices to demonstrate understanding of the disciplinary core ideas.

The performance expectations in **PS2: Motion and Stability: Forces and Interactions** focuses on helping students understand ideas related to why some objects will keep moving, why objects fall to the ground and why some materials are attracted to each other while others are not. Students answer the question, “How can one describe physical interactions between objects and within systems of objects?” At the middle school level, the PS2 Disciplinary Core Idea from the *NRC Framework* is broken down into two sub-ideas: Forces and Motion and Types of interactions. By the end of middle school, students will be able to apply Newton’s Third Law of Motion to relate forces to explain the motion of objects. Students also apply ideas about gravitational, electrical, and magnetic forces to explain a variety of phenomena including beginning ideas about why some materials attract each other while others repel. In particular, students will develop understanding that gravitational interactions are always attractive but that

electrical and magnetic forces can be both attractive and negative. Students also develop ideas that objects can exert forces on each other even though the objects are not in contact, through fields. Students are also able to apply an engineering practice and concept to solve a problem caused when objects collide. The crosscutting concepts of cause and effect; system and system models; stability and change; and the influence of science, engineering, and technology on society and the natural world serve as organizing concepts for these disciplinary core ideas. In the PS2 performance expectations, students are expected to demonstrate proficiency in asking questions, planning and carrying out investigations, and designing solutions, and engaging in argument; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in **PS3: Energy** help students formulate an answer to the question, "How can energy be transferred from one object or system to another?" At the middle school level, the PS3 Disciplinary Core Idea from the *NRC Framework* is broken down into four sub-core ideas: Definitions of Energy, Conservation of Energy and Energy Transfer, the Relationship between Energy and Forces, and Energy in Chemical Process and Everyday Life. Students develop their understanding of important qualitative ideas about energy including that the interactions of objects can be explained and predicted using the concept of transfer of energy from one object or system of objects to another, and the total change of energy in any system is always equal to the total energy transferred into or out of the system. Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions. Students will also come to know the difference between energy and temperature, and begin to develop an understanding of the relationship between force and energy. Students are also able to apply an understanding of design to the process of energy transfer. The crosscutting concepts of scale, proportion, and quantity; systems and system models; and energy are called out as organizing concepts for these disciplinary core ideas. The performance expectations in PS3 expect students to demonstrate proficiency in developing and using models, planning investigations, analyzing and interpreting data, and designing solutions, and engaging in argument from evidence; and to use these practices to demonstrate understanding of the core ideas in PS3.

The performance expectations in **PS4: Waves and Their Applications in Technologies for Information Transfer** help students formulate an answer to the question, "What are the characteristic properties of waves and how can they be used?" At the middle school level, the PS4 Disciplinary Core Idea from the *NRC Framework* is broken down into Wave Properties, Electromagnetic Radiation, and Information Technologies and Instrumentation. Students are able to describe and predict characteristic properties and behaviors of waves when the waves interact with matter. Students can apply an understanding of waves as a means to send digital information. The crosscutting concepts of patterns and structure and function are used as organizing concepts for these disciplinary core ideas. The performance expectations in PS4 focus on students demonstrating proficiency in developing and using models, using mathematical thinking, and obtaining, evaluating and communicating information; and to use these practices to demonstrate understanding of the core ideas.

Middle School Life Science

Students in middle school develop understanding of key concepts to help them make sense of life science. The ideas build upon students' science understanding from earlier grades and from the disciplinary core ideas, science and engineering practices, and crosscutting concepts of other experiences with physical and earth sciences. There are four life science disciplinary core ideas in middle school: 1) *From Molecules to Organisms: Structures and Processes*, 2) *Ecosystems: Interactions, Energy, and Dynamics*, 3) *Heredity: Inheritance and Variation of Traits*, 4) *Biological Evolution: Unity and Diversity*. The performance expectations in middle school blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge across the science disciplines. While the performance expectations in middle school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many science and engineering practices integrated in the performance expectations.

The performance expectations in **LS1: *From Molecules to Organisms: Structures and Processes*** help students formulate an answer to the question, "How can one explain the ways cells contribute to the function of living organisms." The LS1 Disciplinary Core Idea from the *NRC Framework* is organized into four sub-ideas: Structure and Function, Growth and Development of Organisms, Organization for Matter and Energy Flow in Organisms, and Information Processing. Students can gather information and use this information to support explanations of the structure and function relationship of cells. They can communicate understanding of cell theory. They have a basic understanding of the role of cells in body systems and how those systems work to support the life functions of the organism. The understanding of cells provides a context for the plant process of photosynthesis and the movement of matter and energy needed for the cell. Students can construct an explanation for how environmental and genetic factors affect growth of organisms. They can connect this to the role of animal behaviors in reproduction of animals as well as the dependence of some plants on animal behaviors for their reproduction. Crosscutting concepts of cause and effect, structure and function, and matter and energy are called out as organizing concepts for the core ideas about processes of living organisms.

The performance expectations in **LS2: *Interactions, Energy, and Dynamics Relationships in Ecosystems*** help students formulate an answer to the question, "How does a system of living and non-living things operate to meet the needs of the organisms in an ecosystem?" The LS2 Disciplinary Core Idea is divided into three sub-ideas: Interdependent Relationships in Ecosystems; Cycles of Matter and Energy Transfer in Ecosystems; and Ecosystem Dynamics, Functioning, and Resilience. Students can analyze and interpret data, develop models, and construct arguments and demonstrate a deeper understanding of resources and the cycling of matter and the flow of energy in ecosystems. They can also study patterns of the interactions among organisms within an ecosystem. They consider biotic and abiotic factors in an ecosystem and the effects these factors have on population. They evaluate competing design solutions for maintaining biodiversity and ecosystem services.

The performance expectations in **LS3: *Heredity: Inheritance and Variation of Traits*** help students formulate an answer to the question, "How do living organisms pass traits from one generation to the next?" The LS3 Disciplinary Core Idea from the *NRC Framework* includes two sub-ideas: Inheritance of Traits, and Variation of Traits. Students can use models to describe

ways gene mutations and sexual reproduction contribute to genetic variation. Crosscutting concepts of cause and effect and structure and function provide students with a deeper understanding of how gene structure determines differences in the functioning of organisms.

The performance expectations in **LS4: Biological Evolution: Unity and Diversity** help students formulate an answer to the question, “How do organisms change over time in response to changes in the environment?” The LS4 Disciplinary Core Idea is divided into four sub-ideas: Evidence of Common Ancestry and Diversity, Natural Selection, Adaptation, and Biodiversity and Humans. Students can construct explanations based on evidence to support fundamental understandings of natural selection and evolution. They can use ideas of genetic variation in a population to make sense of organisms surviving and reproducing, hence passing on the traits of the species. They are able to use fossil records and anatomical similarities of the relationships among organisms and species to support their understanding. Crosscutting concepts of patterns and structure and function contribute to the evidence students can use to describe biological evolution.

Middle School Earth and Space Sciences

Students in middle school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The middle school performance expectations in Earth Space Science build on the elementary school ideas and skills and allow middle school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. While the performance expectations shown in middle school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

The performance expectations in **ESS1: Earth’s Place in the Universe**, help students formulate an answer to questions such as: “What is Earth’s place in the Universe, What makes up our solar system and how can the motion of Earth explain seasons and eclipses, and How do people figure out that the Earth and life on Earth have changed through time?” The ESS1 Disciplinary Core Idea from the *NRC Framework* is broken down into three sub-ideas: the universe and its stars, Earth and the solar system and the history of planet Earth. Students examine the Earth’s place in relation to the solar system, Milky Way galaxy, and universe. There is a strong emphasis on a systems approach, using models of the solar *system* to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. There is also a strong connection to engineering through the instruments and technologies that have allowed us to explore the objects in our solar system and obtain the data that support the theories that explain the formation and evolution of the universe. Students examine geoscience data in order to understand the processes and events in Earth’s history. The crosscutting concepts of patterns, scale, proportion, and quantity, and systems and systems modeling are called out as organizing concepts for these disciplinary core ideas. In the ESS1 performance expectations, students are expected to demonstrate proficiency in developing and using models, analyzing data, and constructing explanations and designing solutions; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in **ESS2: Earth’s Systems**, help students formulate an answer to questions such as: “How do the materials in and on Earth’s crust change over time, How does the movement of tectonic plates impact the surface of Earth, How does water influence weather, circulate in the oceans, and shape Earth’s surface, What factors interact and influence weather, and How have living organisms changed the Earth and how have Earth’s changing conditions impacted living organisms?” The ESS2 Disciplinary Core Idea from the *NRC Framework* is broken down into five sub-ideas: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, and biogeology. Students understand how Earth’s geosystems operate by modeling the flow of energy and cycling of matter within and among different systems. Students investigate the controlling properties of important materials and construct explanations based on the analysis of real geoscience data. Of special importance in both topics are the ways that geoscience processes provide resources needed by society but also cause natural hazards that present risks to society; both involve technological challenges, for the identification and development of resources. Students develop understanding of the factors that control weather. A systems approach is also important here, examining the feedbacks between systems as

energy from the sun is transferred between systems and circulates through the ocean and atmosphere. The crosscutting concepts of patterns, cause and effect, scale proportion and quantity, systems and system models, energy and matter, and stability and change are called out as organizing concepts for these disciplinary core ideas. In the ESS2 performance expectations, students are expected to demonstrate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in **ESS3: Earth and Human Activity** help students formulate an answer to questions such as: “How is the availability of needed natural resources related to naturally occurring processes, How can natural hazards be predicted, How do human activities affect Earth systems, How do we know our global climate is changing?” The ESS3 Disciplinary Core Idea from the *NRC Framework* is broken down into four sub-ideas: natural resources, natural hazards, human impact on Earth systems, and global climate change. Students understand the ways that human activities impacts Earth’s other systems. Students use many different practices to understand the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development. The crosscutting concepts of patterns, cause and effect, and stability and change are called out as organizing concepts for these disciplinary core ideas. In the ESS3 performance expectations, students are expected to demonstrate proficiency in asking questions, developing and using models, analyzing and interpreting data, constructing explanations and designing solutions and engaging in argument; and to use these practices to demonstrate understanding of the core ideas.

Middle School Engineering Design

By the time students reach middle school they should have had numerous experiences in engineering design. The goal for middle school students is to define problems more precisely, to conduct a more thorough process of choosing the best solution, and to optimize the final design.

Defining the problem with “precision” involves thinking more deeply than is expected in elementary school about the needs a problem is intended to address, or the goals a design is intended to reach. How will the end user decide whether or not the design is successful? Also at this level students are expected to consider not only the end user, but also the broader society and the environment. Every technological change is likely to have both intended and unintended effects. It is up to the designer to try to anticipate the effects it may have, and to behave responsibly in developing a new or improved technology. These considerations may take the form of either criteria or constraints on possible solutions.

Developing possible solutions does not explicitly address generating design ideas since students were expected to develop the capability in elementary school. The focus in middle school is on a two stage process of evaluating the different ideas that have been proposed: by using a systematic method, such as a tradeoff matrix, to determine which solutions are most promising, and by testing different solutions, and then combining the best ideas into new solution that may be better than any of the preliminary ideas.

Improving designs at the middle school level involves an iterative process in which students test the best design, analyze the results, modify the design accordingly, and then re-test and modify the design again. Students may go through this cycle two, three, or more times in order to reach the optimal (best possible) result.

Connections with other science disciplines help students develop these capabilities in various contexts. For example, in the life sciences students apply their engineering design capabilities to evaluate plans for maintaining biodiversity and ecosystem services (MS-LS2-5). In the physical sciences students define and solve problems involving a number of core ideas in physical science, including: chemical processes that release or absorb energy (MS-PS1-6), Newton's third law of motion (MS-PS2-1), and energy transfer (MS-PS3-3). In the Earth and space sciences students apply their engineering design capabilities to problems related the impacts of humans on Earth systems (MS-ESS3-3).

By the end of 8th grade students are expected to achieve all four performance expectations (MS-ETS1-1, MS-ETS1-2, MS-ETS1-3, and MS-ETS1-4) related to a single problem in order to understand the interrelated processes of engineering design. These include defining a problem by precisely specifying criteria and constraints for solutions as well as potential impacts on society and the natural environment, systematically evaluating alternative solutions, analyzing data from tests of different solutions and combining the best ideas into an improved solution, and developing a model and iteratively testing and improving it to reach an optimal solution. While the performance expectations shown in Middle School Engineering Design couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

MS-PS1 Matter and Its Interactions

MS-PS1 Matter and Its Interactions	
Students who demonstrate understanding can:	
MS-PS1-1.	Develop models to describe the atomic composition of simple molecules and extended structures. [Clarification Statement: Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.] [Assessment Boundary: Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or extended structure.]
MS-PS1-2.	Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Clarification Statement: Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with hydrogen chloride.] [Assessment Boundary: Assessment is limited to analysis of the following properties: density, melting point, boiling point, solubility, flammability, and odor.]
MS-PS1-3.	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.]
MS-PS1-4.	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Clarification Statement: Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.]
MS-PS1-5.	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. [Clarification Statement: Emphasis is on law of conservation of matter and on physical models or drawings, including digital forms, that represent atoms.] [Assessment Boundary: Assessment does not include the use of atomic masses, balancing symbolic equations, or intermolecular forces.]
MS-PS1-6.	Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.* [Clarification Statement: Emphasis is on the design, controlling the transfer of energy to the environment, and modification of a device using factors such as type and concentration of a substance. Examples of designs could involve chemical reactions such as dissolving ammonium chloride or calcium chloride.] [Assessment Boundary: Assessment is limited to the criteria of amount, time, and temperature of substance in testing the device.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> Develop a model to predict and/or describe phenomena. (MS-PS1-1), (MS-PS1-4) Develop a model to describe unobservable mechanisms. (MS-PS1-5) <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> Analyze and interpret data to determine similarities and differences in findings. (MS-PS1-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.</p> <ul style="list-style-type: none"> Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints. (MS-PS1-6) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-PS1-3) <p>----- <i>Connections to Nature of Science</i> -----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms. (MS-PS1-1) Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it. (MS-PS1-2), (MS-PS1-3) Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. (MS-PS1-4) In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations. (MS-PS1-4) Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals). (MS-PS1-1) The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter. (MS-PS1-4) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-2), (MS-PS1-3), (MS-PS1-5) The total number of each type of atom is conserved, and thus the mass does not change. (MS-PS1-5) Some chemical reactions release energy, others store energy. (MS-PS1-6) <p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> The term “heat” as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of that thermal energy from one object to another. In science, heat is used only for this second meaning: it refers to the energy transferred due to the temperature difference between two objects. (<i>secondary to MS-PS1-4</i>) The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system’s material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material. Temperature is not a direct measure of a system’s total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends 	<p>Patterns</p> <ul style="list-style-type: none"> Macroscopic patterns are related to the nature of microscopic and atomic-level structure. (MS-PS1-2) <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-PS1-4) <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-PS1-1) <p>Energy and Matter</p> <ul style="list-style-type: none"> Matter is conserved because atoms are conserved in physical and chemical processes. (MS-PS1-5) The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS1-6) <p>Structure and Function</p> <ul style="list-style-type: none"> Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (MS-PS1-3) <p>----- <i>Connections to Engineering, Technology, and Applications of Science</i> -----</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-PS1-3) <p>Influence of Science, Engineering and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural

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MS-PS1 Matter and Its Interactions

<p>explanations. (MS-PS1-2)</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> Laws are regularities or mathematical descriptions of natural phenomena. (MS-PS1-5) 	<p>jointly on the temperature, the total number of atoms in the system, and the state of the material. (<i>secondary to MS-PS1-4</i>)</p> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (<i>secondary to MS-PS1-6</i>) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of the characteristics may be incorporated into the new design. (<i>secondary to MS-PS1-6</i>) The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (<i>secondary to MS-PS1-6</i>) 	<p>resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-PS1-3)</p>
<p><i>Connections to other DCIs in this grade-band:</i> MS.PS3.D (MS-PS1-2),(MS-PS1-6); MS.LS1.C (MS-PS1-2),(MS-PS1-5); MS.LS2.A (MS-PS1-3); MS.LS2.B (MS-PS1-5); MS.LS4.D (MS-PS1-3); MS.ESS2.A (MS-PS1-2),(MS-PS1-5); MS.ESS2.C (MS-PS1-1),(MS-PS1-4); MS.ESS3.A (MS-PS1-3); MS.ESS3.C (MS-PS1-3)</p>		
<p><i>Articulation across grade-bands:</i> 5.PS1.A (MS-PS1-1); 5.PS1.B (MS-PS1-2),(MS-PS1-5); HS.PS1.A (MS-PS1-1),(MS-PS1-3),(MS-PS1-4),(MS-PS1-6); HS.PS1.B (MS-PS1-2),(MS-PS1-4),(MS-PS1-5),(MS-PS1-6); HS.PS3.A (MS-PS1-4),(MS-PS1-6); HS.PS3.B (MS-PS1-6); HS.PS3.D (MS-PS1-6); HS.LS2.A (MS-PS1-3); HS.LS4.D (MS-PS1-3); HS.ESS1.A (MS-PS1-1); HS.ESS3.A (MS-PS1-3)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (<i>MS-PS1-2</i>),(MS-PS1-3)</p> <p>RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (MS-PS1-6)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (<i>MS-PS1-1</i>),(MS-PS1-2),(MS-PS1-4),(MS-PS1-5)</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-PS1-6)</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-PS1-3)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (MS-PS1-1),(MS-PS1-2),(MS-PS1-5)</p> <p>MP.4 Model with mathematics. (<i>MS-PS1-1</i>),(MS-PS1-5)</p> <p>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems. (<i>MS-PS1-1</i>),(MS-PS1-2),(MS-PS1-5)</p> <p>6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (MS-PS1-4)</p> <p>8.EE.A.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. (<i>MS-PS1-1</i>)</p> <p>6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (<i>MS-PS1-2</i>)</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context (MS-PS1-2)</p>		

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MS-PS2 Motion and Stability: Forces and Interactions

MS-PS2 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

- MS-PS2-1. Apply Newton’s Third Law to design a solution to a problem involving the motion of two colliding objects.***
[Clarification Statement: Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.] [Assessment Boundary: Assessment is limited to vertical or horizontal interactions in one dimension.]
- MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.** [Clarification Statement: Emphasis is on balanced (Newton’s First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton’s Second Law), frame of reference, and specification of units.] [Assessment Boundary: Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time. Assessment does not include the use of trigonometry.]
- MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.**
[Clarification Statement: Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number or strength of magnets on the speed of an electric motor.] [Assessment Boundary: Assessment about questions that require quantitative answers is limited to proportional reasoning and algebraic thinking.]
- MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.** [Clarification Statement: Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the Sun, and orbital periods of objects within the solar system.] [Assessment Boundary: Assessment does not include Newton’s Law of Gravitation or Kepler’s Laws.]
- MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.** [Clarification Statement: Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically-charged pith balls. Examples of investigations could include first-hand experiences or simulations.] [Assessment Boundary: Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in grades 6–8 builds from grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <ul style="list-style-type: none"> ▪ Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles. (MS-PS2-3) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use <u>multiple variables</u> and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> ▪ Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (MS-PS2-2) ▪ Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation. (MS-PS2-5) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> ▪ Apply scientific ideas or principles to design an object, tool, process or system. (MS-PS2-1) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds from K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.</p> <ul style="list-style-type: none"> ▪ Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-PS2-4) <p style="text-align: center;">----- <i>Connections to Nature of Science</i> -----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS2-2),(MS-PS2-4) 	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> ▪ For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton’s third law). (MS-PS2-1) ▪ The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion. (MS-PS2-2) ▪ All positions of objects and the directions of forces and motions must be described in an arbitrarily chosen reference frame and arbitrarily chosen units of size. In order to share information with other people, these choices must also be shared. (MS-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> ▪ Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects. (MS-PS2-3) ▪ Gravitational forces are always attractive. There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass—e.g., Earth and the sun. (MS-PS2-4) ▪ Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). (MS-PS2-5) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-PS2-3),(MS-PS2-5) <p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy and matter flows within systems. (MS-PS2-1),(MS-PS2-4), <p>Stability and Change</p> <ul style="list-style-type: none"> ▪ Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales. (MS-PS2-2) <p style="text-align: center;">----- <i>Connections to Engineering, Technology, and Applications of Science</i> -----</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-PS2-1)
<p><i>Connections to other DCIs in this grade-band:</i> MS.PS3.A (MS-PS2-2); MS.PS3.B (MS-PS2-2); MS.PS3.C (MS-PS2-1); MS.ESS1.A (MS-PS2-4); MS.ESS1.B (MS-PS2-4); MS.ESS2.C (MS-PS2-2),(MS-PS2-4)</p>		
<p><i>Articulation across grade-bands:</i> 3.PS2.A (MS-PS2-1),(MS-PS2-2); 3.PS2.B (MS-PS2-3),(MS-PS2-5); 5.PS2.B (MS-PS2-4); HS.PS2.A (MS-PS2-1),(MS-PS2-2); HS.PS2.B (MS-PS2-3),(MS-PS2-4),(MS-PS2-5); HS.PS3.A (MS-PS2-5); HS.PS3.B (MS-PS2-2),(MS-PS2-5); HS.PS3.C (MS-PS2-5); HS.ESS1.B (MS-PS2-2),(MS-PS2-4)</p>		
<p><i>Common Core State Standards Connections:</i> ELA/Literacy –</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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MS-PS2 Motion and Stability: Forces and Interactions

RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <i>(MS-PS2-1), (MS-PS2-3)</i>
RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. <i>(MS-PS2-1), (MS-PS2-2), (MS-PS2-5)</i>
WHST.6-8.1	Write arguments focused on <i>discipline-specific content</i> . <i>(MS-PS2-4)</i>
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <i>(MS-PS2-1), (MS-PS2-2), (MS-PS2-5)</i>
<i>Mathematics –</i>	
MP.2	Reason abstractly and quantitatively. <i>(MS-PS2-1), (MS-PS2-2), (MS-PS2-3)</i>
6.NS.C.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. <i>(MS-PS2-1)</i>
6.EE.A.2	Write, read, and evaluate expressions in which letters stand for numbers. <i>(MS-PS2-1), (MS-PS2-2)</i>
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>(MS-PS2-1), (MS-PS2-2)</i>
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. <i>(MS-PS2-1), (MS-PS2-2)</i>

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MS-PS3 Energy

MS-PS3 Energy

Students who demonstrate understanding can:

- MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.** [Clarification Statement: Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.]
- MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.** [Clarification Statement: Emphasis is on relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.] [Assessment Boundary: Assessment is limited to two objects and electric, magnetic, and gravitational interactions.]
- MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.*** [Clarification Statement: Examples of devices could include an insulated box, a solar cooker, and a Styrofoam cup.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]
- MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.** [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.] [Assessment Boundary: Assessment does not include calculating the total amount of thermal energy transferred.]
- MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.** [Clarification Statement: Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of object.] [Assessment Boundary: Assessment does not include calculations of energy.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 and progresses to developing, using and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to describe unobservable mechanisms. (MS-PS3-2)

Planning and Carrying Out Investigations

Planning and carrying out investigations to answer questions or test solutions to problems in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or design solutions.

- Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. (MS-PS3-4)

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Construct and interpret graphical displays of data to identify linear and nonlinear relationships. (MS-PS3-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process or system. (MS-PS3-3)

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed worlds.

- Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon. (MS-PS3-5)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Science knowledge is based upon logical and conceptual connections between evidence and explanations (MS-PS3-4),(MS-PS3-5)

Connections to other DCIs in this grade-band: MS.PS1.A (MS-PS3-4); MS.PS1.B (MS-PS3-3); MS.PS2.A (MS-PS3-1),(MS-PS3-4),(MS-PS3-5); MS.ESS2.A (MS-PS3-3); MS.ESS2.C (MS-PS3-3),(MS-PS3-4); MS.ESS2.D (MS-PS3-3),(MS-PS3-4); MS.ESS3.D (MS-PS3-4)

Articulation across grade-bands: 4.PS3.B (MS-PS3-1),(MS-PS3-3); 4.PS3.C (MS-PS3-4),(MS-PS3-5); HS.PS1.B (MS-PS3-4); HS.PS2.B (MS-PS3-2); HS.PS3.A (MS-PS3-1),(MS-PS3-4),(MS-PS3-5); HS.PS3.B (MS-PS3-1),(MS-PS3-2),(MS-PS3-3),(MS-PS3-4),(MS-PS3-5); HS.PS3.C (MS-PS3-2)

Common Core State Standards Connections:

Disciplinary Core Ideas

PS3.A: Definitions of Energy

- Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (MS-PS3-1)
- A system of objects may also contain stored (potential) energy, depending on their relative positions. (MS-PS3-2)
- Temperature is a measure of the average kinetic energy of particles of matter. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present. (MS-PS3-3),(MS-PS3-4)

PS3.B: Conservation of Energy and Energy Transfer

- When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5)
- The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment. (MS-PS3-4)
- Energy is spontaneously transferred out of hotter regions or objects and into colder ones. (MS-PS3-3)

PS3.C: Relationship Between Energy and Forces

- When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object. (MS-PS3-2)

ETS1.A: Defining and Delimiting an Engineering Problem

- The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions. (*secondary to MS-PS3-3*)

ETS1.B: Developing Possible Solutions

- A solution needs to be tested, and then modified on the basis of the test results in order to improve it. There are systematic processes for evaluating solutions with respect to how well they meet criteria and constraints of a problem. (*secondary to MS-PS3-3*)

Crosscutting Concepts

Scale, Proportion, and Quantity

- Proportional relationships (e.g. speed as the ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and processes. (MS-PS3-1),(MS-PS3-4)

Systems and System Models

- Models can be used to represent systems and their interactions – such as inputs, processes, and outputs – and energy and matter flows within systems. (MS-PS3-2)

Energy and Matter

- Energy may take different forms (e.g. energy in fields, thermal energy, energy of motion). (MS-PS3-5)
- The transfer of energy can be tracked as energy flows through a designed or natural system. (MS-PS3-3)

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MS-PS3 Energy

ELA/Literacy –

RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (*MS-PS3-1*),(*MS-PS3-5*)

RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (*MS-PS3-3*),(*MS-PS3-4*)

RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (*MS-PS3-1*)

WHST.6-8.1 Write arguments focused on discipline content. (*MS-PS3-5*)

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (*MS-PS3-3*),(*MS-PS3-4*)

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (*MS-PS3-2*)

Mathematics –

MP.2 Reason abstractly and quantitatively. (*MS-PS3-1*),(*MS-PS3-4*),(*MS-PS3-5*)

6.RP.A.1 Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. (*MS-PS3-1*),(*MS-PS3-5*)

6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. (*MS-PS3-1*)

7.RP.A.2 Recognize and represent proportional relationships between quantities. (*MS-PS3-1*),(*MS-PS3-5*)

8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. (*MS-PS3-1*)

8.EE.A.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (*MS-PS3-1*)

8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (*MS-PS3-1*),(*MS-PS3-5*)

6.SP.B.5 Summarize numerical data sets in relation to their context. (*MS-PS3-4*)

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MS-PS4 Waves and Their Applications in Technologies for Information Transfer

MS-PS4 Waves and Their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.** [Clarification Statement: Emphasis is on describing waves with both qualitative and quantitative thinking.] [Assessment Boundary: Assessment does not include electromagnetic waves and is limited to standard repeating waves.]
- MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.** [Clarification Statement: Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions.] [Assessment Boundary: Assessment is limited to qualitative applications pertaining to light and mechanical waves.]
- MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.** [Clarification Statement: Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in wifi devices, and conversion of stored binary patterns to make sound or text on a computer screen.] [Assessment Boundary: Assessment does not include binary counting. Assessment does not include the specific mechanism of any given device.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 6–8 builds on K–5 and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> ▪ Develop and use a model to describe phenomena. (MS-PS4-2) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking at the 6–8 level builds on K–5 and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</p> <ul style="list-style-type: none"> ▪ Use mathematical representations to describe and/or support scientific conclusions and design solutions. (MS-PS4-1) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6-8 builds on K-5 and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> ▪ Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings. (MS-PS4-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>-----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-PS4-1) 	<p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> ▪ A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude. (MS-PS4-1) ▪ A sound wave needs a medium through which it is transmitted. (MS-PS4-2) <p>PS4.B: Electromagnetic Radiation</p> <ul style="list-style-type: none"> ▪ When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light. (MS-PS4-2) ▪ The path that light travels can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends. (MS-PS4-2) ▪ A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media. (MS-PS4-2) ▪ However, because light can travel through space, it cannot be a matter wave, like sound or water waves. (MS-PS4-2) <p>PS4.C: Information Technologies and Instrumentation</p> <ul style="list-style-type: none"> ▪ Digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information. (MS-PS4-3) 	<p>Patterns</p> <ul style="list-style-type: none"> ▪ Graphs and charts can be used to identify patterns in data. (MS-PS4-1) <p>Structure and Function</p> <ul style="list-style-type: none"> ▪ Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. (MS-PS4-2) ▪ Structures can be designed to serve particular functions. (MS-PS4-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>-----</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ Technologies extend the measurement, exploration, modeling, and computational capacity of scientific investigations. (MS-PS4-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>-----</p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> ▪ Advances in technology influence the progress of science and science has influenced advances in technology. (MS-PS4-3)

Connections to other DCIs in this grade-band: **MS.LS1.D** (MS-PS4-2)

Articulation across grade-bands: **4.PS3.A** (MS-PS4-1); **4.PS3.B** (MS-PS4-1); **4.PS4.A** (MS-PS4-1); **4.PS4.B** (MS-PS4-2); **4.PS4.C** (MS-PS4-3); **HS.PS4.A** (MS-PS4-1), (MS-PS4-2), (MS-PS4-3); **HS.PS4.B** (MS-PS4-1), (MS-PS4-2); **HS.PS4.C** (MS-PS4-3); **HS.ESS1.A** (MS-PS4-2); **HS.ESS2.A** (MS-PS4-2); **HS.ESS2.C** (MS-PS4-2); **HS.ESS2.D** (MS-PS4-2)

Common Core State Standards Connections:

ELA/Literacy –

- RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. (MS-PS4-3)
- RST.6-8.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (MS-PS4-3)
- RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-PS4-3)
- WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research. (MS-PS4-3)
- SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (MS-PS4-1), (MS-PS4-2)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (MS-PS4-1)
- MP.4** Model with mathematics. (MS-PS4-1)
- 6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-PS4-1)
- 6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-PS4-1)
- 7.RP.A.2** Recognize and represent proportional relationships between quantities. (MS-PS4-1)
- 8.F.A.3** Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (MS-PS4-1)

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MS-LS1 From Molecules to Organisms: Structures and Processes

MS-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.** [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]
- MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.** [Clarification Statement: Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall.] [Assessment Boundary: Assessment of organelle structure/function relationships is limited to the cell wall and cell membrane. Assessment of the function of the other organelles is limited to their relationship to the whole cell. Assessment does not include the biochemical function of cells or cell parts.]
- MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.** [Clarification Statement: Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.] [Assessment Boundary: Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.]
- MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.** [Clarification Statement: Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds, and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.]
- MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.** [Clarification Statement: Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.] [Assessment Boundary: Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.]
- MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.** [Clarification Statement: Emphasis is on tracing movement of matter and flow of energy.] [Assessment Boundary: Assessment does not include the biochemical mechanisms of photosynthesis.]
- MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.** [Clarification Statement: Emphasis is on describing that molecules are broken apart and put back together and that in this process, energy is released.] [Assessment Boundary: Assessment does not include details of the chemical reactions for photosynthesis or respiration.]
- MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.** [Assessment Boundary: Assessment does not include mechanisms for the transmission of this information.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (MS-LS1-2)
- Develop a model to describe unobservable mechanisms. (MS-LS1-7)

Planning and Carrying Out Investigations

Planning and carrying out investigations in 6–8 builds on K–5 experiences and progresses to include investigations that use **multiple variables** and provide evidence to support explanations or solutions.

- Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation. (MS-LS1-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific knowledge, principles, and theories.

- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-LS1-5), (MS-LS1-6)

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing

Disciplinary Core Ideas

LS1.A: Structure and Function

- All living things are made up of cells, which is the smallest unit that can be said to be alive. An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular). (MS-LS1-1)
- Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell. (MS-LS1-2)
- In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. (MS-LS1-3)

LS1.B: Growth and Development of Organisms

- Animals engage in characteristic behaviors that increase the odds of reproduction. (MS-LS1-4)
- Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction. (MS-LS1-4)
- Genetic factors as well as local conditions affect the growth of the adult plant. (MS-LS1-5)

LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use. (MS-LS1-6)

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural systems. (MS-LS1-8)
- Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (MS-LS1-4), (MS-LS1-5)

Scale, Proportion, and Quantity

- Phenomena that can be observed at one scale may not be observable at another scale. (MS-LS1-1)

Systems and System Models

- Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. (MS-LS1-3)

Energy and Matter

- Matter is conserved because atoms are conserved in physical and chemical processes. (MS-LS1-7)
- Within a natural system, the transfer of energy drives the motion and/or cycling of matter. (MS-LS1-6)

Structure and Function

- Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (MS-LS1-2)

Connections to Engineering, Technology, and Applications of Science

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MS-LS1 From Molecules to Organisms: Structures and Processes

<p>argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <ul style="list-style-type: none"> ▪ Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon. (MS-LS1-3) ▪ Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-LS1-4) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> ▪ Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-LS1-8) <p style="text-align: center;">----- <i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Science knowledge is based upon logical connections between evidence and explanations. (MS-LS1-6) 	<ul style="list-style-type: none"> ▪ Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy. (MS-LS1-7) <p>LS1.D: Information Processing</p> <ul style="list-style-type: none"> ▪ Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories. (MS-LS1-8) <p>PS3.D: Energy in Chemical Processes and Everyday Life</p> <ul style="list-style-type: none"> ▪ The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur. In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen. (<i>secondary to MS-LS1-6</i>) ▪ Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials. (<i>secondary to MS-LS1-7</i>) 	<p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> ▪ Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-LS1-1) <p style="text-align: center;">----- <i>Connections to Nature of Science</i></p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> ▪ Scientists and engineers are guided by habits of mind such as intellectual honesty, tolerance of ambiguity, skepticism, and openness to new ideas. (MS-LS1-3)
<p><i>Connections to other DCIs in this grade-band:</i> MS.PS1.B (MS-LS1-6),(MS-LS1-7); MS.LS2.A (MS-LS1-4),(MS-LS1-5); MS.LS3.A (MS-LS1-2); MS.ESS2.A (MS-LS1-6)</p>		
<p><i>Articulation to DCIs across grade-bands:</i> 3.LS1.B (MS-LS1-4),(MS-LS1-5); 3.LS3.A (MS-LS1-5); 4.LS1.A (MS-LS1-2); 4.LS1.D (MS-LS1-8); 5.PS3.D (MS-LS1-6),(MS-LS1-7); 5.LS1.C (MS-LS1-6),(MS-LS1-7); 5.LS2.A (MS-LS1-6); 5.LS2.B (MS-LS1-6),(MS-LS1-7); HS.PS1.B (MS-LS1-6),(MS-LS1-7); HS.LS1.A (MS-LS1-1),(MS-LS1-2),(MS-LS1-3),(MS-LS1-8); HS.LS1.C (MS-LS1-6),(MS-LS1-7); HS.LS2.A (MS-LS1-4),(MS-LS1-5); HS.LS2.B (MS-LS1-6),(MS-LS1-7); HS.LS2.D (MS-LS1-4); HS.ESS2.D (MS-LS1-6)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (MS-LS1-3),(MS-LS1-4),(MS-LS1-5),(MS-LS1-6)</p> <p>RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (<i>MS-LS1-5</i>),(<i>MS-LS1-6</i>)</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (MS-LS1-3),(MS-LS1-4)</p> <p>WHST.6-8.1 Write arguments focused on discipline content. (MS-LS1-3),(MS-LS1-4)</p> <p>WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (<i>MS-LS1-5</i>),(MS-LS1-6)</p> <p>WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-LS1-1)</p> <p>WHST.6-8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (MS-LS1-8)</p> <p>WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. (MS-LS1-5),(MS-LS1-6)</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (<i>MS-LS1-2</i>),(<i>MS-LS1-7</i>)</p> <p><i>Mathematics –</i></p> <p>6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (<i>MS-LS1-1</i>),(<i>MS-LS1-2</i>),(<i>MS-LS1-3</i>),(<i>MS-LS1-6</i>)</p> <p>6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. (<i>MS-LS1-4</i>),(<i>MS-LS1-5</i>)</p> <p>6.SP.B.4 Summarize numerical data sets in relation to their context. (<i>MS-LS1-4</i>),(<i>MS-LS1-5</i>)</p>		

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MS-LS2 Ecosystems: Interactions, Energy, and Dynamics

MS-LS2 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

- MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.** [Clarification Statement: Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.]
- MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.** [Clarification Statement: Emphasis is on predicting consistent patterns of interactions in different ecosystems in terms of the relationships among and between organisms and abiotic components of ecosystems. Examples of types of interactions could include competitive, predatory, and mutually beneficial.]
- MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.** [Clarification Statement: Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.] [Assessment Boundary: Assessment does not include the use of chemical reactions to describe the processes.]
- MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.** [Clarification Statement: Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.]
- MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*** [Clarification Statement: Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices

Developing and Using Models

Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop a model to describe phenomena. (MS-LS2-3)

Analyzing and Interpreting Data

Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to provide evidence for phenomena. (MS-LS2-1)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation that includes qualitative or quantitative relationships between variables that predict phenomena. (MS-LS2-2)

Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

- Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-LS2-4)
- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-LS2-5)

Connections to Nature of Science

Scientific Knowledge is Based on Empirical Evidence

- Science disciplines share common rules of obtaining and evaluating empirical evidence. (MS-LS2-4)

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (MS-LS2-1)
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (MS-LS2-1)
- Growth of organisms and population increases are limited by access to resources. (MS-LS2-1)
- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared. (MS-LS2-2)

LS2.B: Cycle of Matter and Energy Transfer in Ecosystems

- Food webs are models that demonstrate how matter and energy is transferred between producers; consumers, and decomposers as the three groups interact within an ecosystem. Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. (MS-LS2-3)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations. (MS-LS2-4)
- Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. (MS-LS2-5)

LS4.D: Biodiversity and Humans

- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (*secondary to MS-LS2-5*)

ETS1.B: Developing Possible Solutions

- There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (*secondary to MS-LS2-5*)

Crosscutting Concepts

Patterns

- Patterns can be used to identify cause and effect relationships. (MS-LS2-2)

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-LS2-1)

Energy and Matter

- The transfer of energy can be tracked as energy flows through a natural system. (MS-LS2-3)

Stability and Change

- Small changes in one part of a system might cause large changes in another part. (MS-LS2-4), (MS-LS2-5)

Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering, and Technology on Society and the Natural World

- The use of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-LS2-5)

Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-LS2-3)

Science Addresses Questions About the Natural and Material World

- Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS2-5)

Connections to other DCIs in this grade-band: **MS.PS1.B** (MS-LS2-3); **MS.LS1.B** (MS-LS2-2); **MS.LS4.C** (MS-LS2-4); **MS.LS4.D** (MS-LS2-4); **MS.ESS2.A** (MS-LS2-3), (MS-LS2-4); **MS.ESS3.A** (MS-LS2-1), (MS-LS2-4); **MS.ESS3.C** (MS-LS2-1), (MS-LS2-4), (MS-LS2-5)

Articulation across grade-bands: **1.LS1.B** (MS-LS2-2); **3.LS2.C** (MS-LS2-1), (MS-LS2-4); **3.LS4.D** (MS-LS2-1), (MS-LS2-4); **5.LS2.A** (MS-LS2-1), (MS-LS2-3); **5.LS2.B** (MS-LS2-3); **HS.PS3.B** (MS-LS2-3); **HS.LS1.C** (MS-LS2-3); **HS.LS2.A** (MS-LS2-1), (MS-LS2-2), (MS-LS2-5); **HS.LS2.B** (MS-LS2-2), (MS-LS2-3); **HS.LS2.C** (MS-LS2-4), (MS-LS2-5); **HS.LS2.D** (MS-LS2-2); **HS.LS4.C** (MS-LS2-1), (MS-LS2-4); **HS.LS4.D** (MS-LS2-1), (MS-LS2-4), (MS-LS2-5); **HS.ESS2.A** (MS-LS2-3); **HS.ESS2.E** (MS-LS2-4); **HS.ESS3.A** (MS-LS2-1), (MS-LS2-5);

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MS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS.ESS3.B (MS-LS2-4); **HS.ESS3.C** (MS-LS2-4),(MS-LS2-5); **HS.ESS3.D** (MS-LS2-5)

Common Core State Standards Connections:

ELA/Literacy –

- RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. (MS-LS2-1),(MS-LS2-2),(MS-LS2-4)
- RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS2-1)
- RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. (MS-LS2-5)
- RI.8.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (MS-LS-4),(MS-LS2-5)
- WHST.6-8.1** Write arguments to support claims with clear reasons and relevant evidence. (MS-LS2-4)
- WHST.6-8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-LS2-2)
- WHST.6-8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (MS-LS2-2),(MS-LS2-4)
- SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (MS-LS2-2)
- SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (MS-LS2-2)
- SL.8.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (MS-LS2-3)

Mathematics –

- MP.4** Model with mathematics. (MS-LS2-5)
- 6.RP.A.3** Use ratio and rate reasoning to solve real-world and mathematical problems. (MS-LS2-5)
- 6.EE.C.9** Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (MS-LS2-3)
- 6.SP.B.5** Summarize numerical data sets in relation to their context. (MS-LS2-2)

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MS-LS3 Heredity: Inheritance and Variation of Traits

MS-LS3 Heredity: Inheritance and Variation of Traits		
<p>Students who demonstrate understanding can:</p> <p>MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. [Clarification Statement: Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins.] [Assessment Boundary: Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.]</p> <p>MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. [Clarification Statement: Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.]</p>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
<p style="text-align: center; background-color: #4f81bd; color: white; padding: 2px;">Science and Engineering Practices</p> <p>Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> ▪ Develop and use a model to describe phenomena. (MS-LS3-1), (MS-LS3-2) 	<p style="text-align: center; background-color: #e67e22; color: white; padding: 2px;">Disciplinary Core Ideas</p> <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> ▪ Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring. (<i>secondary to MS-LS3-2</i>) <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> ▪ Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual. Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits. (MS-LS3-1) ▪ Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore genes) inherited. (MS-LS3-2) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> ▪ In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other. (MS-LS3-2) ▪ In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins. Some changes are beneficial, others harmful, and some neutral to the organism. (MS-LS3-1) 	<p style="text-align: center; background-color: #27ae60; color: white; padding: 2px;">Crosscutting Concepts</p> <p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Cause and effect relationships may be used to predict phenomena in natural systems. (MS-LS3-2) <p>Structure and Function</p> <ul style="list-style-type: none"> ▪ Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts, therefore complex natural structures/systems can be analyzed to determine how they function. (MS-LS3-1)
<p><i>Connections to other DCIs in this grade-band:</i> MS.LS1.A (MS-LS3-1); MS.LS4.A (MS-LS3-1)</p>		
<p><i>Articulation across grade-bands:</i> 3.LS3.A (MS-LS3-1), (MS-LS3-2); 3.LS3.B (MS-LS3-1), (MS-LS3-2); HS.LS1.A (MS-LS3-1); HS.LS1.B (MS-LS3-1), (MS-LS3-2); HS.LS3.A (MS-LS3-1), (MS-LS3-2); HS.LS3.B (MS-LS3-1), (MS-LS3-2)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (<i>MS-LS3-1</i>), (<i>MS-LS3-2</i>)</p> <p>RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (<i>MS-LS3-1</i>), (<i>MS-LS3-2</i>)</p> <p>RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-LS3-1), (MS-LS3-2)</p> <p>SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (<i>MS-LS3-1</i>), (<i>MS-LS3-2</i>)</p> <p><i>Mathematics –</i></p> <p>MP.4 Model with mathematics. (<i>MS-LS3-2</i>)</p> <p>6.SP.B.5 Summarize numerical data sets in relation to their context. (<i>MS-LS3-2</i>)</p>		

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MS-LS4 Biological Evolution: Unity and Diversity

MS-LS4 Biological Evolution: Unity and Diversity	
Students who demonstrate understanding can:	
MS-LS4-1.	Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]
MS-LS4-2.	Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships. [Clarification Statement: Emphasis is on explanations of the evolutionary relationships among organisms in terms of similarity or differences of the gross appearance of anatomical structures.]
MS-LS4-3.	Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy. [Clarification Statement: Emphasis is on inferring general patterns of relatedness among embryos of different organisms by comparing the macroscopic appearance of diagrams or pictures.] [Assessment Boundary: Assessment of comparisons is limited to gross appearance of anatomical structures in embryological development.]
MS-LS4-4.	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. [Clarification Statement: Emphasis is on using simple probability statements and proportional reasoning to construct explanations.]
MS-LS4-5.	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. [Clarification Statement: Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and, on the impacts these technologies have on society as well as the technologies leading to these scientific discoveries.]
MS-LS4-6.	Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. [Clarification Statement: Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.] [Assessment Boundary: Assessment does not include Hardy Weinberg calculations.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> Analyze displays of data to identify linear and nonlinear relationships. (MS-LS4-3) Analyze and interpret data to determine similarities and differences in findings. (MS-LS4-1) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking in 6–8 builds on K–5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.</p> <ul style="list-style-type: none"> Use mathematical representations to support scientific conclusions and design solutions. (MS-LS4-6) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Apply scientific ideas to construct an explanation for real-world phenomena, examples, or events. (MS-LS4-2) Construct an explanation that includes qualitative or quantitative relationships between variables that describe phenomena. (MS-LS4-4) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods.</p> <ul style="list-style-type: none"> Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. (MS-LS4-5) <p>-----</p> <p><i>Connections to Nature of Science</i></p> <p>-----</p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science knowledge is based upon logical and conceptual connections between evidence and explanations. (MS-LS4-1) 	<p>LS4.A: Evidence of Common Ancestry and Diversity</p> <ul style="list-style-type: none"> The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found or through radioactive dating) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth. (MS-LS4-1) Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record, enable the reconstruction of evolutionary history and the inference of lines of evolutionary descent. (MS-LS4-2) Comparison of the embryological development of different species also reveals similarities that show relationships not evident in the fully-formed anatomy. (MS-LS4-3) <p>LS4.B: Natural Selection</p> <ul style="list-style-type: none"> Natural selection leads to the predominance of certain traits in a population, and the suppression of others. (MS-LS4-4) In <i>artificial</i> selection, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits determined by genes, which are then passed on to offspring. (MS-LS4-5) <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions. Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population changes. (MS-LS4-6) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns can be used to identify cause and effect relationships. (MS-LS4-2) Graphs, charts, and images can be used to identify patterns in data. (MS-LS4-1),(MS-LS4-3) <p>Cause and Effect</p> <ul style="list-style-type: none"> Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability. (MS-LS4-4),(MS-LS4-5),(MS-LS4-6) <p>-----</p> <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>-----</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. (MS-LS4-5) <p>-----</p> <p><i>Connections to Nature of Science</i></p> <p>-----</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-LS4-1),(MS-LS4-2) <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS4-5)
<p><i>Connections to other DCIs in this grade-band: MS.LS2.A (MS-LS4-4),(MS-LS4-6); MS.LS2.C (MS-LS4-6); MS.LS3.A (MS-LS4-2),(MS-LS4-4); MS.LS3.B (MS-LS4-2),(MS-LS4-4),(MS-LS4-6); MS.ESS1.C (MS-LS4-1),(MS-LS4-2),(MS-LS4-6); MS.ESS2.B (MS-LS4-1)</i></p>		

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MS-LS4 Biological Evolution: Unity and Diversity

Articulation across grade-bands: **3.LS3.B** (MS-LS4-4); **3.LS4.A** (MS-LS4-1),(MS-LS4-2); **3.LS4.B** (MS-LS4-4); **3.LS4.C** (MS-LS4-6); **HS.LS2.A** (MS-LS4-4),(MS-LS4-6); **HS.LS2.C** (MS-LS4-6); **HS.LS3.B** (MS-LS4-4),(MS-LS4-5),(MS-LS4-6); **HS.LS4.A** (MS-LS4-1),(MS-LS4-2),(MS-LS4-3); **HS.LS4.B** (MS-LS4-4),(MS-LS4-6); **HS.LS4.C** (MS-LS4-4),(MS-LS4-5),(MS-LS4-6); **HS.ESS1.C** (MS-LS4-1),(MS-LS4-2)

Common Core State Standards Connections:

ELA/Literacy –

- RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions *(MS-LS4-1),(MS-LS4-2),(MS-LS4-3),(MS-LS4-4),(MS-LS4-5)*
- RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). *(MS-LS4-1),(MS-LS4-3)*
- RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. *(MS-LS4-3),(MS-LS4-4)*
- WHST.6-8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. *(MS-LS4-2),(MS-LS4-4)*
- WHST.6-8.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. *(MS-LS4-5)*
- WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research. *(MS-LS4-2),(MS-LS4-4)*
- SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. *(MS-LS4-2),(MS-LS4-4)*
- SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. *(MS-LS4-2),(MS-LS4-4)*

Mathematics –

- MP.4** Model with mathematics. *(MS-LS4-6)*
- 6.RP.A.1** Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *(MS-LS4-4),(MS-LS4-6)*
- 6.SP.B.5** Summarize numerical data sets in relation to their context. *(MS-LS4-4),(MS-LS4-6)*
- 6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. *(MS-LS4-1),(MS-LS4-2)*
- 7.RP.A.2** Recognize and represent proportional relationships between quantities. *(MS-LS4-4),(MS-LS4-6)*

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MS-ESS1 Earth's Place in the Universe

MS-ESS1 Earth's Place in the Universe	
Students who demonstrate understanding can:	
MS-ESS1-1.	Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. [Clarification Statement: Examples of models can be physical, graphical, or conceptual.]
MS-ESS1-2.	Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system. [Clarification Statement: Emphasis for the model is on gravity as the force that holds together the solar system and Milky Way galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as students' school or state).] [Assessment Boundary: Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.]
MS-ESS1-3.	Analyze and interpret data to determine scale properties of objects in the solar system. [Clarification Statement: Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the sizes of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.] [Assessment Boundary: Assessment does not include recalling facts about properties of the planets and other solar system bodies.]
MS-ESS1-4.	Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history. [Clarification Statement: Emphasis is on how analyses of rock formations and the fossils they contain are used to establish relative ages of major events in Earth's history. Examples of Earth's major events could range from being very recent (such as the last Ice Age or the earliest fossils of homo sapiens) to very old (such as the formation of Earth or the earliest evidence of life). Examples can include the formation of mountain chains and ocean basins, the evolution or extinction of particular living organisms, or significant volcanic eruptions.] [Assessment Boundary: Assessment does not include recalling the names of specific periods or epochs and events within them.]

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Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> Develop and use a model to describe phenomena. (MS-ESS1-1),(MS-ESS1-2) <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> Analyze and interpret data to determine similarities and differences in findings. (MS-ESS1-3) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-ESS1-4) 	<p>ESS1.A: The Universe and Its Stars</p> <ul style="list-style-type: none"> Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models. (MS-ESS1-1) Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe. (MS-ESS1-2) <p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (MS-ESS1-2),(MS-ESS1-3) This model of the solar system can explain eclipses of the sun and the moon. Earth's spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (MS-ESS1-1) The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (MS-ESS1-2) <p>ESS1.C: The History of Planet Earth</p> <ul style="list-style-type: none"> The geologic time scale interpreted from rock strata provides a way to organize Earth's history. Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale. (MS-ESS1-4) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns can be used to identify cause-and-effect relationships. (MS-ESS1-1) <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-ESS1-3),(MS-ESS1-4) <p>Systems and System Models</p> <ul style="list-style-type: none"> Models can be used to represent systems and their interactions. (MS-ESS1-2) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p style="text-align: center;">-----</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems. (MS-ESS1-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p style="text-align: center;">-----</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. (MS-ESS1-1),(MS-ESS1-2)

Connections to other DCIs in this grade-band: **MS.PS2.A** (MS-ESS1-1),(MS-ESS1-2); **MS.PS2.B** (MS-ESS1-1),(MS-ESS1-2); **MS.LS4.A** (MS-ESS1-4); **MS.LS4.C** (MS-ESS1-4); **MS.ESS2.A** (MS-ESS1-3)

Articulation of DCIs across grade-bands: **3.PS2.A** (MS-ESS1-1),(MS-ESS1-2); **3.LS4.A** (MS-ESS1-4); **3.LS4.C** (MS-ESS1-4); **4.ESS1.C** (MS-ESS1-4); **5.PS2.B** (MS-ESS1-1),(MS-ESS1-2); **5.ESS1.A** (MS-ESS1-2); **5.ESS1.B** (MS-ESS1-1),(MS-ESS1-2),(5-ESS1-3); **HS.PS1.C** (MS-ESS1-4); **HS.PS2.A** (MS-ESS1-1),(MS-ESS1-2); **HS.PS2.B** (MS-ESS1-1),(MS-ESS1-2); **HS.LS4.A** (MS-ESS1-4); **HS.LS4.C** (MS-ESS1-4); **HS.ESS1.A** (MS-ESS1-2); **HS.ESS1.B** (MS-ESS1-1),(MS-ESS1-2),(MS-ESS1-3); **HS.ESS1.C** (MS-ESS1-4); **HS.ESS2.A** (MS-ESS1-3),(MS-ESS1-4)

Common Core State Standards Connections:

<i>ELA/Literacy –</i>	
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (MS-ESS1-3),(MS-ESS1-4)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ESS1-3)
WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-ESS1-4)
SL.8.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (MS-ESS1-1),(MS-ESS1-2)
<i>Mathematics –</i>	
MP.2	Reason abstractly and quantitatively. (MS-ESS1-3)
MP.4	Model with mathematics. (MS-ESS1-1),(MS-ESS1-2)
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-ESS1-1),(MS-ESS1-2),(MS-ESS1-3)

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MS-ESS1 Earth's Place in the Universe

7.RP.A.2	Recognize and represent proportional relationships between quantities. (<i>MS-ESS1-1</i>), (<i>MS-ESS1-2</i>), (<i>MS-ESS1-3</i>)
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (<i>MS-ESS1-2</i>), (<i>MS-ESS1-4</i>)
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (<i>MS-ESS1-2</i>), (<i>MS-ESS1-4</i>)

MS-ESS2 Earth's Systems

MS-ESS2 Earth's Systems

Students who demonstrate understanding can:

- MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.**
[Clarification Statement: Emphasis is on the processes of melting, crystallization, weathering, deformation, and sedimentation, which act together to form minerals and rocks through the cycling of Earth's materials.] [Assessment Boundary: Assessment does not include the identification and naming of minerals.]
- MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.** [Clarification Statement: Emphasis is on how processes change Earth's surface at time and spatial scales that can be large (such as slow plate motions or the uplift of large mountain ranges) or small (such as rapid landslides or microscopic geochemical reactions), and how many geoscience processes (such as earthquakes, volcanoes, and meteor impacts) usually behave gradually but are punctuated by catastrophic events. Examples of geoscience processes include surface weathering and deposition by the movements of water, ice, and wind. Emphasis is on geoscience processes that shape local geographic features, where appropriate.]
- MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.** [Clarification Statement: Examples of data include similarities of rock and fossil types on different continents, the shapes of the continents (including continental shelves), and the locations of ocean structures (such as ridges, fracture zones, and trenches).] [Assessment Boundary: Paleomagnetic anomalies in oceanic and continental crust are not assessed.]
- MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.** [Clarification Statement: Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.] [Assessment Boundary: A quantitative understanding of the latent heats of vaporization and fusion is not assessed.]
- MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.** [Clarification Statement: Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses collide. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).] [Assessment Boundary: Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.]
- MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.** [Clarification Statement: Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Examples of models can be diagrams, maps and globes, or digital representations.] [Assessment Boundary: Assessment does not include the dynamics of the Coriolis effect.]

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Science and Engineering Practices

Developing and Using Models
Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

- Develop and use a model to describe phenomena. (MS-ESS2-1), (MS-ESS2-6)
- Develop a model to describe unobservable mechanisms. (MS-ESS2-4)

Planning and Carrying Out Investigations
Planning and carrying out investigations in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.

- Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. (MS-ESS2-5)

Analyzing and Interpreting Data
Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.

- Analyze and interpret data to provide evidence for phenomena. (MS-ESS2-3)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

- Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe nature operate today as they did in the past and will continue to do so in the future. (MS-ESS2-2)

Connections to Nature of Science

Scientific Knowledge is Open to Revision in Light of New Evidence

Disciplinary Core Ideas

ESS1.C: The History of Planet Earth

- Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches. (*HS.ESS1.C GBE*) (*secondary to MS-ESS2-3*)

ESS2.A: Earth's Materials and Systems

- All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produce chemical and physical changes in Earth's materials and living organisms. (MS-ESS2-1)
- The planet's systems interact over scales that range from microscopic to global in size, and they operate over fractions of a second to billions of years. These interactions have shaped Earth's history and will determine its future. (MS-ESS2-2)

ESS2.B: Plate Tectonics and Large-Scale System Interactions

- Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart. (MS-ESS2-3)

ESS2.C: The Roles of Water in Earth's Surface Processes

- Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land. (MS-ESS2-4)
- The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns. (MS-ESS2-5)
- Global movements of water and its changes in form are propelled by sunlight and gravity. (MS-ESS2-4)
- Variations in density due to variations in temperature and salinity drive a global pattern of interconnected ocean currents. (MS-ESS2-6)
- Water's movements—both on the land and underground—cause weathering and erosion, which change the land's surface features and create underground formations. (MS-ESS2-2)

ESS2.D: Weather and Climate

- Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things. These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns. (MS-ESS2-6)
- Because these patterns are so complex, weather can only be predicted probabilistically. (MS-ESS2-5)
- The ocean exerts a major influence on weather and climate by

Crosscutting Concepts

Patterns

- Patterns in rates of change and other numerical relationships can provide information about natural systems. (MS-ESS2-3)

Cause and Effect

- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS2-5)

Scale Proportion and Quantity

- Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small. (MS-ESS2-2)

Systems and System Models

- Models can be used to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems. (MS-ESS2-6)

Energy and Matter

- Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter. (MS-ESS2-4)

Stability and Change

- Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale. (MS-ESS2-1)

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MS-ESS2 Earth's Systems

<ul style="list-style-type: none"> ▪ Science findings are frequently revised and/or reinterpreted based on new evidence. (MS-ESS2-3) 	absorbing energy from the sun, releasing it over time, and globally redistributing it through ocean currents. (MS-ESS2-6)	
<i>Connections to other DCIs in this grade-band:</i> MS.PS1.A (MS-ESS2-1),(MS-ESS2-4),(MS-ESS2-5); MS.PS1.B (MS-ESS2-1),(MS-ESS2-2); MS.PS2.A (MS-ESS2-5),(MS-ESS2-6); MS.PS2.B (MS-ESS2-4); MS.PS3.A (MS-ESS2-4),(MS-ESS2-5); MS.PS3.B (MS-ESS2-1),(MS-ESS2-5),(MS-ESS2-6); MS.PS3.D (MS-ESS2-4); MS.PS4.B (MS-ESS2-6); MS.LS2.B (MS-ESS2-1),(MS-ESS2-2); MS.LS2.C (MS-ESS2-1); MS.LS4.A (MS-ESS2-3); MS.ESS1.B (MS-ESS2-1); MS.ESS3.C (MS-ESS2-1)		
<i>Articulation of DCIs across grade-bands:</i> 3.PS2.A (MS-ESS2-4),(MS-ESS2-6); 3.LS4.A (MS-ESS2-3); 3.ESS2.D (MS-ESS2-5),(MS-ESS2-6); 3.ESS3.B (MS-ESS2-3); 4.PS3.B (MS-ESS2-1),(MS-ESS2-4); 4.ESS1.C (MS-ESS2-2),(MS-ESS2-3); 4.ESS2.A (MS-ESS2-1),(MS-ESS2-2); 4.ESS2.B (MS-ESS2-3); 4.ESS2.E (MS-ESS2-2); 4.ESS3.B (MS-ESS2-3); 5.PS2.B (MS-ESS2-4); 5.ESS2.A (MS-ESS2-1),(MS-ESS2-2),(MS-ESS2-5),(MS-ESS2-6); 5.ESS2.C (MS-ESS2-4); HS.PS1.B (MS-ESS2-1); HS.PS2.B (MS-ESS2-4),(MS-ESS2-6); HS.PS3.B (MS-ESS2-1),(MS-ESS2-4),(MS-ESS2-6); HS.PS3.D (MS-ESS2-2),(MS-ESS2-6); HS.PS4.B (MS-ESS2-4); HS.LS1.C (MS-ESS2-1); HS.LS2.B (MS-ESS2-1),(MS-ESS2-2); HS.LS4.A (MS-ESS2-3); HS.LS4.C (MS-ESS2-3); HS.ESS1.B (MS-ESS2-6); HS.ESS1.C (MS-ESS2-2),(MS-ESS2-3); HS.ESS2.A (MS-ESS2-1),(MS-ESS2-2),(MS-ESS2-3),(MS-ESS2-4),(MS-ESS2-6); HS.ESS2.B (MS-ESS2-2),(MS-ESS2-3); HS.ESS2.C (MS-ESS2-1),(MS-ESS2-2),(MS-ESS2-4),(MS-ESS2-5); HS.ESS2.D (MS-ESS2-2),(MS-ESS2-4),(MS-ESS2-5),(MS-ESS2-6); HS.ESS2.E (MS-ESS2-1),(MS-ESS2-2); HS.ESS3.D (MS-ESS2-2)		
<i>Common Core State Standards Connections:</i> <i>ELA/Literacy –</i> RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. (MS-ESS2-2),(MS-ESS2-3),(MS-ESS2-5) RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ESS2-3) RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ESS2-3),(MS-ESS2-5) WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-ESS2-2) WHST.6-8.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (MS-ESS2-5) SL.8.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (MS-ESS2-1),(MS-ESS2-2),(MS-ESS2-6) <i>Mathematics –</i> MP.2 Reason abstractly and quantitatively. (MS-ESS2-2),(MS-ESS2-3),(MS-ESS2-5) 6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (MS-ESS2-5) 6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS2-2),(MS-ESS2-3) 7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS2-2),(MS-ESS2-3)		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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MS-ESS3 Earth and Human Activity

MS-ESS3 Earth and Human Activity

Students who demonstrate understanding can:

- MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth’s mineral, energy, and groundwater resources are the result of past and current geoscience processes.** [Clarification Statement: Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geologic traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).]
- MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.** [Clarification Statement: Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires) or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).]
- MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*** [Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]
- MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth’s systems.** [Clarification Statement: Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, mineral, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth’s systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.]
- MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.** [Clarification Statement: Examples of factors include human activities (such as fossil fuel combustion, cement production, and agricultural activity) and natural processes (such as changes in incoming solar radiation or volcanic activity). Examples of evidence can include tables, graphs, and maps of global and regional temperatures, atmospheric levels of gases such as carbon dioxide and methane, and the rates of human activities. Emphasis is on the major role that human activities play in causing the rise in global temperatures.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <ul style="list-style-type: none"> Ask questions to identify and clarify evidence of an argument. (MS-ESS3-5) <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> Analyze and interpret data to determine similarities and differences in findings. (MS-ESS3-2) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students’ own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (MS-ESS3-1) Apply scientific principles to design an object, tool, process or system. (MS-ESS3-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).</p> <ul style="list-style-type: none"> Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. (MS-ESS3-4) 	<p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> Humans depend on Earth’s land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (MS-ESS3-1) <p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces can help forecast the locations and likelihoods of future events. (MS-ESS3-2) <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts (negative and positive) for different living things. (MS-ESS3-3) Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise. (MS-ESS3-3), (MS-ESS3-4) <p>ESS3.D: Global Climate Change</p> <ul style="list-style-type: none"> Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities. (MS-ESS3-5) 	<p>Patterns</p> <ul style="list-style-type: none"> Graphs, charts, and images can be used to identify patterns in data. (MS-ESS3-2) <p>Cause and Effect</p> <ul style="list-style-type: none"> Relationships can be classified as causal or correlational, and correlation does not necessarily imply causation. (MS-ESS3-3) Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-1), (MS-ESS3-4) <p>Stability and Change</p> <ul style="list-style-type: none"> Stability might be disturbed either by sudden events or gradual changes that accumulate over time. (MS-ESS3-5) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ESS3-1), (MS-ESS3-4) The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Thus technology use varies from region to region and over time. (MS-ESS3-2), (MS-ESS3-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-ESS3-4)
<p><i>Connections to other DCIs in this grade-band:</i> MS.PS1.A (MS-ESS3-1); MS.PS1.B (MS-ESS3-1); MS.PS3.A (MS-ESS3-5); MS.PS3.C (MS-ESS3-2); MS.LS2.A (MS-ESS3-3), (MS-ESS3-4); MS.LS4.D (MS-ESS3-3), (MS-ESS3-4); MS.ESS2.D (MS-ESS3-1)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> 3.LS2.C (MS-ESS3-3), (MS-ESS3-4); 3.LS4.D (MS-ESS3-3), (MS-ESS3-4); 3.ESS3.B (MS-ESS3-2); 4.PS3.D (MS-ESS3-1); 4.ESS3.A (MS-ESS3-1); 4.ESS3.B (MS-ESS3-2); 5.ESS3.C (MS-ESS3-3), (MS-ESS3-4); HS.PS3.B (MS-ESS3-1), (MS-ESS3-5); HS.PS4.B (MS-ESS3-5); HS.LS1.C (MS-ESS3-1); HS.LS2.A (MS-ESS3-4); HS.LS2.C</p>		

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MS-ESS3 Earth and Human Activity

(MS-ESS3-3), (MS-ESS3-4); **HS.LS4.C** (MS-ESS3-3), (MS-ESS3-4); **HS.LS4.D** (MS-ESS3-3), (MS-ESS3-4); **HS.ESS2.A** (MS-ESS3-1), (MS-ESS3-5); **HS.ESS2.B** (MS-ESS3-1), (MS-ESS3-2); **HS.ESS2.C** (MS-ESS3-1), (MS-ESS3-3); **HS.ESS2.D** (MS-ESS3-2), (MS-ESS3-3), (MS-ESS3-5); **HS.ESS2.E** (MS-ESS3-3), (MS-ESS3-4); **HS.ESS3.A** (MS-ESS3-1), (MS-ESS3-4); **HS.ESS3.B** (MS-ESS3-2); **HS.ESS3.C** (MS-ESS3-3), (MS-ESS3-4), (MS-ESS3-5); **HS.ESS3.D** (MS-ESS3-2), (MS-ESS3-3), (MS-ESS3-5)

Common Core State Standards Connections:

<i>ELA/Literacy –</i>	
RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts. (MS-ESS3-1), (MS-ESS3-2), (MS-ESS3-4), (MS-ESS3-5)
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ESS3-2)
WHST.6-8.1	Write arguments focused on discipline content. (MS-ESS3-4)
WHST.6-8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (MS-ESS3-1)
WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-ESS3-3)
WHST.6-8.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (MS-ESS3-3)
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research. (MS-ESS3-1), (MS-ESS3-4)
<i>Mathematics –</i>	
MP.2	Reason abstractly and quantitatively. (MS-ESS3-2), (MS-ESS3-5)
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (MS-ESS3-3), (MS-ESS3-4)
7.RP.A.2	Recognize and represent proportional relationships between quantities. (MS-ESS3-3), (MS-ESS3-4)
6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (MS-ESS3-1), (MS-ESS3-2), (MS-ESS3-3), (MS-ESS3-4), (MS-ESS3-5)
7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (MS-ESS3-1), (MS-ESS3-2), (MS-ESS3-3), (MS-ESS3-4), (MS-ESS3-5)

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MS-ETS1 Engineering Design

MS-ETS1 Engineering Design

Students who demonstrate understanding can:

- MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.**
- MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.**
- MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.**
- MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.</p> <ul style="list-style-type: none"> ▪ Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions. (MS-ETS1-1) <p>Developing and Using Models Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.</p> <ul style="list-style-type: none"> ▪ Develop a model to generate data to test ideas about designed systems, including those representing inputs and outputs. (MS-ETS1-4) <p>Analyzing and Interpreting Data Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis.</p> <ul style="list-style-type: none"> ▪ Analyze and interpret data to determine similarities and differences in findings. (MS-ETS1-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world.</p> <ul style="list-style-type: none"> ▪ Evaluate competing design solutions based on jointly developed and agreed-upon design criteria. (MS-ETS1-2) 	<p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> ▪ The more precisely a design task’s criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions. (MS-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ▪ A solution needs to be tested, and then modified on the basis of the test results, in order to improve it. (MS-ETS1-4) ▪ There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem. (MS-ETS1-2), (MS-ETS1-3) ▪ Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors. (MS-ETS1-3) ▪ Models of all kinds are important for testing solutions. (MS-ETS1-4) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> ▪ Although one design may not perform the best across all tests, identifying the characteristics of the design that performed the best in each test can provide useful information for the redesign process—that is, some of those characteristics may be incorporated into the new design. (MS-ETS1-3) ▪ The iterative process of testing the most promising solutions and modifying what is proposed on the basis of the test results leads to greater refinement and ultimately to an optimal solution. (MS-ETS1-4) 	<p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ETS1-1) ▪ The uses of technologies and limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. (MS-ETS1-1)

Connections to MS-ETS1.A: Defining and Delimiting Engineering Problems include:

Physical Science: MS-PS3-3

Connections to MS-ETS1.B: Developing Possible Solutions Problems include:

Physical Science: MS-PS1-6, MS-PS3-3, **Life Science:** MS-LS2-5

Connections to MS-ETS1.C: Optimizing the Design Solution include:

Physical Science: MS-PS1-6

Articulation of DCIs across grade-bands: 3-5.ETS1.A (MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3); 3-5.ETS1.B (MS-ETS1-2),(MS-ETS1-3),(MS-ETS1-4); 3-5.ETS1.C (MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3),(MS-ETS1-4); HS.ETS1.A (MS-ETS1-1),(MS-ETS1-2); HS.ETS1.B (MS-ETS1-1),(MS-ETS1-2),(MS-ETS1-3),(MS-ETS1-4); HS.ETS1.C (MS-ETS1-3),(MS-ETS1-4)

Common Core State Standards Connections:

ELA/Literacy –

- RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3)
 - RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-ETS1-3)
 - RST.6-8.9** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. (MS-ETS1-2), (MS-ETS1-3)
 - WHST.6-8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (MS-ETS1-2)
 - WHST.6-8.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (MS-ETS1-1)
 - WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research. (MS-ETS1-2)
 - SL.8.5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (MS-ETS1-4)
- Mathematics –*
- MP.2** Reason abstractly and quantitatively. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3), (MS-ETS1-4)
 - 7.EE.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (MS-ETS1-1), (MS-ETS1-2), (MS-ETS1-3)
 - 7.SP** Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (MS-ETS1-4)

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High School Physical Sciences

Students in high school continue to develop their understanding of the four core ideas in the physical sciences. These ideas include the most fundamental concepts from chemistry and physics, but are intended to leave room for expanded study in upper-level high school courses. The high school performance expectations in Physical Science build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the physical sciences, but to life and earth and space sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. In the physical science performance expectations at the high school level, there is a focus on several scientific practices. These include developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical and computational thinking, and constructing explanations; and to use these practices to demonstrate understanding of the core ideas. Students are also expected to demonstrate understanding of several engineering practices including design and evaluation.

The performance expectations in **PS1: Matter and its interactions** help students formulate an answer to the question, “How can one explain the structure, properties, and interactions of matter?” The PS1 Disciplinary Core Idea from the *NRC Framework* is broken down into three sub-ideas: the structure and properties of matter, chemical reactions, and nuclear processes. Students are expected to develop understanding of the substructure of atoms and to provide more mechanistic explanations of the properties of substances. Chemical reactions, including rates of reactions and energy changes, can be understood by students at this level in terms of the collisions of molecules and the rearrangements of atoms. Students are able to use the periodic table as a tool to explain and predict the properties of elements. Using this expanded knowledge of chemical reactions, students are able to explain important biological and geophysical phenomena. Phenomena involving nuclei are also important to understand, as they explain the formation and abundance of the elements, radioactivity, the release of energy from the sun and other stars, and the generation of nuclear power. Students are also able to apply an understanding of the process of optimization in engineering design to chemical reaction systems. The crosscutting concepts of patterns, energy and matter, and stability and change are called out as organizing concepts for these disciplinary core ideas. In the PS1 performance expectations, students are expected to demonstrate proficiency in developing and using models, planning and conducting investigations, using mathematical thinking, and constructing explanations and designing solutions; and to use these practices to demonstrate understanding of the core ideas.

The Performance Expectations associated with **PS2: Motion and Stability: Forces and Interactions** support students’ understanding of ideas related to why some objects will keep moving, why objects fall to the ground and why some materials are attracted to each other while others are not. Students should be able to answer the question, “How can one explain and predict interactions between objects and within systems of objects?” The disciplinary core idea expressed in the *Framework* for PS2 is broken down into the sub ideas of Forces and Motion and Types of Interactions. The performance expectations in PS2 focus on students building understanding of forces and interactions and Newton’s Second Law. Students also develop understanding that the total momentum of a system of objects is conserved when there is no net force on the system. Students are able to use Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects. Students are able to apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a

macroscopic object during a collision. The crosscutting concepts of patterns, cause and effect, systems and system models, and structure and function are called out as organizing concepts for these disciplinary core ideas. In the PS2 performance expectations, students are expected to demonstrate proficiency in planning and conducting investigations, analyzing data and using math to support claims, applying scientific ideas to solve design problems, and communicating scientific and technical information; and to use these practices to demonstrate understanding of the core ideas.

The Performance Expectations associated with **PS3: Energy** help students formulate an answer to the question, "How is energy transferred and conserved?" The Core Idea expressed in the *Framework* for PS3 is broken down into four sub-core ideas: Definitions of Energy, Conservation of Energy and Energy Transfer, the Relationship between Energy and Forces, and Energy in Chemical Process and Everyday Life. Energy is understood as quantitative property of a system that depends on the motion and interactions of matter and radiation within that system, and the total change of energy in any system is always equal to the total energy transferred into or out of the system. Students develop an understanding that energy at both the macroscopic and the atomic scale can be accounted for as either motions of particles or energy associated with the configuration (relative positions) of particles. In some cases, the energy associated with the configuration of particles can be thought of as stored in fields. Students also demonstrate their understanding of engineering principles when they design, build, and refine devices associated with the conversion of energy. The crosscutting concepts of cause and effect; systems and system models; energy and matter; and the influence of science, engineering, and technology on society and the natural world are further developed in the performance expectations associated with PS3. In these performance expectations, students are expected to demonstrate proficiency in developing and using models, planning and carry out investigations, using computational thinking and designing solutions; and to use these practices to demonstrate understanding of the core ideas.

The Performance Expectations associated with **PS4: Waves and Their Applications in Technologies for Information Transfer** are critical to understand how many new technologies work. As such, this core idea helps students answer the question, "How are waves used to transfer energy and send and store information?" The disciplinary core idea in PS4 is broken down into Wave Properties, Electromagnetic Radiation, and Information Technologies and Instrumentation. Students are able to apply understanding of how wave properties and the interactions of electromagnetic radiation with matter can transfer information across long distances, store information, and investigate nature on many scales. Models of electromagnetic radiation as either a wave of changing electric and magnetic fields or as particles are developed and used. Students understand that combining waves of different frequencies can make a wide variety of patterns and thereby encode and transmit information. Students also demonstrate their understanding of engineering ideas by presenting information about how technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. The crosscutting concepts of cause and effect; systems and system models; stability and change; interdependence of science, engineering, and technology; and the influence of engineering, technology, and science on society and the natural world are highlighted as organizing concepts for these disciplinary core ideas. In the PS3 performance expectations, students are expected to demonstrate proficiency in asking questions, using mathematical thinking, engaging in argument from evidence and obtaining, evaluating and communicating information; and to use these practices to demonstrate understanding of the core ideas.

High School Life Sciences

Students in high school develop understanding of key concepts that will help them make sense of life science. The ideas are built upon students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are four life science disciplinary core ideas in high school: 1) *From Molecules to Organisms: Structures and Processes*, 2) *Ecosystems: Interactions, Energy, and Dynamics*, 3) *Heredity: Inheritance and Variation of Traits*, 4) *Biological Evolution: Unity and Diversity*. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across the science disciplines. While the performance expectations in high school life science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices underlying the performance expectations.

The performance expectations in **LS1: *From Molecules to Organisms: Structures and Processes*** help students formulate an answer to the question, "How do organisms live and grow?" The LS1 Disciplinary Core Idea from the *NRC Framework* is presented as three sub-ideas: Structure and Function, Growth and Development of Organisms, and Organization for Matter and Energy Flow in Organisms. In these performance expectations, students demonstrate that they can use investigations and gather evidence to support explanations of cell function and reproduction. They understand the role of proteins as essential to the work of the cell and living systems. Students can use models to explain photosynthesis, respiration, and the cycling of matter and flow of energy in living organisms. The cellular processes can be used as a model for understanding of the hierarchical organization of organism. Crosscutting concepts of matter and energy, structure and function, and systems and system models provide students with insights to the structures and processes of organisms.

The performance expectations in **LS2: *Ecosystems: Interactions, Energy, and Dynamics*** help students formulate an answer to the question, "How and why do organisms interact with their environment, and what are the effects of these interactions?" The LS2 Disciplinary Core Idea includes four sub-ideas: Interdependent Relationships in Ecosystems, Cycles of Matter and Energy Transfer in Ecosystems, Ecosystem Dynamics, Functioning, and Resilience, and Social Interactions and Group Behavior. High school students can use mathematical reasoning to demonstrate understanding of fundamental concepts of carrying capacity, factors affecting biodiversity and populations, and the cycling of matter and flow of energy among organisms in an ecosystem. These mathematical models provide support of students' conceptual understanding of systems and their ability to develop design solutions for reducing the impact of human activities on the environment and maintaining biodiversity. Crosscutting concepts of systems and system models play a central role in students' understanding of science and engineering practices and core ideas of ecosystems.

The performance expectations in **LS3: *Heredity: Inheritance and Variation of Traits*** help students formulate answers to the questions: "How are characteristics of one generation passed to the next? How can individuals of the same species and even siblings have different characteristics?" The LS3 Disciplinary Core Idea from the *NRC Framework* includes two sub-ideas: Inheritance of Traits, and Variation of Traits. Students are able to ask questions, make and defend a claim, and use concepts of probability to explain the genetic variation in a

population. Students demonstrate understanding of why individuals of the same species vary in how they look, function, and behave. Students can explain the mechanisms of genetic inheritance and describe the environmental and genetic causes of gene mutation and the alteration of gene expression. Crosscutting concepts of patterns and cause and effect are called out as organizing concepts for these core ideas.

The performance expectations in **LS4: Biological Evolution: Unity and Diversity** help students formulate an answer to the question, “What evidence shows that different species are related? The LS4 Disciplinary Core Idea involves four sub-ideas: Evidence of Common Ancestry and Diversity, Natural Selection, Adaptation, and Biodiversity and Humans. Students can construct explanations for the processes of natural selection and evolution and communicate how multiple lines of evidence support these explanations. Students can evaluate evidence of the conditions that may result in new species and understand the role of genetic variation in natural selection. Additionally, students can apply concepts of probability to explain trends in populations as those trends relate to advantageous heritable traits in a specific environment. The crosscutting concepts of cause and effect and systems and system models play an important role in students’ understanding of the evolution of life on Earth.

High School Earth and Space Sciences

Students in high school continue to develop their understanding of the three disciplinary core ideas in the Earth and Space Sciences. The high school performance expectations in Earth and Space Science build on the middle school ideas and skills and allow high school students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge to explain ideas across the science disciplines. While the performance expectations shown in high school earth and space science couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

The performance expectations in **ESS1: Earth’s Place in the Universe**, help students formulate an answer to the question: “What is the universe, and what is Earth’s place in it?” The ESS1 Disciplinary Core Idea from the *NRC Framework* is broken down into three sub-ideas: the universe and its stars, Earth and the solar system and the history of planet Earth. Students examine the processes governing the formation, evolution, and workings of the solar system and universe. Some concepts studied are fundamental to science, such as understanding how the matter of our world formed during the Big Bang and within the cores of stars. Others concepts are practical, such as understanding how short-term changes in the behavior of our sun directly affect humans. Engineering and technology play a large role here in obtaining and analyzing the data that support the theories of the formation of the solar system and universe. The crosscutting concepts of patterns, scale, proportion, and quantity, energy and matter, and stability and change are called out as organizing concepts for these disciplinary core ideas. In the ESS1 performance expectations, students are expected to demonstrate proficiency in developing and using models, using mathematical and computational thinking, constructing explanations and designing solutions, engaging in argument, and obtaining, evaluating and communicating information; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in **ESS2: Earth’s Systems**, help students formulate an answer to the question: “How and why is Earth constantly changing?” The ESS2 Disciplinary Core Idea from the *NRC Framework* is broken down into five sub-ideas: Earth materials and systems, plate tectonics and large-scale system interactions, the roles of water in Earth’s surface processes, weather and climate, and biogeology. For the purpose of the NGSS, biogeology has been addressed within the life science standards. Students develop models and explanations for the ways that feedbacks between different Earth systems control the appearance of Earth’s surface. Central to this is the tension between internal systems, which are largely responsible for creating land at Earth’s surface, and the sun-driven surface systems that tear down the land through weathering and erosion. Students begin to examine the ways that human activities cause feedbacks that create changes to other systems. Students understand the system interactions that control weather and climate, with a major emphasis on the mechanisms and implications of climate change. Students model the flow of energy between different components of the weather system and how this affects chemical cycles such as the carbon cycle. The crosscutting concepts of cause and effect, energy and matter, structure and function and stability and change are called out as organizing concepts for these disciplinary core ideas. In the ESS2 performance expectations, students are expected to demonstrate proficiency in

developing and using models, planning and carrying out investigations, analyzing and interpreting data, and engaging in argument; and to use these practices to demonstrate understanding of the core ideas.

The performance expectations in **ESS3: Earth and Human Activity** help students formulate an answer to the question: “How do Earth’s surface processes and human activities affect each other?” The ESS3 Disciplinary Core Idea from the *NRC Framework* is broken down into four sub-ideas: natural resources, natural hazards, human impact on Earth systems, and global climate change. Students understand the complex and significant interdependencies between humans and the rest of Earth’s systems through the impacts of natural hazards, our dependencies on natural resources, and the significant environmental impacts of human activities. Engineering and technology figure prominently here, as students use mathematical thinking and the analysis of geoscience data to examine and construct solutions to the many challenges facing long-term human sustainability on Earth. The crosscutting concepts of cause and effect, systems and system models, and stability and change are called out as organizing concepts for these disciplinary core ideas. In the ESS3 performance expectations, students are expected to demonstrate proficiency in developing and using analyzing and interpreting data, mathematical and computational thinking, constructing explanations and designing solutions and engaging in argument; and to use these practices to demonstrate understanding of the core ideas.

High School Engineering Design

At the high school level students are expected to engage with major global issues at the interface of science, technology, society and the environment, and to bring to bear the kinds of analytical and strategic thinking that prior training and increased maturity make possible. As in prior levels, these capabilities can be thought of in three stages—defining the problem, developing possible solutions, and improving designs.

Defining the problem at the high school level requires both qualitative and quantitative analysis. For example, the need to provide food and fresh water for future generations comes into sharp focus when considering the speed at which world population is growing, and conditions in countries that have experienced famine. While high school students are not expected to solve these challenges, they are expected to begin thinking about them as problems that can be addressed, at least in part, through engineering.

Developing possible solutions for major global problems begins by breaking them down into smaller problems that can be tackled with engineering methods. To evaluate potential solutions students are expected to not only consider a wide range of criteria, but to also recognize that criteria need to be prioritized. For example, public safety or environmental protection may be more important than cost or even functionality. Decisions on priorities can then guide tradeoff choices.

Improving designs at the high school level may involve sophisticated methods, such as using computer simulations to model proposed solutions. Students are expected to use such methods to take into account a range of criteria and constraints, to try and anticipate possible societal and environmental impacts, and to test the validity of their simulations by comparison to the real world.

Connections with other science disciplines help high school students develop these capabilities in various contexts. For example, in the life sciences students are expected to design, evaluate, and refine a solution for reducing human impact on the environment (HS-LS2-7) and to create or revise a simulation to test solutions for mitigating adverse impacts of human activity on biodiversity (HS-LS4-6). In the physical sciences students solve problems by applying their engineering capabilities along with their knowledge of conditions for chemical reactions (HS-PS1-6), forces during collisions (HS-PS2-3), and conversion of energy from one form to another (HS-PS3-3). In the Earth and space sciences students apply their engineering capabilities to reduce human impacts on Earth systems, and improve social and environmental cost-benefit ratios (HS-ESS3-2, HS-ESS3-4).

By the end of 12th grade students are expected to achieve all four HS-ETS1 performance expectations (HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, and HS-ETS1-4) related to a single problem in order to understand the interrelated processes of engineering design. These include analyzing major global challenges, quantifying criteria and constraints for solutions; breaking down a complex problem into smaller, more manageable problems, evaluating alternative solutions based on prioritized criteria and trade-offs, and using a computer simulation to model the impact of proposed solutions. While the performance expectations shown in High School Engineering Design couple particular practices with specific disciplinary core ideas, instructional decisions should include use of many practices that lead to the performance expectations.

HS-PS1 Matter and Its Interactions

HS-PS1 Matter and Its Interactions

Students who demonstrate understanding can:

- HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.** [Clarification Statement: Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.] [Assessment Boundary: Assessment is limited to main group elements. Assessment does not include quantitative understanding of ionization energy beyond relative trends.]
- HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.** [Clarification Statement: Examples of chemical reactions could include the reaction of sodium and chlorine, of carbon and oxygen, or of carbon and hydrogen.] [Assessment Boundary: Assessment is limited to chemical reactions involving main group elements and combustion reactions.]
- HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.** [Clarification Statement: Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension.] [Assessment Boundary: Assessment does not include Raoult's law calculations of vapor pressure.]
- HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.** [Clarification Statement: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.] [Assessment Boundary: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.]
- HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.** [Clarification Statement: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.] [Assessment Boundary: Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.]
- HS-PS1-6. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*** [Clarification Statement: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.] [Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.]
- HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.** [Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.] [Assessment Boundary: Assessment does not include complex chemical reactions.]
- HS-PS1-8. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.** [Clarification Statement: Emphasis is on simple qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations.] [Assessment Boundary: Assessment does not include quantitative calculation of energy released. Assessment is limited to alpha, beta, and gamma radioactive decays.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS1-4), (HS-PS1-8) Use a model to predict the relationships between systems or between components of a system. (HS-PS1-1) <p>Planning and Carrying Out Investigations Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS1-3) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on</p>	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (HS-PS1-1) The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (HS-PS1-1), (HS-PS1-2) The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (HS-PS1-3), (<i>secondary to HS-PS2-6</i>) A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (HS-PS1-4) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (HS-PS1-4), (HS-PS1-5) In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present. (HS-PS1-6) The fact that atoms are conserved, together with knowledge of the chemical properties of the elements 	<p>Patterns</p> <ul style="list-style-type: none"> Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS1-1), (HS-PS1-2), (HS-PS1-3), (HS-PS1-5) <p>Energy and Matter</p> <ul style="list-style-type: none"> In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-PS1-8) The total amount of energy and matter in closed systems is conserved. (HS-PS1-7) Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS1-4) <p>Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable. (HS-PS1-6) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes the universe is a vast single system in which basic laws are

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HS-PS1 Matter and Its Interactions

<p>mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Use mathematical representations of phenomena to support claims. (HS-PS1-7) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. (HS-PS1-5) Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-PS1-2) Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-PS1-6) 	<p>involved, can be used to describe and predict chemical reactions. (HS-PS1-2),(HS-PS1-7)</p> <p>PS1.C: Nuclear Processes</p> <ul style="list-style-type: none"> Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process. (HS-PS1-8) <p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (<i>secondary to HS-PS1-1</i>),(<i>secondary to HS-PS1-3</i>) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (<i>secondary to HS-PS1-6</i>) 	<p>consistent. (HS-PS1-7)</p>
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS3.A (HS-PS1-4),(HS-PS1-5),(HS-PS1-8); HS.PS3.B (HS-PS1-4),(HS-PS1-6),(HS-PS1-7),(HS-PS1-8); HS.PS3.C (HS-PS1-8); HS.PS3.D (HS-PS1-4),(HS-PS1-8); HS.LS1.C (HS-PS1-1),(HS-PS1-2),(HS-PS1-4),(HS-PS1-7); HS.LS2.B (HS-PS1-7); HS.ESS1.A (HS-PS1-8); HS.ESS1.C (HS-PS1-8); HS.ESS2.C (HS-PS1-2),(HS-PS1-3)</p>		
<p><i>Articulation to DCIs across grade-bands:</i> MS.PS1.A (HS-PS1-1),(HS-PS1-2),(HS-PS1-3),(HS-PS1-4),(HS-PS1-5),(HS-PS1-7),(HS-PS1-8); MS.PS1.B (HS-PS1-1),(HS-PS1-2),(HS-PS1-4),(HS-PS1-5),(HS-PS1-6),(HS-PS1-7),(HS-PS1-8); MS.PS1.C (HS-PS1-8); MS.PS2.B (HS-PS1-3),(HS-PS1-4),(HS-PS1-5); MS.PS3.A (HS-PS1-5); MS.PS3.B (HS-PS1-5); MS.PS3.D (HS-PS1-4); MS.LS1.C (HS-PS1-4),(HS-PS1-7); MS.LS2.B (HS-PS1-7); MS.ESS2.A (HS-PS1-7),(HS-PS1-8)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (<i>HS-PS1-1</i>)</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-PS1-3),(HS-PS1-5)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS1-2),(HS-PS1-5)</p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-PS1-2)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS1-3),(HS-PS1-6)</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS1-3)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (<i>HS-PS1-3</i>)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (<i>HS-PS1-4</i>)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (HS-PS1-5),(HS-PS1-7)</p> <p>MP.4 Model with mathematics. (<i>HS-PS1-4</i>),(<i>HS-PS1-8</i>)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-PS1-2),(HS-PS1-3),(HS-PS1-4),(HS-PS1-5),(HS-PS1-7),(HS-PS1-8)</p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-PS1-4),(HS-PS1-7),(HS-PS1-8)</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (<i>HS-PS1-2</i>),(<i>HS-PS1-3</i>),(<i>HS-PS1-4</i>),(<i>HS-PS1-5</i>),(<i>HS-PS1-7</i>),(<i>HS-PS1-8</i>)</p>		

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HS-PS2 Motion and Stability: Forces and Interactions

HS-PS2 Motion and Stability: Forces and Interactions

Students who demonstrate understanding can:

- HS-PS2-1. Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.** [Clarification Statement: Examples of data could include tables or graphs of position or velocity as a function of time for objects subject to a net unbalanced force, such as a falling object, an object rolling down a ramp, or a moving object being pulled by a constant force.] [Assessment Boundary: Assessment is limited to one-dimensional motion and to macroscopic objects moving at non-relativistic speeds.]
- HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.** [Clarification Statement: Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.] [Assessment Boundary: Assessment is limited to systems of two macroscopic bodies moving in one dimension.]
- HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.*** [Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute.] [Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.]
- HS-PS2-4. Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.** [Clarification Statement: Emphasis is on both quantitative and conceptual descriptions of gravitational and electric fields.] [Assessment Boundary: Assessment is limited to systems with two objects.]
- HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.** [Assessment Boundary: Assessment is limited to designing and conducting investigations with provided materials and tools.]
- HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.*** [Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.] [Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical and empirical models.</p> <ul style="list-style-type: none"> Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS2-5) <p>Analyzing and Interpreting Data Analyzing data in 9–12 builds on K–8 and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (HS-PS2-1) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Use mathematical representations of phenomena to describe explanations. (HS-PS2-2), (HS-PS2-4) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects. (HS-PS2-3) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> Communicate scientific and technical information (e.g. about the process of development and the design and performance of a proposed process or system) in multiple formats 	<p>PS1.A: Structure and Properties of Matter</p> <ul style="list-style-type: none"> The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (secondary to HS-PS2-6) <p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> Newton’s second law accurately predicts changes in the motion of macroscopic objects. (HS-PS2-1) Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (HS-PS2-2) If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2), (HS-PS2-3) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> Newton’s law of universal gravitation and Coulomb’s law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. (HS-PS2-4) Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields. (HS-PS2-4), (HS-PS2-5) Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (HS-PS2-6), (secondary to HS-PS1-1), (secondary to HS-PS1-3) <p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> “Electrical energy” may mean energy stored in a battery or energy transmitted by electric currents. (secondary to HS-PS2-5) <p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (secondary to HS-PS2-3) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (secondary to HS-PS2-3) 	<p>Patterns</p> <ul style="list-style-type: none"> Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS2-4) <p>Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS2-1), (HS-PS2-5) Systems can be designed to cause a desired effect. (HS-PS2-3) <p>Systems and System Models</p> <ul style="list-style-type: none"> When investigating or describing a system, the boundaries and initial conditions of the system need to be defined. (HS-PS2-2) <p>Structure and Function</p> <ul style="list-style-type: none"> Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS2-6)

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HS-PS2 Motion and Stability: Forces and Interactions

<p>(including orally, graphically, textually, and mathematically). (HS-PS2-6)</p> <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> ▪ Theories and laws provide explanations in science. (HS-PS2-1),(HS-PS2-4) ▪ Laws are statements or descriptions of the relationships among observable phenomena. (HS-PS2-1),(HS-PS2-4) 		
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS3.A (HS-PS2-4),(HS-PS2-5); HS.PS3.C (HS-PS2-1); HS.PS4.B (HS-PS2-5); HS.ESS1.A (HS-PS2-1),(HS-PS2-2),(HS-PS2-4); HS.ESS1.B (HS-PS2-4); HS.ESS1.C (HS-PS2-1),(HS-PS2-2),(HS-PS2-4); HS.ESS2.A (HS-PS2-5); HS.ESS2.C (HS-PS2-1),(HS-PS2-4); HS.ESS3.A (HS-PS2-4),(HS-PS2-5)</p>		
<p><i>Articulation to DCIs across grade-bands:</i> MS.PS1.A (HS-PS2-6); MS.PS2.A (HS-PS2-1),(HS-PS2-2),(HS-PS2-3); MS.PS2.B (HS-PS2-4),(HS-PS2-5),(HS-PS2-6); MS.PS3.C (HS-PS2-1),(HS-PS2-2),(HS-PS2-3); MS.ESS1.B (HS-PS2-4),(HS-PS2-5)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <i>(HS-PS2-1),(HS-PS2-6)</i></p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-PS2-1)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <i>(HS-PS2-6)</i></p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-PS2-3),(HS-PS2-5)</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <i>(HS-PS2-5)</i></p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. <i>(HS-PS2-1),(HS-PS2-5)</i></p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (HS-PS2-1),(HS-PS2-2),(HS-PS2-4)</p> <p>MP.4 Model with mathematics. (HS-PS2-1),(HS-PS2-2),(HS-PS2-4)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-PS2-1),(HS-PS2-2),(HS-PS2-4), <i>(HS-PS2-5),(HS-PS2-6)</i></p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. <i>(HS-PS2-1),(HS-PS2-2),(HS-PS2-4),(HS-PS2-5),(HS-PS2-6)</i></p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-PS2-1),(HS-PS2-2),(HS-PS2-4), <i>(HS-PS2-5),(HS-PS2-6)</i></p> <p>HSA-SSE.A.1 Interpret expressions that represent a quantity in terms of its context. (HS-PS2-1),(HS-PS2-4)</p> <p>HSA-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (HS-PS2-1),(HS-PS2-4)</p> <p>HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. (HS-PS2-1),(HS-PS2-2)</p> <p>HSA-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. <i>(HS-PS2-1),(HS-PS2-2)</i></p> <p>HSA-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>(HS-PS2-1),(HS-PS2-2)</i></p> <p>HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by in hand in simple cases and using technology for more complicated cases. <i>(HS-PS2-1)</i></p> <p>HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). <i>(HS-PS2-1)</i></p>		

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HS-PS3 Energy

HS-PS3 Energy	
Students who demonstrate understanding can:	
HS-PS3-1.	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. [Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.] [Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.]
HS-PS3-2.	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). [Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.]
HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* [Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency.] [Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.]
HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). [Clarification Statement: Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.] [Assessment Boundary: Assessment is limited to investigations based on materials and tools provided to students.]
HS-PS3-5.	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. [Clarification Statement: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.] [Assessment Boundary: Assessment is limited to systems containing two objects.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.</p> <ul style="list-style-type: none"> ▪ Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS3-2), (HS-PS3-5) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> ▪ Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS3-4) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> ▪ Create a computational model or simulation of a phenomenon, designed device, process, or system. (HS-PS3-1) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> ▪ Design, evaluate, and/or refine a solution to a 	<p>PS3.A: Definitions of Energy</p> <ul style="list-style-type: none"> ▪ Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HS-PS3-1), (HS-PS3-2) ▪ At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. (HS-PS3-2) (HS-PS3-3) ▪ These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space. (HS-PS3-2) <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> ▪ Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (HS-PS3-1) ▪ Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1), (HS-PS3-4) ▪ Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (HS-PS3-1) ▪ The availability of energy limits what can occur in any system. (HS-PS3-1) ▪ Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down). (HS-PS3-4) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> ▪ When two objects interacting through a field change relative position, the energy stored in the field is changed. (HS-PS3-5) <p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> ▪ Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (HS-PS3-5) <p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (HS-PS3-4) ▪ Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (HS-PS3-1) <p>Energy and Matter</p> <ul style="list-style-type: none"> ▪ Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS3-3) ▪ Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems. (HS-PS3-2) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS3-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p>

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HS-PS3 Energy

<p>complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-PS3-3)</p>	<p>surrounding environment. (HS-PS3-3),(HS-PS3-4)</p> <p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> ▪ Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. <i>(secondary to HS-PS3-3)</i> 	<ul style="list-style-type: none"> ▪ Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS3-1)
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS1.A (HS-PS3-2); HS.PS1.B (HS-PS3-1),(HS-PS3-2); HS.PS2.B (HS-PS3-2),(HS-PS3-5); HS.LS2.B (HS-PS3-1); HS.ESS1.A (HS-PS3-1),(HS-PS3-4); HS.ESS2.A (HS-PS3-1),(HS-PS3-2),(HS-PS3-4); HS.ESS2.D (HS-PS3-4); HS.ESS3.A (HS-PS3-3)</p>		
<p><i>Articulation to DCIs across grade-bands:</i> MS.PS1.A (HS-PS3-2); MS.PS2.B (HS-PS3-2),(HS-PS3-5); MS.PS3.A (HS-PS3-1),(HS-PS3-2),(HS-PS3-3); MS.PS3.B (HS-PS3-1),(HS-PS3-3),(HS-PS3-4); MS.PS3.C (HS-PS3-2),(HS-PS3-5); MS.ESS2.A (HS-PS3-1),(HS-PS3-3)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <i>(HS-PS3-4)</i></p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>(HS-PS3-3),(HS-PS3-4),(HS-PS3-5)</i></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <i>(HS-PS3-4),(HS-PS3-5)</i></p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. <i>(HS-PS3-4),(HS-PS3-5)</i></p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <i>(HS-PS3-1),(HS-PS3-2),(HS-PS3-5)</i></p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (HS-PS3-1),(HS-PS3-2),(HS-PS3-3),(HS-PS3-4),(HS-PS3-5)</p> <p>MP.4 Model with mathematics. (HS-PS3-1),(HS-PS3-2),(HS-PS3-3),<i>(HS-PS3-4)</i>,(HS-PS3-5)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-PS3-1),(HS-PS3-3)</p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-PS3-1),(HS-PS3-3)</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-PS3-1),(HS-PS3-3)</p>		

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HS-PS4 Waves and Their Applications in Technologies for Information Transfer

HS-PS4 Waves and Their Applications in Technologies for Information Transfer

Students who demonstrate understanding can:

- HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.** [Clarification Statement: Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.] [Assessment Boundary: Assessment is limited to algebraic relationships and describing those relationships qualitatively.]
- HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information.** [Clarification Statement: Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.]
- HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.** [Clarification Statement: Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.] [Assessment Boundary: Assessment does not include using quantum theory.]
- HS-PS4-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.** [Clarification Statement: Emphasis is on the idea that photons associated with different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include trade books, magazines, web resources, videos, and other passages that may reflect bias.] [Assessment Boundary: Assessment is limited to qualitative descriptions.]
- HS-PS4-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*** [Clarification Statement: Examples could include solar cells capturing light and converting it to electricity; medical imaging; and communications technology.] [Assessment Boundary: Assessments are limited to qualitative information. Assessments do not include band theory.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Asking Questions and Defining Problems

Asking questions and defining problems in grades 9–12 builds from grades K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.

- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (HS-PS4-2)

Using Mathematics and Computational Thinking

Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations. (HS-PS4-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed worlds. Arguments may also come from current scientific or historical episodes in science.

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (HS-PS4-3)

Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 9–12 builds on K–8 and progresses to evaluating the validity and reliability of the claims, methods, and designs.

- Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible. (HS-PS4-4)
- Communicate technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-PS4-5)

Connections to Nature of Science

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena

- A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (HS-PS4-3)

Disciplinary Core Ideas

PS3.D: Energy in Chemical Processes

- Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy. (*secondary to HS-PS4-5*)

PS4.A: Wave Properties

- The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. (HS-PS4-1)
- Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. (HS-PS4-2), (HS-PS4-5)
- [From the 3–5 grade band endpoints] Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other. (Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two different sounds can pass a location in different directions without getting mixed up.) (HS-PS4-3)

PS4.B: Electromagnetic Radiation

- Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. (HS-PS4-3)
- When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat). Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells. (HS-PS4-4)
- Photoelectric materials emit electrons when they absorb light of a high-enough frequency. (HS-PS4-5)

PS4.C: Information Technologies and Instrumentation

- Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them. (HS-PS4-5)

Crosscutting Concepts

Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-PS4-1)
- Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (HS-PS4-4)
- Systems can be designed to cause a desired effect. (HS-PS4-5)

Systems and System Models

- Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (HS-PS4-3)

Stability and Change

- Systems can be designed for greater or lesser stability. (HS-PS4-2)

Connections to Engineering, Technology, and Applications of Science

Interdependence of Science, Engineering, and Technology

- Science and engineering complement each other in the cycle known as research and development (R&D). (HS-PS4-5)

Influence of Engineering, Technology, and Science on Society and the Natural World

- Modern civilization depends on major technological systems. (HS-PS4-2), (HS-PS4-5)
- Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-PS4-2)

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HS-PS4 Waves and Their Applications in Technologies for Information Transfer

Connections to other DCIs in this grade-band: **HS.PS1.C** (HS-PS4-4); **HS.LS1.C** (HS-PS4-4); **HS.PS3.A** (HS-PS4-4),(HS-PS4-5); **HS.PS3.D** (HS-PS4-3),(HS-PS4-4); **HS.ESS1.A** (HS-PS4-3); **HS.ESS2.A** (HS-PS4-1); **HS.ESS2.D** (HS-PS4-3)

Articulation to DCIs across grade-bands: **MS.PS3.D** (HS-PS4-4); **MS.PS4.A** (HS-PS4-1),(HS-PS4-2),(HS-PS4-5); **MS.PS4.B** (HS-PS4-1),(HS-PS4-2),(HS-PS4-3),(HS-PS4-4),(HS-PS4-5); **MS.PS4.C** (HS-PS4-2),(HS-PS4-5); **MS.LS1.C** (HS-PS4-4); **MS.ESS2.D** (HS-PS4-4)

Common Core State Standards Connections:

ELA/Literacy –

- RST.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. (HS-PS4-2),(HS-PS4-3),(HS-PS4-4)
- RST.11-12.1** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. *(HS-PS4-2),(HS-PS4-3),(HS-PS4-4)*
- RST.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. *(HS-PS4-1),(HS-PS4-4)*
- RST.11-12.8** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-PS4-2),(HS-PS4-3),(HS-PS4-4)
- WHST.9-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. *(HS-PS4-5)*
- WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS4-4)

Mathematics –

- MP.2** Reason abstractly and quantitatively. (HS-PS4-1),(HS-PS4-3)
- MP.4** Model with mathematics. (HS-PS4-1)
- HSA-SSE.A.1** Interpret expressions that represent a quantity in terms of its context. (HS-PS4-1), *(HS-PS4-3)*
- HSA-SSE.B.3** Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. *(HS-PS4-1),(HS-PS4-3)*
- HSA.CED.A.4** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *(HS-PS4-1),(HS-PS4-3)*

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HS-LS1 From Molecules to Organisms: Structures and Processes

HS-LS1 From Molecules to Organisms: Structures and Processes

Students who demonstrate understanding can:

- HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.** [Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.]
- HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.** [Clarification Statement: Emphasis is on functions at the organism system level such as nutrient uptake, water delivery, and organism movement in response to neural stimuli. An example of an interacting system could be an artery depending on the proper function of elastic tissue and smooth muscle to regulate and deliver the proper amount of blood within the circulatory system.] [Assessment Boundary: Assessment does not include interactions and functions at the molecular or chemical reaction level.]
- HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.** [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]
- HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.** [Assessment Boundary: Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.]
- HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.** [Clarification Statement: Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, and conceptual models.] [Assessment Boundary: Assessment does not include specific biochemical steps.]
- HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.** [Clarification Statement: Emphasis is on using evidence from models and simulations to support explanations.] [Assessment Boundary: Assessment does not include the details of the specific chemical reactions or identification of macromolecules.]
- HS-LS1-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.** [Clarification Statement: Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration.] [Assessment Boundary: Assessment should not include identification of the steps or specific processes involved in cellular respiration.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds.

- Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-LS1-2)
- Use a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-LS1-4), (HS-LS1-5), (HS-LS1-7)

Planning and Carrying Out Investigations

Planning and carrying out in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.

- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-LS1-3)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-LS1-1)
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-LS1-6)

Disciplinary Core Ideas

LS1.A: Structure and Function

- Systems of specialized cells within organisms help them perform the essential functions of life. (HS-LS1-1)
- All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of cells. (HS-LS1-1) (*Note: This Disciplinary Core Idea is also addressed by HS-LS3-1.*)
- Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level. (HS-LS1-2)
- Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. (HS-LS1-3)

LS1.B: Growth and Development of Organisms

- In multicellular organisms individual cells grow and then divide via a process called mitosis, thereby allowing the organism to grow. The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells. Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism. (HS-LS1-4)

LS1.C: Organization for Matter and Energy Flow in Organisms

- The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen. (HS-LS1-5)
- The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into larger molecules (such as proteins or DNA), used for example to form new cells. (HS-LS1-6)
- As matter and energy flow through different

Crosscutting Concepts

Systems and System Models

- Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (HS-LS1-2), (HS-LS1-4)

Energy and Matter

- Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-LS1-5), (HS-LS1-6)
- Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems. (HS-LS1-7)

Structure and Function

- Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-LS1-1)

Stability and Change

- Feedback (negative or positive) can stabilize or destabilize a system. (HS-LS1-3)

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HS-LS1 From Molecules to Organisms: Structures and Processes

<p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings. (HS-LS1-3) 	<p>organizational levels of living systems, chemical elements are recombined in different ways to form different products. (HS-LS1-6),(HS-LS1-7)</p> <ul style="list-style-type: none"> As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another. Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles. Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment. (HS-LS1-7) 	
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS1.B (HS-LS1-5),(HS-LS1-6),(HS-LS1-7); HS.PS2.B (HS-LS1-7); HS.LS3.A (HS-LS1-1); HS.PS3.B (HS-LS1-5),(HS-LS1-7)</p> <p><i>Articulation to DCIs across grade-bands:</i> MS.PS1.A (HS-LS1-6); MS.PS1.B (HS-LS1-5),(HS-LS1-6),(HS-LS1-7); MS.PS3.D (HS-LS1-5),(HS-LS1-6),(HS-LS1-7); MS.LS1.A (HS-LS1-1),(HS-LS1-2),(HS-LS1-3),(HS-LS1-4); MS.LS1.B (HS-LS1-4); MS.LS1.C (HS-LS1-5),(HS-LS1-6),(HS-LS1-7); MS.LS2.B (HS-LS1-5),(HS-LS1-7); MS.ESS2.E (HS-LS1-6); MS.LS3.A (HS-LS1-1),(HS-LS1-4); MS.LS3.B (HS-LS1-1)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS1-1),(HS-LS1-6)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS1-1),(HS-LS1-6)</p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS1-6)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS1-3)</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-LS1-3)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. (HS-LS1-1),(HS-LS1-6)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (HS-LS1-2),(HS-LS1-4),(HS-LS1-5),(HS-LS1-7)</p> <p><i>Mathematics –</i></p> <p>MP.4 Model with mathematics. (HS-LS1-4)</p> <p>HSF-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (HS-LS1-4)</p> <p>HSF-BF.A.1 Write a function that describes a relationship between two quantities. (HS-LS1-4)</p>		

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HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

Students who demonstrate understanding can:

- HS-LS2-1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.** [Clarification Statement: Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, and population changes gathered from simulations or historical data sets.] [Assessment Boundary: Assessment does not include deriving mathematical equations to make comparisons.]
- HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.** [Clarification Statement: Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.] [Assessment Boundary: Assessment is limited to provided data.]
- HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.** [Clarification Statement: Emphasis is on conceptual understanding of the role of aerobic and anaerobic respiration in different environments.] [Assessment Boundary: Assessment does not include the specific chemical processes of either aerobic or anaerobic respiration.]
- HS-LS2-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.** [Clarification Statement: Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.] [Assessment Boundary: Assessment is limited to proportional reasoning to describe the cycling of matter and flow of energy.]
- HS-LS2-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.** [Clarification Statement: Examples of models could include simulations and mathematical models.] [Assessment Boundary: Assessment does not include the specific chemical steps of photosynthesis and respiration.]
- HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.** [Clarification Statement: Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.]
- HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*** [Clarification Statement: Examples of human activities can include urbanization, building dams, and dissemination of invasive species.]
- HS-LS2-8. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.** [Clarification Statement: Emphasis is on: (1) distinguishing between group and individual behavior, (2) identifying evidence supporting the outcomes of group behavior, and (3) developing logical and reasonable arguments based on evidence. Examples of group behaviors could include flocking, schooling, herding, and cooperative behaviors such as hunting, migrating, and swarming.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Developing and Using Models

Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show how relationships among variables between systems and their components in the natural and designed worlds.

- Develop a model based on evidence to illustrate the relationships between systems or components of a system. (HS-LS2-5)

Using Mathematics and Computational Thinking

Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical and/or computational representations of phenomena or design solutions to support explanations. (HS-LS2-1)
- Use mathematical representations of phenomena or design solutions to support and revise explanations. (HS-LS2-2)
- Use mathematical representations of phenomena or design solutions to support claims. (HS-LS2-4)

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.

- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past

Disciplinary Core Ideas

LS2.A: Interdependent Relationships in Ecosystems

- Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (HS-LS2-1), (HS-LS2-2)

LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes. (HS-LS2-3)
- Plants or algae form the lowest level of the food web. At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward, to produce growth and release energy in cellular respiration at the higher level. Given this inefficiency, there are generally fewer organisms at higher levels of a food web. Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded. The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways. At each link in an ecosystem, matter and energy are conserved. (HS-LS2-4)
- Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes. (HS-LS2-5)

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

- A complex set of interactions within an ecosystem can keep its numbers and types of organisms relatively constant over long periods of time under stable conditions. If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient), as opposed to becoming a very different ecosystem. Extreme fluctuations in conditions or the size of any population, however, can challenge the functioning of ecosystems in terms of resources and habitat availability. (HS-LS2-2), (HS-LS2-6)

Crosscutting Concepts

Cause and Effect

- Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-LS2-8)

Scale, Proportion, and Quantity

- The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (HS-LS2-1)
- Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale. (HS-LS2-2)

Systems and System Models

- Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (HS-LS2-5)

Energy and Matter

- Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems. (HS-LS2-4)
- Energy drives the cycling of matter within and between systems. (HS-LS2-3)

Stability and Change

- Much of science deals with constructing explanations of how things change and how they remain stable. (HS-LS2-6), (HS-LS2-7)

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HS-LS2 Ecosystems: Interactions, Energy, and Dynamics

<p>and will continue to do so in the future. (HS-LS2-3)</p> <ul style="list-style-type: none"> Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-LS2-7) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (HS-LS2-6) Evaluate the evidence behind currently accepted explanations to determine the merits of arguments. (HS-LS2-8) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;">Connections to Nature of Science</p> <p>Scientific Knowledge is Open to Revision in Light of New Evidence</p> <ul style="list-style-type: none"> Most scientific knowledge is quite durable, but is, in principle, subject to change based on new evidence and/or reinterpretation of existing evidence. (HS-LS2-2),(HS-LS2-3) Scientific argumentation is a mode of logical discourse used to clarify the strength of relationships between ideas and evidence that may result in revision of an explanation. (HS-LS2-6),(HS-LS2-8) 	<ul style="list-style-type: none"> Moreover, anthropogenic changes (induced by human activity) in the environment—including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change—can disrupt an ecosystem and threaten the survival of some species. (HS-LS2-7) <p>LS2.D: Social Interactions and Group Behavior</p> <ul style="list-style-type: none"> Group behavior has evolved because membership can increase the chances of survival for individuals and their genetic relatives. (HS-LS2-8) <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). (<i>secondary to HS-LS2-7</i>) Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (<i>secondary to HS-LS2-7</i>) (<i>Note: This Disciplinary Core Idea is also addressed by HS-LS4-6.</i>) <p>PS3.D: Energy in Chemical Processes</p> <ul style="list-style-type: none"> The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis. (<i>secondary to HS-LS2-5</i>) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. (<i>secondary to HS-LS2-7</i>) 	
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS1.B (HS-LS2-3),(HS-LS2-5); HS.PS3.B (HS-LS2-3),(HS-LS2-4); HS.PS3.D (HS-LS2-3),(HS-LS2-4); HS.ESS2.A (HS-LS2-3); HS.ESS2.D (HS-LS2-5),(HS-LS2-7); HS.ESS2.E (HS-LS2-2),(HS-LS2-6),(HS-LS2-7); HS.ESS3.A (HS-LS2-2),(HS-LS2-7); HS.ESS3.C (HS-LS2-2),(HS-LS2-7); HS.ESS3.D (HS-LS2-2)</p>		
<p><i>Articulation across grade-bands:</i> MS.PS1.B (HS-LS2-3); MS.PS3.D (HS-LS2-3),(HS-LS2-4),(HS-LS2-5); MS.LS1.B (HS-LS2-8); MS.LS1.C (HS-LS2-3),(HS-LS2-4),(HS-LS2-5); MS.LS2.A (HS-LS2-1),(HS-LS2-2),(HS-LS2-6); MS.LS2.B (HS-LS2-3),(HS-LS2-4),(HS-LS2-5); MS.LS2.C (HS-LS2-1),(HS-LS2-2),(HS-LS2-6),(HS-LS2-7); MS.ESS2.A (HS-LS2-5); MS.ESS2.E (HS-LS2-6); MS.ESS3.A (HS-LS2-1); MS.ESS3.C (HS-LS2-1),(HS-LS2-2),(HS-LS2-6),(HS-LS2-7); MS.ESS3.D (HS-LS2-7)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem. (HS-LS2-6),(HS-LS2-7),(HS-LS2-8)</p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS2-1),(HS-LS2-2),(HS-LS2-3),(HS-LS2-6),(HS-LS2-8)</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-LS2-6),(HS-LS2-7),(HS-LS2-8)</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-LS2-6),(HS-LS2-7),(HS-LS2-8)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-LS2-1),(HS-LS2-2),(HS-LS2-3)</p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (HS-LS2-3)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS2-7)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (HS-LS2-1),(HS-LS2-2),(HS-LS2-4),(HS-LS2-6),(HS-LS2-7)</p> <p>MP.4 Model with mathematics. (HS-LS2-1),(HS-LS2-2),(HS-LS2-4)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-LS2-1),(HS-LS2-2),(HS-LS2-4),(HS-LS2-7)</p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-LS2-1),(HS-LS2-2),(HS-LS2-4),(HS-LS2-7)</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-LS2-1),(HS-LS2-2),(HS-LS2-4),(HS-LS2-7)</p> <p>HSS-ID.A.1 Represent data with plots on the real number line. (HS-LS2-6)</p> <p>HSS-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population. (HS-LS2-6)</p> <p>HSS-IC.B.6 Evaluate reports based on data. (HS-LS2-6)</p>		

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HS-LS3 Heredity: Inheritance and Variation of Traits

HS-LS3 Heredity: Inheritance and Variation of Traits
<p>Students who demonstrate understanding can:</p> <p>HS-LS3-1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]</p> <p>HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. [Clarification Statement: Emphasis is on using data to support arguments for the way variation occurs.] [Assessment Boundary: Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.]</p> <p>HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. [Clarification Statement: Emphasis is on the use of mathematics to describe the probability of traits as it relates to genetic and environmental factors in the expression of traits.] [Assessment Boundary: Assessment does not include Hardy-Weinberg calculations.]</p>

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in 9-12 builds on K-8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.</p> <ul style="list-style-type: none"> Ask questions that arise from examining models or a theory to clarify relationships. (HS-LS3-1) <p>Analyzing and Interpreting Data Analyzing data in 9-12 builds on K-8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. (HS-LS3-3) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 9-12 builds on K-8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Make and defend a claim based on evidence about the natural world that reflects scientific knowledge, and student-generated evidence. (HS-LS3-2) 	<p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> All cells contain genetic information in the form of DNA molecules. Genes are regions in the DNA that contain the instructions that code for the formation of proteins. (<i>secondary to HS-LS3-1</i>) (<i>Note: This Disciplinary Core Idea is also addressed by HS-LS1-1.</i>) <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Each chromosome consists of a single very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA. The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways. Not all DNA codes for a protein; some segments of DNA are involved in regulatory or structural functions, and some have no as-yet known function. (HS-LS3-1) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation. Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which are also a source of genetic variation. Environmental factors can also cause mutations in genes, and viable mutations are inherited. (HS-LS3-2) Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in a population. Thus the variation and distribution of traits observed depends on both genetic and environmental factors. (HS-LS3-2),(HS-LS3-3) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-LS3-1),(HS-LS3-2) <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (HS-LS3-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> Technological advances have influenced the progress of science and science has influenced advances in technology. (HS-LS3-3) Science and engineering are influenced by society and society is influenced by science and engineering. (HS-LS3-3)

Connections to other DCIs in this grade-band: **HS.LS2.A** (HS-LS3-3); **HS.LS2.C** (HS-LS3-3); **HS.LS4.B** (HS-LS3-3); **HS.LS4.C** (HS-LS3-3)

Articulation across grade-bands: **MS.LS2.A** (HS-LS3-3); **MS.LS3.A** (HS-LS3-1),(HS-LS3-2); **MS.LS3.B** (HS-LS3-1),(HS-LS3-2),(HS-LS3-3); **MS.LS4.C** (HS-LS3-3)

Common Core State Standards Connections:

<i>ELA/Literacy –</i>	
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (<i>HS-LS3-1</i>),(<i>HS-LS3-2</i>)
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (<i>HS-LS3-1</i>)
WHST.9-12.1	Write arguments focused on <i>discipline-specific content</i> . (HS-LS3-2)
<i>Mathematics –</i>	
MP.2	Reason abstractly and quantitatively. (HS-LS3-2),(HS-LS3-3)

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HS-LS4 Biological Evolution: Unity and Diversity

HS-LS4 Biological Evolution: Unity and Diversity	
Students who demonstrate understanding can:	
HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	[Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.]
HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	[Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.] [Assessment Boundary: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.]
HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	[Clarification Statement: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.] [Assessment Boundary: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.]
HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	[Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.]
HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	[Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]
HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*	[Clarification Statement: Emphasis is on designing solutions for a proposed problem related to threatened or endangered species, or to genetic variation of organisms for multiple species.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible. (HS-LS4-3) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Create or revise a simulation of a phenomenon, designed device, process, or system. (HS-LS4-6) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-LS4-2), (HS-LS4-4) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments. (HS-LS4-5) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 9–12</p>	<p>LS4.A: Evidence of Common Ancestry and Diversity</p> <ul style="list-style-type: none"> Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (HS-LS4-1) <p>LS4.B: Natural Selection</p> <ul style="list-style-type: none"> Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information—that is, trait variation—that leads to differences in performance among individuals. (HS-LS4-2), (HS-LS4-3) The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population. (HS-LS4-3) <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (HS-LS4-2) Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not. (HS-LS4-3), (HS-LS4-4) Adaptation also means that the distribution of traits in a population can change when conditions change. (HS-LS4-3) Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline—and sometimes the extinction—of some species. (HS-LS4-5), (HS-LS4-6) 	<p>Patterns</p> <ul style="list-style-type: none"> Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-LS4-1), (HS-LS4-3) <p>Cause and Effect</p> <ul style="list-style-type: none"> Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-LS4-2), (HS-LS4-4), (HS-LS4-5), (HS-LS4-6) <p>-----</p> <p>Connections to Nature of Science</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (HS-LS4-1), (HS-LS4-4)

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HS-LS4 Biological Evolution: Unity and Diversity

<p>builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> Communicate scientific information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-LS4-1) <p style="text-align: center;">----- <i>Connections to Nature of Science</i> -----</p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (HS-LS4-1) 	<ul style="list-style-type: none"> Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' evolution is lost. (HS-LS4-5) <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, overexploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value. (HS-LS4-6) <i>(Note: This Disciplinary Core Idea is also addressed by HS-LS2-7.)</i> <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. <i>(secondary to HS-LS4-6)</i> Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. <i>(secondary to HS-LS4-6)</i> 	
<p><i>Connections to other DCIs in this grade-band:</i> HS.LS2.A (HS-LS4-2),(HS-LS4-3),(HS-LS4-4),(HS-LS4-5); HS.LS2.D (HS-LS4-2),(HS-LS4-3),(HS-LS4-4),(HS-LS4-5); HS.LS3.A (HS-LS4-1); HS.LS3.B (HS-LS4-1),(HS-LS4-2) (HS-LS4-3),(HS-LS4-5); HS.ESS1.C (HS-LS4-1); HS.ESS2.D (HS-LS4-6); HS.ESS2.E (HS-LS4-2),(HS-LS4-5),(HS-LS4-6); HS.ESS3.A (HS-LS4-2),(HS-LS4-5),(HS-LS4-6); HS.ESS3.C (HS-LS4-6); HS.ESS3.D (HS-LS4-6)</p>		
<p><i>Articulation across grade-bands:</i> MS.LS2.A (HS-LS4-2),(HS-LS4-3),(HS-LS4-5); MS.LS2.C (HS-LS4-5),(HS-LS4-6); MS.LS3.A (HS-LS4-1); MS.LS3.B (HS-LS4-1),(HS-LS4-2),(HS-LS4-3); MS.LS4.A (HS-LS4-1); MS.LS4.B (HS-LS4-2),(HS-LS4-3),(HS-LS4-4); MS.LS4.C (HS-LS4-2),(HS-LS4-3),(HS-LS4-4),(HS-LS4-5); MS.ESS1.C (HS-LS4-1); MS.ESS3.C (HS-LS4-5),(HS-LS4-6)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <i>(HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4)</i></p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-LS4-5)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <i>(HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4)</i></p> <p>WHST.9-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <i>(HS-LS4-6)</i></p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-LS4-6)</p> <p>WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research. <i>(HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4),(HS-LS4-5)</i></p> <p>SL.11-12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. <i>(HS-LS4-1),(HS-LS4-2)</i></p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. <i>(HS-LS4-1),(HS-LS4-2),(HS-LS4-3),(HS-LS4-4),(HS-LS4-5)</i></p> <p>MP.4 Model with mathematics. <i>(HS-LS4-2)</i></p>		

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HS-ESS1 Earth's Place in the Universe

HS-ESS1 Earth's Place in the Universe	
Students who demonstrate understanding can:	
HS-ESS1-1.	Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. [Clarification Statement: Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.] [Assessment Boundary: Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.]
HS-ESS1-2.	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. [Clarification Statement: Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding, the cosmic microwave background as the remnant radiation from the Big Bang, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases (from the spectra of electromagnetic radiation from stars), which matches that predicted by the Big Bang theory (3/4 hydrogen and 1/4 helium).]
HS-ESS1-3.	Communicate scientific ideas about the way stars, over their life cycle, produce elements. [Clarification Statement: Emphasis is on the way nucleosynthesis, and therefore the different elements created, varies as a function of the mass of a star and the stage of its lifetime.] [Assessment Boundary: Details of the many different nucleosynthesis pathways for stars of differing masses are not assessed.]
HS-ESS1-4.	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. [Clarification Statement: Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons.] [Assessment Boundary: Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.]
HS-ESS1-5.	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. [Clarification Statement: Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks. Examples include evidence of the ages oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust increasing with distance away from a central ancient core (a result of past plate interactions).]
HS-ESS1-6.	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history. [Clarification Statement: Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system 4.6 billion years ago. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).</p> <ul style="list-style-type: none"> Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-ESS1-1) <p>Using Mathematical and Computational Thinking Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> Use mathematical or computational representations of phenomena to describe explanations. (HS-ESS1-4) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles, and theories.</p> <ul style="list-style-type: none"> Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-ESS1-2) Apply scientific reasoning to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. (HS-ESS1-6) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> Evaluate evidence behind currently accepted explanations or solutions to determine the merits of arguments. (HS-ESS1-5) <p>Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 9–12</p>	<p>ESS1.A: The Universe and Its Stars</p> <ul style="list-style-type: none"> The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. (HS-ESS1-1) The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. (HS-ESS1-2), (HS-ESS1-3) The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. (HS-ESS1-2) Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode. (HS-ESS1-2), (HS-ESS1-3) <p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system. (HS-ESS1-4) <p>ESS1.C: The History of Planet Earth</p> <ul style="list-style-type: none"> Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old. (HS-ESS1-5) Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history. (HS-ESS1-6) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. (<i>ESS2.B Grade 8 GBE</i>) (<i>secondary to</i> 	<p>Patterns</p> <ul style="list-style-type: none"> Empirical evidence is needed to identify patterns. (HS-ESS1-5) <p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. (HS-ESS1-1) Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). (HS-ESS1-4) <p>Energy and Matter</p> <ul style="list-style-type: none"> Energy cannot be created or destroyed—only moved between one place and another place, between objects and/or fields, or between systems. (HS-ESS1-2) In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-ESS1-3) <p>Stability and Change</p> <ul style="list-style-type: none"> Much of science deals with constructing explanations of how things change and how they remain stable. (HS-ESS1-6) <p>-----</p> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>-----</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (HS-ESS1-2), (HS-ESS1-4) <p>-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>-----</p> <p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p>

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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HS-ESS1 Earth's Place in the Universe

<p>builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs.</p> <ul style="list-style-type: none"> ▪ Communicate scientific ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). (HS-ESS1-3) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena</p> <ul style="list-style-type: none"> ▪ A scientific theory is a substantiated explanation of some aspect of the natural world, based on a body of facts that have been repeatedly confirmed through observation and experiment and the science community validates each theory before it is accepted. If new evidence is discovered that the theory does not accommodate, the theory is generally modified in light of this new evidence. (HS-ESS1-2),(HS-ESS1-6) ▪ Models, mechanisms, and explanations collectively serve as tools in the development of a scientific theory. (HS-ESS1-6) 	<p style="text-align: center;"><i>HS-ESS1-5)</i></p> <p>PS1.C: Nuclear Processes</p> <ul style="list-style-type: none"> ▪ Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials. (<i>secondary to HS-ESS1-5</i>),(<i>secondary to HS-ESS1-6</i>) <p>PS3.D: Energy in Chemical Processes and Everyday Life</p> <ul style="list-style-type: none"> ▪ Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation. (<i>secondary to HS-ESS1-1</i>) <p>PS4.B Electromagnetic Radiation</p> <ul style="list-style-type: none"> ▪ Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (<i>secondary to HS-ESS1-2</i>) 	<ul style="list-style-type: none"> ▪ Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. (HS-ESS1-2) ▪ Science assumes the universe is a vast single system in which basic laws are consistent. (HS-ESS1-2)
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS1.A (HS-ESS1-2),(HS-ESS1-3); HS.PS1.C (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-3); HS.PS2.A (HS-ESS1-6); HS.PS2.B (HS-ESS1-4),(HS-ESS1-6); HS.PS3.A (HS-ESS1-1),(HS-ESS1-2); HS.PS3.B (HS-ESS1-2),(HS-ESS1-5); HS.PS4.A (HS-ESS1-2); HS.ESS2.A (HS-ESS1-5)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> MS.PS1.A (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-3); MS.PS2.A (HS-ESS1-4); MS.PS2.B (HS-ESS1-4),(HS-ESS1-6); MS.PS4.B (HS-ESS1-1),(HS-ESS1-2); MS.ESS1.A (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-3),(HS-ESS1-4); MS.ESS1.B (HS-ESS1-4),(HS-ESS1-6); MS.ESS1.C (HS-ESS1-5),(HS-ESS1-6); MS.ESS2.A (HS-ESS1-1),(HS-ESS1-5),(HS-ESS1-6); MS.ESS2.B (HS-ESS1-5),(HS-ESS1-6); MS.ESS2.D (HS-ESS1-1)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (<i>HS-ESS1-1</i>),(<i>HS-ESS1-2</i>),(<i>HS-ESS1-5</i>),(<i>HS-ESS1-6</i>)</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-ESS1-5),(HS-ESS1-6)</p> <p>WHST.9-12.1 Write arguments focused on <i>discipline-specific content</i>. (HS-ESS1-6)</p> <p>WHST.9-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-ESS1-2),(<i>HS-ESS1-3</i>),(<i>HS-ESS1-5</i>)</p> <p>SL.11-12.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (<i>HS-ESS1-3</i>)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-3),(HS-ESS1-4),(HS-ESS1-5),(HS-ESS1-6)</p> <p>MP.4 Model with mathematics. (HS-ESS1-1),(HS-ESS1-4)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-4),(HS-ESS1-5),(HS-ESS1-6)</p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-ESS1-1),(<i>HS-ESS1-2</i>),(HS-ESS1-4),(<i>HS-ESS1-5</i>),(<i>HS-ESS1-6</i>)</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-ESS1-1),(HS-ESS1-2),(HS-ESS1-4),(HS-ESS1-5),(HS-ESS1-6)</p> <p>HSA-SSE.A.1 Interpret expressions that represent a quantity in terms of its context. (<i>HS-ESS1-1</i>),(<i>HS-ESS1-2</i>),(HS-ESS1-4)</p> <p>HSA-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (<i>HS-ESS1-1</i>),(<i>HS-ESS1-2</i>),(<i>HS-ESS1-4</i>)</p> <p>HSA-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. (<i>HS-ESS1-1</i>),(<i>HS-ESS1-2</i>),(<i>HS-ESS1-4</i>)</p> <p>HSF-IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. (<i>HS-ESS1-6</i>)</p> <p>HSS-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how those variables are related. (<i>HS-ESS1-6</i>)</p>		

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HS-ESS2 Earth's Systems

HS-ESS2 Earth's Systems
Students who demonstrate understanding can:
<p>HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. [Clarification Statement: Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and orogeny) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion).] [Assessment Boundary: Assessment does not include memorization of the details of the formation of specific geographic features of Earth's surface.]</p>
<p>HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. [Clarification Statement: Examples should include climate feedbacks, such as how an increase in greenhouse gases causes a rise in global temperatures that melts glacial ice, which reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice. Examples could also be taken from other system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.]</p>
<p>HS-ESS2-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. [Clarification Statement: Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of Earth's three-dimensional structure obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and identification of the composition of Earth's layers from high-pressure laboratory experiments.]</p>
<p>HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. [Clarification Statement: Examples of the causes of climate change differ by timescale, over 1-10 years: large volcanic eruption, ocean circulation; 10-100s of years: changes in human activity, ocean circulation, solar output; 10-100s of thousands of years: changes to Earth's orbit and the orientation of its axis; and 10-100s of millions of years: long-term changes in atmospheric composition.] [Assessment Boundary: Assessment of the results of changes in climate is limited to changes in surface temperatures, precipitation patterns, glacial ice volumes, sea levels, and biosphere distribution.]</p>
<p>HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).]</p>
<p>HS-ESS2-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. [Clarification Statement: Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms.]</p>
<p>HS-ESS2-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth. [Clarification Statement: Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors control the evolution of life, which in turn continuously alters Earth's surface. Examples of include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and allowed for the evolution of animal life; how microbial life on land increased the formation of soil, which in turn allowed for the evolution of land plants; or how the evolution of corals created reefs that altered patterns of erosion and deposition along coastlines and provided habitats for the evolution of new life forms.] [Assessment Boundary: Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.]</p>

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Developing and Using Models Modeling in 9–12 builds on K–8 experiences and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed world(s).</p> <ul style="list-style-type: none"> ▪ Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-ESS2-1), (HS-ESS2-3), (HS-ESS2-6) ▪ Use a model to provide mechanistic accounts of phenomena. (HS-ESS2-4) <p>Planning and Carrying Out Investigations Planning and carrying out investigations in 9–12 builds on K–8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models.</p> <ul style="list-style-type: none"> ▪ Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-ESS2-5) <p>Analyzing and Interpreting Data Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> ▪ Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. (HS-ESS2-2) 	<p>ESS1.B: Earth and the Solar System</p> <ul style="list-style-type: none"> ▪ Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the earth. These phenomena cause a cycle of ice ages and other gradual climate changes. (<i>Secondary to HS-ESS2-4</i>) <p>ESS2.A: Earth Materials and Systems</p> <ul style="list-style-type: none"> ▪ Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (HS-ESS2-1), (HS-ESS2-2) ▪ Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior. (HS-ESS2-3) ▪ The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term tectonic cycles. (HS-ESS2-4) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> ▪ The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection. (HS-ESS2-3) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-ESS2-4) <p>Energy and Matter</p> <ul style="list-style-type: none"> ▪ The total amount of energy and matter in closed systems is conserved. (HS-ESS2-6) ▪ Energy drives the cycling of matter within and between systems. (HS-ESS2-3) <p>Structure and Function</p> <ul style="list-style-type: none"> ▪ The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials. (HS-ESS2-5) <p>Stability and Change</p> <ul style="list-style-type: none"> ▪ Much of science deals with constructing explanations of how things change and how they remain stable. (HS-ESS2-7) ▪ Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS2-1) ▪ Feedback (negative or positive) can stabilize or destabilize a system. (HS-ESS2-2) <p style="text-align: center; font-size: small;">-----</p> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p>

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HS-ESS2 Earth's Systems

<p>Engaging in Argument from Evidence Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> ▪ Construct an oral and written argument or counter-arguments based on data and evidence. (HS-ESS2-7) <p style="text-align: center;">-----</p> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Science knowledge is based on empirical evidence. (HS-ESS2-3) ▪ Science disciplines share common rules of evidence used to evaluate explanations about natural systems. (HS-ESS2-3) ▪ Science includes the process of coordinating patterns of evidence with current theory. (HS-ESS2-3) ▪ Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (HS-ESS2-4) 	<ul style="list-style-type: none"> ▪ Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust. (<i>ESS2.B Grade 8 GBE</i>) (HS-ESS2-1) <p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <ul style="list-style-type: none"> ▪ The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (HS-ESS2-5) <p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> ▪ The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (HS-ESS2-2),(HS-ESS2-4) ▪ Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen. (HS-ESS2-6),(HS-ESS2-7) ▪ Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate. (HS-ESS2-6),(HS-ESS2-4) <p>ESS2.E: Biogeology</p> <ul style="list-style-type: none"> ▪ The many dynamic and delicate feedbacks between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it. (HS-ESS2-7) <p>PS4.A: Wave Properties</p> <ul style="list-style-type: none"> ▪ Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet. (<i>secondary to HS-ESS2-3</i>) 	<p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> ▪ Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise. (HS-ESS2-3) <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ESS2-2)
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS1.A (HS-ESS2-5),(HS-ESS2-6); HS.PS1.B (HS-ESS2-5),(HS-ESS2-6); HS.PS2.B (HS-ESS2-1),(HS-ESS2-3); HS.PS3.A (HS-ESS2-4); HS.PS3.B (HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-5); HS.PS3.D (HS-ESS2-3),(HS-ESS2-6); HS.PS4.B (HS-ESS2-2); HS.LS1.C (HS-ESS2-6); HS.LS2.A (HS-ESS2-7); HS.LS2.B (HS-ESS2-2),(HS-ESS2-6); HS.LS2.C (HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-7); HS.LS4.A (HS-ESS2-7); HS.LS4.B (HS-ESS2-7); HS.LS4.C (HS-ESS2-7); HS.LS4.D (HS-ESS2-2),(HS-ESS2-7); HS.ESS1.C (HS-ESS2-4); HS.ESS3.C (HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-5),(HS-ESS2-6); HS.ESS3.D (HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-6)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> MS.PS1.A (HS-ESS2-3),(HS-ESS2-5),(HS-ESS2-6); MS.PS1.B (HS-ESS2-3); MS.PS2.B (HS-ESS2-1),(HS-ESS2-3); MS.PS3.A (HS-ESS2-3),(HS-ESS2-4); MS.PS3.B (HS-ESS2-3),(HS-ESS2-4); MS.PS3.D (HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-6); MS.PS4.B (HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-5),(HS-ESS2-6); MS.LS1.C (HS-ESS2-4); MS.LS2.A (HS-ESS2-7); MS.LS2.B (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-6); MS.LS2.C (HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-7); MS.LS4.A (HS-ESS2-7); MS.LS4.B (HS-ESS2-7); MS.LS4.C (HS-ESS2-2),(HS-ESS2-7); MS.ESS1.C (HS-ESS2-1),(HS-ESS2-7); MS.ESS2.A (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-5),(HS-ESS2-6),(HS-ESS2-7); MS.ESS2.B (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-6); MS.ESS2.C (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-5),(HS-ESS2-6),(HS-ESS2-7); MS.ESS2.D (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-5); MS.ESS3.C (HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-6),(HS-ESS2-7); MS.ESS3.D (HS-ESS2-2),(HS-ESS2-4),(HS-ESS2-6)</p>		
<p><i>Common Core State Standards Connections:</i></p> <p><i>ELA/Literacy –</i></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (<i>HS-ESS2-2</i>),(<i>HS-ESS2-3</i>)</p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (<i>HS-ESS2-2</i>)</p> <p>WHST.9-12.1 Write arguments focused on <i>discipline-specific content</i>. (HS-ESS2-7)</p> <p>WHST.9-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (HS-ESS2-5)</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (<i>HS-ESS2-1</i>),(<i>HS-ESS2-3</i>),(<i>HS-ESS2-4</i>)</p> <p><i>Mathematics –</i></p> <p>MP.2 Reason abstractly and quantitatively. (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-6)</p> <p>MP.4 Model with mathematics. (HS-ESS2-1),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-6)</p> <p>HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-6)</p> <p>HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling. (HS-ESS2-1),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-6)</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (HS-ESS2-1),(HS-ESS2-2),(HS-ESS2-3),(HS-ESS2-4),(HS-ESS2-5),(HS-ESS2-6)</p>		

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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HS-ESS3 Earth and Human Activity

HS-ESS3 Earth and Human Activity
<p>Students who demonstrate understanding can:</p> <p>HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. [Clarification Statement: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.]</p> <p>HS-ESS3-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.* [Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.]</p> <p>HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. [Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.] [Assessment Boundary: Assessment for computational simulations is limited to using provided multi-parameter programs or constructing simplified spreadsheet calculations.]</p> <p>HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.* [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).]</p> <p>HS-ESS3-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. [Clarification Statement: Examples of evidence, for both data and climate model outputs, are for climate changes (such as precipitation and temperature) and their associated impacts (such as on sea level, glacial ice volumes, or atmosphere and ocean composition).] [Assessment Boundary: Assessment is limited to one example of a climate change and its associated impacts.]</p> <p>HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. [Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.] [Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.]</p>

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Analyzing and Interpreting Data Analyzing data in 9–12 builds on K–8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.</p> <ul style="list-style-type: none"> ▪ Analyze data using computational models in order to make valid and reliable scientific claims. (HS-ESS3-5) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> ▪ Create a computational model or simulation of a phenomenon, designed device, process, or system. (HS-ESS3-3) ▪ Use a computational representation of phenomena or design solutions to describe and/or support claims and/or explanations. (HS-ESS3-6) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific knowledge, principles, and theories.</p> <ul style="list-style-type: none"> ▪ Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-ESS3-1) ▪ Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ESS3-4) <p>Engaging in Argument from Evidence Engaging in argument from evidence in 9–12 builds on K–8</p>	<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> ▪ Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (<i>secondary to HS-ESS3-6</i>) <p>ESS3.A: Natural Resources</p> <ul style="list-style-type: none"> ▪ Resource availability has guided the development of human society. (HS-ESS3-1) ▪ All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS3-2) <p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> ▪ Natural hazards and other geologic events have shaped the course of human history; [they] have significantly altered the sizes of human populations and have driven human migrations. (HS-ESS3-1) <p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> ▪ The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3) ▪ Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (HS-ESS3-4) <p>ESS3.D: Global Climate Change</p> <ul style="list-style-type: none"> ▪ Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (HS-ESS3-5) ▪ Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (HS-ESS3-6) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ▪ When evaluating solutions, it is important to take into 	<p>Cause and Effect</p> <ul style="list-style-type: none"> ▪ Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-ESS3-1) <p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (HS-ESS3-6) <p>Stability and Change</p> <ul style="list-style-type: none"> ▪ Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS3-3), (HS-ESS3-5) ▪ Feedback (negative or positive) can stabilize or destabilize a system. (HS-ESS3-4) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ Modern civilization depends on major technological systems. (HS-ESS3-1), (HS-ESS3-3) ▪ Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-ESS3-2), (HS-ESS3-4) ▪ New technologies can have deep impacts

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HS-ESS3 Earth and Human Activity

<p>experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.</p> <ul style="list-style-type: none"> ▪ Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations). (HS-ESS3-2) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> ▪ Science investigations use diverse methods and do not always use the same set of procedures to obtain data. (HS-ESS3-5) ▪ New technologies advance scientific knowledge. (HS-ESS3-5) <p>Scientific Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> ▪ Science knowledge is based on empirical evidence. (HS-ESS3-5) ▪ Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (HS-ESS3-5) 	<p>account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (<i>secondary to HS-ESS3-2</i>), (<i>secondary HS-ESS3-4</i>)</p>	<p>on society and the environment, including some that were not anticipated. (HS-ESS3-3)</p> <ul style="list-style-type: none"> ▪ Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ESS3-2) <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><i>Connections to Nature of Science</i></p> <p>Science is a Human Endeavor</p> <ul style="list-style-type: none"> ▪ Science is a result of human endeavors, imagination, and creativity. (HS-ESS3-3) <p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> ▪ Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions. (HS-ESS3-2) ▪ Science knowledge indicates what can happen in natural systems—not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge. (HS-ESS3-2) ▪ Many decisions are not made using science alone, but rely on social and cultural contexts to resolve issues. (HS-ESS3-2)
<p><i>Connections to other DCIs in this grade-band:</i> HS.PS1.B (HS-ESS3-3); HS.PS3.B (HS-ESS3-2),(HS-ESS3-5); HS.PS3.D (HS-ESS3-2),(HS-ESS3-5); HS.LS1.C (HS-ESS3-5); HS.LS2.A (HS-ESS3-2),(HS-ESS3-3); HS.LS2.B (HS-ESS3-2),(HS-ESS3-3),(HS-ESS3-6); HS.LS2.C (HS-ESS3-3),(HS-ESS3-4),(HS-ESS3-6); HS.LS4.D (HS-ESS3-2),(HS-ESS3-3),(HS-ESS3-4),(HS-ESS3-6); HS.ESS2.A (HS-ESS3-2),(HS-ESS3-3),(HS-ESS3-6); HS.ESS2.D (HS-ESS3-5); HS.ESS2.E (HS-ESS3-3)</p>		
<p><i>Articulation of DCIs across grade-bands:</i> MS.PS1.B (HS-ESS3-3); MS.PS3.B (HS-ESS3-5); MS.PS3.D (HS-ESS3-2),(HS-ESS3-5); MS.LS2.A (HS-ESS3-1),(HS-ESS3-2),(HS-ESS3-3); MS.LS2.B (HS-ESS3-2),(HS-ESS3-3); MS.LS2.C (HS-ESS3-3),(HS-ESS3-4),(HS-ESS3-6); MS.LS4.C (HS-ESS3-3); MS.LS4.D (HS-ESS3-1),(HS-ESS3-2),(HS-ESS3-3); MS.ESS2.A (HS-ESS3-1),(HS-ESS3-3),(HS-ESS3-4),(HS-ESS3-5),(HS-ESS3-6); MS.ESS2.C (HS-ESS3-6); MS.ESS2.D (HS-ESS3-5); MS.ESS3.A (HS-ESS3-1),(HS-ESS3-2),(HS-ESS3-3); MS.ESS3.B (HS-ESS3-1),(HS-ESS3-4),(HS-ESS3-5); MS.ESS3.C (HS-ESS3-2),(HS-ESS3-3),(HS-ESS3-4),(HS-ESS3-5),(HS-ESS3-6); MS.ESS3.D (HS-ESS3-4),(HS-ESS3-5),(HS-ESS3-6)</p>		
<p><i>Common Core State Standards Connections:</i></p>		
<p><i>ELA/Literacy –</i></p>		
RST.11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (<i>HS-ESS3-1</i>),(HS-ESS3-2),(HS-ESS3-4),(HS-ESS3-5)	
RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (<i>HS-ESS3-5</i>)	
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-ESS3-5)	
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-ESS3-2),(HS-ESS3-4)	
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-ESS3-1)	
<i>Mathematics –</i>		
MP.2	Reason abstractly and quantitatively. (<i>HS-ESS3-1</i>),(HS-ESS3-2),(HS-ESS3-3),(HS-ESS3-4),(HS-ESS3-5),(HS-ESS3-6)	
MP.4	Model with mathematics. (HS-ESS3-3),(HS-ESS3-6)	
HSN-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (<i>HS-ESS3-1</i>),(HS-ESS3-4),(HS-ESS3-5),(HS-ESS3-6)	
HSN-Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. (<i>HS-ESS3-1</i>),(HS-ESS3-4),(HS-ESS3-5),(HS-ESS3-6)	
HSN-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. (<i>HS-ESS3-1</i>),(HS-ESS3-4),(HS-ESS3-5),(HS-ESS3-6)	

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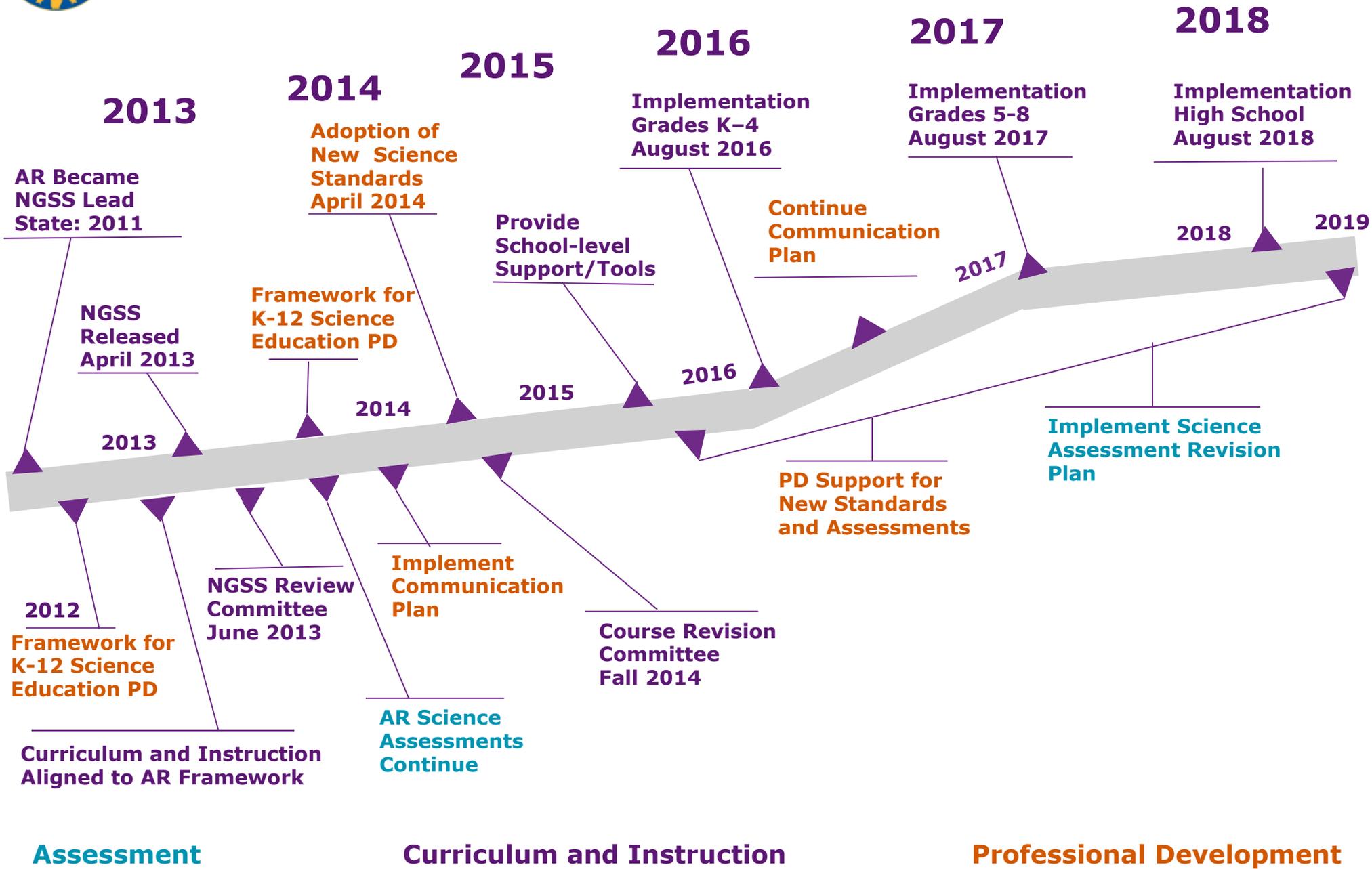
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HS-ETS1 Engineering Design

HS-ETS1 Engineering Design		
Students who demonstrate understanding can:		
<p>HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p>HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>		
The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> :		
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems Asking questions and defining problems in 9–12 builds on K–8 experiences and progresses to formulating, refining, and evaluating empirically testable questions and design problems using models and simulations.</p> <ul style="list-style-type: none"> ▪ Analyze complex real-world problems by specifying criteria and constraints for successful solutions. (HS-ETS1-1) <p>Using Mathematics and Computational Thinking Mathematical and computational thinking in 9–12 builds on K–8 experiences and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.</p> <ul style="list-style-type: none"> ▪ Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems. (HS-ETS1-4) <p>Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles and theories.</p> <ul style="list-style-type: none"> ▪ Design a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ETS1-2) ▪ Evaluate a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ETS1-3) 	<p>ETS1.A: Defining and Delimiting Engineering Problems</p> <ul style="list-style-type: none"> ▪ Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them. (HS-ETS1-1) ▪ Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. (HS-ETS1-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> ▪ When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (HS-ETS1-3) ▪ Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs. (HS-ETS1-4) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> ▪ Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed. (HS-ETS1-2) 	<p>Systems and System Models</p> <ul style="list-style-type: none"> ▪ Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions—including energy, matter, and information flows—within and between systems at different scales. (HS-ETS1-4) <p style="text-align: center;">-----</p> <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> <p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> ▪ New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ETS1-1) (HS-ETS1-3)
<p><i>Connections to HS-ETS1.A: Defining and Delimiting Engineering Problems include:</i></p> <p>Physical Science: HS-PS2-3, HS-PS3-3</p> <p><i>Connections to HS-ETS1.B: Designing Solutions to Engineering Problems include:</i></p> <p>Earth and Space Science: HS-ESS3-2, HS-ESS3-4, Life Science: HS-LS2-7, HS-LS4-6</p> <p><i>Connections to HS-ETS1.C: Optimizing the Design Solution include:</i></p> <p>Physical Science: HS-PS1-6, HS-PS2-3</p>		
<p><i>Articulation of DCIs across grade-bands: MS.ETS1.A (HS-ETS1-1),(HS-ETS1-2),(HS-ETS1-3),(HS-ETS1-4); MS.ETS1.B (HS-ETS1-2),(HS-ETS1-3),(HS-ETS1-4); MS.ETS1.C (HS-ETS1-2),(HS-ETS1-4)</i></p>		
<p><i>Common Core State Standards Connections:</i></p> <p>ELA/Literacy –</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-ETS1-1),(HS-ETS1-3)</p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. (HS-ETS1-1),(HS-ETS1-3)</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (HS-ETS1-1),(HS-ETS1-3)</p> <p>Mathematics –</p> <p>MP.2 Reason abstractly and quantitatively. (HS-ETS1-1),(HS-ETS1-3),(HS-ETS1-4)</p> <p>MP.4 Model with mathematics. (HS-ETS1-1),(HS-ETS1-2),(HS-ETS1-3),(HS-ETS1-4)</p>		



Science Standards Timeline



Northwest Arkansas Classical Academy

1. December 2013 Initial Year Open-Enrollment Report
2. Chart Provided by ADE Fiscal and Administrative Services/LEA State Funding
3. Detailed Statement of Changes in Fund Balances

**ARKANSAS DEPARTMENT OF EDUCATION
CHARTER SCHOOL OFFICE**
2013-2014

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Please fill out this form monthly (August - July) and return it to the Charter School Office.
This information is critical to the charter school funding process.

Information must be accurate and on time.

School Name: NWA Classical Academy LEA # 0442700

Grade Levels FY 2013-2014: K-8 Enrollment CAP FY 2013-2014: 445

FY 2013-2014 Grade Levels:	<u>December</u> 25th Month Student Enrollment Count:
K	58
1	44
2	46
3	44
4	46
5	47
6	48
7	35
8	26
Total	394

Angie Christiano
Printed Name

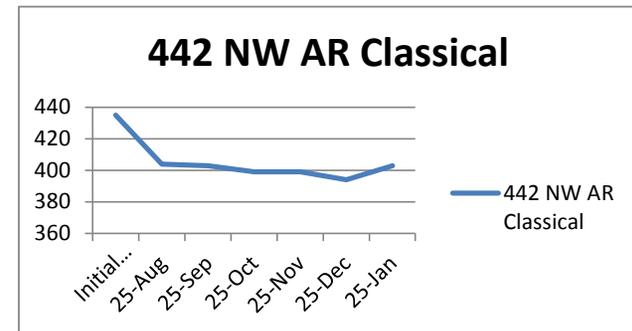
Business Manager
Title

Angie Christiano
Signature of the person completing form

12-23-12
Date

Average Daily Membership Trends	0442700 NW AR Classical K-8
CAP 13-14	445
Initial Enrollment	435
<u>25-Aug</u>	404
(monthly shift)	-31
<u>25-Sep</u>	403
(monthly shift)	-1
(quarterly shift)	-32
<u>25-Oct</u>	399
(monthly shift)	-4
<u>25-Nov</u>	399
(monthly shift)	0
<u>25-Dec</u>	394
(monthly shift)	-5
(quarterly shift)	-5
<u>25-Jan</u>	403
(monthly shift)	9
% still attending	99.75%

Initial Enrollment	442 NW AR Classical
<u>25-Aug</u>	404
<u>25-Sep</u>	403
<u>25-Oct</u>	399
<u>25-Nov</u>	399
<u>25-Dec</u>	394
<u>25-Jan</u>	403



State Foundation Funding Estimates	0442700 NW AR Classical K-8
Prelim SFF aid based on July enrollment	\$2,780,955
Prelim SFF aid based on 1st Qtr ADM	\$2,572,479
Prelim SFF aid based on January enrollment	\$2,576,379
Monthly Distribution: July-Nov.	\$231,746
Monthly Distribution: Dec. - Apr.	\$201,964
Monthly Distribution: May - June	\$203,915

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
NORTHWEST ARKANSAS CLASSICAL ACADEMY
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 6 OF 14

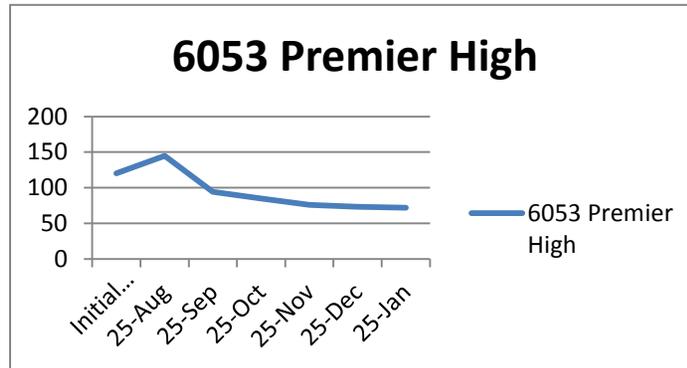
FUND TITLE	BEG BALANCE	REVENUE	EXPENDITURES	END BALANCE
DISBURSEMENT FUND	0	0	0	0
NO FUND GROUP TITLE	0	0	0	0
SALARY	0	0	546,174	(546,174)
PROFESSIONAL DEVELOP	0	0	0	0
ALT LEARNING	0	0	0	0
ENGLISH LANGUAGE LEA	0	0	0	0
NSLA	0	0	0	0
NO FUND GROUP TITLE	0	0	546,174	(546,174)
GENERAL OPERATING	0	1,360,694	2,979	1,357,715
WALTON FAMILY FOUNDA	0	250,000	193,440	56,560
OTHER DONATIONS	0	42,243	0	42,243
FOUNDATION	0	16	441,019	(441,003)
PROFESSIONAL DEVELOP	0	19,336	3,020	16,316
ALT LEARNING	0	0	0	0
ENGLISH LANGUAGE LEA	0	2,488	0	2,488
NSLA	0	0	0	0
NO FUND GROUP TITLE	0	1,674,777	640,458	1,034,318
TITLE I-A	0	0	0	0
PCSP GRANT	0	2,461	251,092	(248,631)
TITLE VI-B	0	2,497	4,996	(2,499)
VI B	0	0	0	0
FEDERAL GRANTS FUND	0	4,958	256,088	(251,130)
	0	184	0	184
ATHLETICS	0	550	0	550
FILED TRIP	0	440	0	440
OTHER	0	315	0	315
ACTIVITY FUND	0	1,489	0	1,489
FOOD SERVICE	0	16,688	31,587	(14,899)
FOOD SERVICE FUND	0	16,688	31,587	(14,899)
TOTAL	0	1,697,910	1,474,307	223,604

Premier High School of Little Rock

1. December 2013 Initial Year Open-Enrollment Report
2. Chart Provided by ADE Fiscal and Administrative Services/LEA State Funding
3. Detailed Statement of Changes in Fund Balances

Average Daily Membership Trends		6053700 Premier High 9 12
CAP 13-14		240
Initial Enrollment		120
<u>25-Aug</u>		145
(monthly shift)		25
<u>25-Sep</u>		94
(monthly shift)		-51
(quarterly shift)		-26
<u>25-Oct</u>		85
(monthly shift)		-9
<u>25-Nov</u>		76
(monthly shift)		-9
<u>25-Dec</u>		73
(monthly shift)		-3
(quarterly shift)		-12
<u>25-Jan</u>		72
(monthly shift)		-1
% still attending		49.66%

6053 Premier High	
Initial Enrollment	120
<u>25-Aug</u>	145
<u>25-Sep</u>	94
<u>25-Oct</u>	85
<u>25-Nov</u>	76
<u>25-Dec</u>	73
<u>25-Jan</u>	72



State Foundation Funding Estimates		6053700 Premier High 9 12
Prelim SFF aid based on July enrollment		\$767,160
Prelim SFF aid based on 1st Qtr ADM		\$662,826
Prelim SFF aid based on January enrollment		\$460,296
Monthly Distribution: July-Nov.		\$63,930
Monthly Distribution: Dec. - Apr.		\$49,025
Monthly Distribution: May - June		(\$52,240)

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
PREMIER HIGH SCHOOL
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 6 OF 14

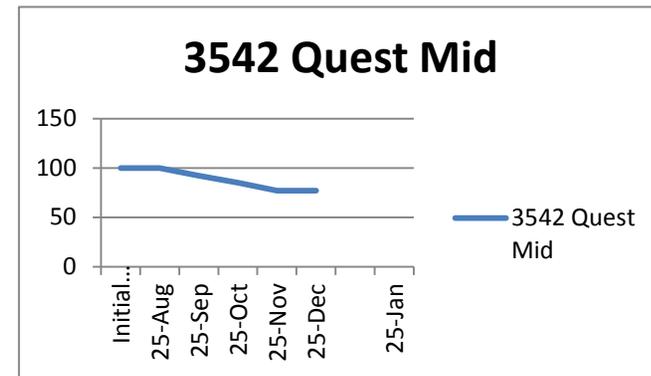
FUND/SOF	FUND TITLE	BEG BALANCE	REVENUE	EXPENDITURES	END BALANCE
1	DISBURSEMENT FUND	0	0	0	0
TOTAL	NO FUND GROUP TITLE	0	0	0	0
1000	TEACHER SALARY FUND	0	0	0	0
1200	CERTIFIED SALARY FUN	0	0	166,984	(166,984)
1223	PROFESSIONAL DEVELOP	0	0	0	0
1275	ALT LEARNING	0	0	0	0
1276	ENGLISH LANGUAGE LEA	0	0	0	0
1281	NSLA	0	0	0	0
TOTAL	TEACHER SALARY FUND	0	0	166,984	(166,984)
2000	OPERATING FUND	0	0	0	0
2001	OTHER OPERATING	0	368,675	3,093	365,582
2002	WALTON IMPL GRANT	0	250,000	22,348	227,652
2200	OPERATING	0	5	210,065	(210,060)
2223	PROFESSIONAL DEVELOP	0	5,334	936	4,398
2246	PATHWISE	0	6,800	0	6,800
2275	ALT LEARNING	0	0	0	0
2276	ENGLISH LANGUAGE LEA	0	0	0	0
2281	NSLA	0	0	0	0
TOTAL	OPERATING FUND	0	630,814	236,441	394,372
6501	CHAPTER I	0	0	0	0
6520	CHAPTER II	0	0	0	0
6535	FED STRT UP GRNT	0	67	93,676	(93,609)
6700	VI-B	0	0	0	0
6702	SPEC ED	0	2,497	5,576	(3,079)
TOTAL	FEDERAL GRANTS FUND	0	2,564	99,252	(96,689)
8200	FOOD SERVICE	0	1,613	23,139	(21,526)
8675	OTHER FOOD SERVICE R	0	379	0	379
TOTAL	NO FUND GROUP TITLE	0	1,992	23,139	(21,148)
TOTAL		0	635,369	525,817	109,552

Quest Middle School of Pine Bluff

1. December 2013 Initial Year Open-Enrollment Report
2. Chart Provided by ADE Fiscal and Administrative Services/LEA State Funding
3. Detailed Statement of Changes in Fund Balances

Average Daily Membership Trends	3542700 Quest Mid 5-8
CAP 13-14	220
Initial Enrollment	100
<u>25-Aug</u>	100
(monthly shift)	0
<u>25-Sep</u>	92
(monthly shift)	-8
(quarterly shift)	-8
<u>25-Oct</u>	85
(monthly shift)	-7
<u>25-Nov</u>	77
(monthly shift)	-8
<u>25-Dec</u>	77
(monthly shift)	0
(quarterly shift)	-8
<u>25-Jan</u>	75
(monthly shift)	-2
% still attending	75.00%

Initial Enrollment	3542 Quest Mid
<u>25-Aug</u>	100
<u>25-Sep</u>	92
<u>25-Oct</u>	85
<u>25-Nov</u>	77
<u>25-Dec</u>	77
<u>25-Jan</u>	75



State Foundation Funding Estimates	3542700 Quest Mid 5-8
Prelim SFF aid based on July enrollment	\$639,300
Prelim SFF aid based on 1st Qtr ADM	\$593,782
Prelim SFF aid based on January enrollment	\$479,475
Monthly Distribution: July-Nov.	\$53,275
Monthly Distribution: Dec. - Apr.	\$46,772
Monthly Distribution: May - June	(\$10,380)

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
QUEST MIDDLE SCHOOL
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 6 OF 14

FUND/SOF	FUND TITLE	BEG BALANCE	REVENUE	EXPENDITURES	END BALANCE
1	DISBURSEMENT FUND	0	0	0	0
TOTAL	NO FUND GROUP TITLE	0	0	0	0
1000	TEACHER SALARY FUND	0	0	0	0
1200	SALARY FUND	0	0	113,702	(113,702)
1223	PROFESSIONAL DEVELOP	0	0	0	0
1275	ALT LEARNING	0	0	0	0
1276	ENGLISH LANGUAGE LEA	0	0	0	0
1281	NSLA	0	0	0	0
TOTAL	TEACHER SALARY FUND	0	0	113,702	(113,702)
2000	OPERATING FUND	0	0	0	0
2001		0	313,147	930	312,217
2002		0	250,000	105,907	144,093
2200	OPERATING FUND	0	5	144,242	(144,237)
2223	PROFESSIONAL DEVELOP	0	4,445	2,438	2,007
2246	PATHWISE	0	4,000	0	4,000
2275	ALT LEARNING	0	0	0	0
2276	ENGLISH LANGUAGE LEA	0	0	0	0
2281	NSLA	0	0	0	0
TOTAL	OPERATING FUND	0	571,597	253,517	318,080
6501	CHAPTER I	0	0	0	0
6520	CHAPTER II	0	0	0	0
6535	PCSP	0	0	128,488	(128,488)
6700	VI-B	0	0	0	0
6702	TITLE VI-B	0	2,497	5,576	(3,079)
TOTAL	FEDERAL GRANTS FUND	0	2,497	134,064	(131,567)
8200	FOOD COLLECT FROM ST	0	296	12,929	(12,633)
8640	LUNCH REIMB THROUGH	0	0	1,041	(1,041)
TOTAL	FOOD SERVICE FUND	0	296	13,970	(13,674)
TOTAL		0	574,389	515,253	59,136

Notification of Charter Authorizing Panel Decision

Arkansas Virtual Academy
North Little Rock, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

March 21, 2014

State Board
of Education

Mr. John Riggs IV, Board Chair
Arkansas Virtual Academy
4702 West Commercial Drive, Suite B3
North Little Rock, Arkansas 72116

Brenda Gullett
Fayetteville
Chair

RE: Notice of Charter Authorizing Panel Decision
Arkansas Virtual Academy Amendment Request

Sam Ledbetter
Little Rock
Vice Chair

Dear Mr. Riggs:

Dr. Jay Barth
Little Rock

On Friday, March 21, 2014, the Charter Authorizing Panel met and approved waivers of the following, as requested by the Arkansas Virtual Academy through the charter amendment process:

Joe Black
Newport

From Ark. Code Ann.

Alice Mahony
El Dorado

6-15-903(a)(2)

Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student

Toyce Newton
Crossett

6-15-1005(b)(5)

Pertaining to alternative learning environments

6-17-2403

Minimum teacher compensation schedule

Mireya Reith
Fayetteville

6-18-210

Definition of planned instructional time

6-18-503(A)(1)(c)(i)

Pertaining to alternative learning environments

Vicki Saviers
Little Rock

6-18-1005(a)(6)

Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)

Diane Zook
Melbourne

6-25-103-106

Requiring a library media program

6-48-101 et seq.

Alternative Learning Environments

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.1.2

The Smart Core curriculum contained within 38 units that must be taught each year (to allow the full 38 to be available and taught by the senior year for students entering as 9th or 10th grade students in 2014-2015)

9.03.4

Grades 9-12 (courses to be taught, requiring the 38 units of credit) (to allow the full 38 to be available and taught by the senior year for students entering as 9th or 10th grade students in 2014-2015)

10.01.4

Planned instructional time

10.02.5

Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction (to allow an average of 180 students per teacher in grades 9-12)

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

16.02

Media Services

16.03

Health and Safety Services

19.03

Pertaining to alternative learning environments

From Other Rules

- Sections 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)
- ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Wednesday, March 26, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on April 10 -11, 2014. Regardless of whether a review of the panel's decision is requested, the amendment request will be an action item for the State Board of Education in April, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,



Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Scott Sides, Director, Arkansas Virtual Academy
Mr. Kelly Rodgers, Superintendent, North Little Rock School District

Amendment Requests

**Arkansas Virtual Academy
North Little Rock, Arkansas**



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Arkansas Virtual Academy

LEA Number 6043700

Type of Amendment Requested:

Other: Waiver requests will be presented for grades 9 and 10 to begin during the 2014/2015 school year.

Please see attached letter.

Charter Leader Dr. Scott Sides

Email address ssides@k12.com

Phone number 501-352-3357

February 11, 2014

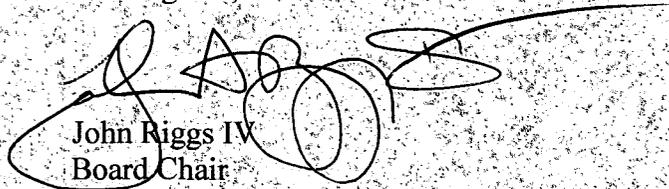
Ms. Mary Perry
Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

Dear Ms. Perry:

On behalf of the Arkansas Virtual Academy Board of Directors, we respectfully request that ARVA be placed on the March 19 meeting agenda of the Charter Authorizing Panel. It is the intent of the ARVA Board to serve students in grades 9 and 10 in the 2014-2015 school year. As we prepare to provide a fully virtual, full-time high school, we request the Panel's review of waivers needed for implementation of the virtual model for high school grades.

We are encouraged by the opportunity to serve, and we look forward to the coming dialogue with the Charter Authorizing Panel as we look ahead to this exciting time in the life of the school.

Best regards,

A handwritten signature in black ink, appearing to read "John Riggs IV", with a long horizontal flourish extending to the right.

John Riggs IV
Board Chair

Arkansas Virtual Academy

New Waivers Requested

To serve high school students through a fully virtual model, additional waivers from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the *Standards for Accreditation* will be needed. Arkansas Virtual Academy is requesting that the following waivers be added to the school's current contract based on the rationale provided.

A.C.A. § 6-15-903 (a)(2) Report Cards

Report cards are issued quarterly and are provided electronically through a secure communication delivery system within the Online School.

A.C.A. § 6-17-2403 Minimum Teacher Compensation Schedule; Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (Sections 1 – 7)

Arkansas Virtual Academy has been granted a waiver from the State Board's Rules Governing Certified Staff Salary Schedule. The current request brings into alignment waivers from certified salary schedule and personnel policies granted as part of the school's charter. Responsibilities applicable to website posting requirement are not included within this waiver request.

A.C.A. § 6-18-210 Definition of Planned Instructional Time; Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve (3.04);

Required Time for Instruction and School Calendar – Standards for Accreditation (10.01.4)

Students in grades nine through 12 (9-12) will enroll in no less than three hundred fifty minutes (350) minutes of planned instructional time each day, but we are requesting that the term "planned instructional time" not be limited to direct, synchronous instruction as the only method of instructional delivery. This request is not seeking a waiver for less instructional time.

A.C.A. § 6-18-1005 Student Services Program Defined (a)(6) Health and Safety Services – Standards for Accreditation (16.03)

Students do not gather at a physical school site, licensed personnel trained to provide health care services would not be necessary or available.

A.C.A. § 6-25-103 – 106 Public School Library and Media Technology Act; Media Services – Standards for Accreditation (16.02)

As students do not gather at a physical school site for learning, requirements pertaining to a public school library, collections, and a library media specialist would not be similarly applicable.

A.C.A. § 6-15-1005 (b)(5), A.C.A. § 6-18-503 (a)(1)(C)(i), and
A.C.A. § 6-48-101 et. seq. Alternative Learning Environment;
Alternative Learning Environment – Standards for Accreditation (19.03)

Arkansas Virtual Academy is a model that provides a personalized learning environment to eliminate barriers for students who may be academically or socially affected by each student's respective personal characteristics or situation.

Class Size and Teaching Load Grades 7-12 – Standards for Accreditation (10.02.5)

Students learning within the virtual model receive synchronous and asynchronous instruction. Direct instruction and intervention, in conjunction with the asynchronous provision, allow teachers in core areas to address student needs based on an average of 180 students per teacher in grades 9-12.

Smart Core in 38 Units Taught Teach Each Year – Standards for Accreditation (9.03.1.2)

Standard for Accreditation 9.03.1.2 requires the Smart Core curriculum be contained within the 38 units and taught each year. Arkansas Virtual Academy would offer course work to meet this requirement by the senior year. The full 38 credits would be available and taught by the senior year for students entering as 9th or 10th grade students in 2014-2015.

Reading, Writing, and Mathematics Courses Provided – Standards for Accreditation
(9.03.4)

The full 38 units described by discipline would be available and taught by the senior year for students entering as 9th or 10th grade students in 2014-2015.

Notification of Charter Authorizing Panel Decision

Benton County School of the Arts
Rogers, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

March 21, 2014

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Dr. Paul Hines, Superintendent
Benton County School of the Arts
8 Halsted Circle, Suite 5
Rogers, AR 72756

RE: Notice of Charter Authorizing Panel Decision
Benton County School of the Arts Amendment Requests

Dear Dr. Hines:

On Friday, March 21, 2014, the Charter Authorizing Panel met and approved the following Benton County School of the Arts amendment requests:

- A waiver of Ark. Code Ann. § 6-17-111 - Duty free lunch for teachers; and
- To change the name of the charter to Arkansas Arts Academy.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Wednesday, March 26, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on April 10 -11, 2014. Regardless of whether a review of the panel's decision is requested, the amendment request will be an action item for the State Board of Education in April, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Margaret J. Darr, Superintendent, Rogers School District

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

An Equal Opportunity
Employer

Amendment Requests

**Benton County School of the Arts
Rogers, Arkansas**



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name BENTON COUNTY SCHOOL OF THE ARTS

LEA Number 440700

Type of Amendment Requested:

Other: Benton County School of the Arts is seeking a waiver from ACA 6-17-111 Duty Free Lunch for Certified Teachers. We have had classified cafeteria supervisors on the Elementary/Middle School campus since 2011 and they have not worked out well for us. It is very difficult to hire someone to substitute for them when they are absent since they are hired for 3 hours each day. Cafeteria discipline has been an issue under their supervision. On the Elementary/Middle School campus it would mean that a teacher would have cafeteria duty 30 minutes a day every ten (10) school days. The high school teachers voluntarily eat lunch with the high school students daily and provide supervision there.

Charter Leader Dr. Paul M. Hines

Email address phines@bcsa.k12.ar.us

Phone number 479-878-2787



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name BENTON COUNTY SCHOOL OF THE ARTS

LEA Number 440700

Type of Amendment Requested:

- Other: Benton County School of the Arts is requesting to change its name to the Arkansas Arts Academy effective July 1, 2014. After a 9 month study conducted by the University of Arkansas and CJRW Marketing firm, we have determined it is advantageous to us at this time to seek this name change in order to develop name recognition in northwest Arkansas and to remove us from the regional characterization as a "Benton County" school only. We are in the process of a significant marketing initiative to assist us with name and program recognition and desire to develop a new name that identifies us as Arkansas, Arts, and Academy focused. We are not changing our charter mission.

Charter Leader Dr. Paul M. Hines

Email address phines@bcsa.k12.ar.us

Phone number 479-878-2787

BENTON COUNTY SCHOOL OF THE ARTS



Elementary/Middle School

2005 S. 12th Street
Rogers, AR 72758
Phone: 479-636-2272
Fax: 479-636-5447
www.bcsa.k12.ar.us

Administration Office

8 Halsted Circle, Suite 5
Rogers, AR 72756
Phone: 479-878-2787
Fax: 479-878-2790
www.bcsa.k12.ar.us



High School

506 W. Poplar
Rogers, AR 72756
Phone: 479-631-2787
Fax: 479-899-6479
www.bcsahs.k12.ar.us

February 12, 2014

Ms. Mary Perry
Division of Learning Services
Arkansas Department of Education
4 Capitol Mall, Room 304-B
Little Rock, AR 72201

Dear Ms. Perry:

I am enclosing two (2) charter amendment request forms and am requesting the opportunity to present them to the Charter Authorizing Panel on March 19, 2014. If you are in need of additional information regarding these requests, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Paul M. Hines". The signature is written in a cursive style.

Paul M. Hines, Ed.D.
Superintendent

Notification of Charter Authorizing Panel Decision

Northwest Arkansas Classical Academy
Bentonville, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

March 21, 2014

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Chris Baumann
Northwest Arkansas Classical Academy
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notice of Charter Authorizing Panel Decision
Northwest Arkansas Classical Academy Amendment Request

Dear Mr. Baumann:

On Friday, March 21, 2014, the Charter Authorizing Panel met and approved the Northwest Arkansas Classical Academy amendment request to waive Ark. Code Ann. § 6-13-619 to the extent that it requires board members to be physically present at board meetings.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Wednesday, March 26, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on April 10 -11, 2014. Regardless of whether a review of the panel's decision is requested, the amendment request will be an action item for the State Board of Education in April, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Michael Poore, Superintendent, Bentonville School District

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

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Amendment Request

Northwest Arkansas Classical Academy
Bentonville, Arkansas



CHARTER AMENDMENT REQUEST FORM

Charter Name Northwest Arkansas Classical Academy

LEA Number 0442700/0442702

Type of Amendment Requested:

Other: Northwest Arkansas Classical Academy seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Charter Leader Charles Cook

Email address ccook@responsived.com

Phone number 972.316.3663

February 11, 2014

Via E-mail (mary.perry@arkansas.gov)

Ms. Mary Perry, Charter/Home Schools Coordinator
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 304-B
Mail Slot 3
Little Rock, Arkansas 72201

Re: Charter Amendment Request: Premier High School of Little Rock

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions (“ResponsiveEd”) to have the Charter Authorizing Panel (“Panel”) consider the following charter amendments on March 19, 2014.

Northwest Arkansas Classical Academy: Northwest Arkansas Classical Academy seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Premier High School of Little Rock: Premier High School of Little Rock seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of Pine Bluff: Quest Middle School of Pine Bluff seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of West Little Rock: Quest Middle School of West Little Rock relocate the school from 1815 Rahling Road, Little Rock, Arkansas 72223, to 400 Hardin Road, Little Rock, Arkansas 72211. We have attached as additional documentation for your consideration a map of the present location, a map of the proposed location, and a signed Facilities Utilization Agreement.



PREMIER HIGH SCHOOLS



VISTA ACADEMIES



FOUNDERS
Classical Academy

P.O. Box 292730, Lewisville, TX 75029 . Phone: 972.316.3663 . Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com Vista-Academies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com

Please feel free to contact me should you have any further questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ch AB' followed by a long horizontal flourish.

Chris Baumann
General Counsel

Enclosures

Cc: Charter and Home Schools Office (ADE.CharterSchools@arkansas.gov)
Mr. Chuck Cook (ccook@responsiveed.com)
Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)
Mr. Michael Poore (mpoore@bentonvillek12.org)
Dr. Dexter Suggs (dexter.suggs@lrsd.org)
Dr. Linda Watson (linda.watson@pbsdk12.ar.us)

Notification of Charter Authorizing Panel Decision

Premier High School of Little Rock
Little Rock, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

March 21, 2014

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Chris Baumann
Premier High School of Little Rock
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notice of Charter Authorizing Panel Decision
Premier High School of Little Rock Amendment Request

Dear Mr. Baumann:

On Friday, March 21, 2014, the Charter Authorizing Panel met and approved the Premier High School of Little Rock amendment request to waive Ark. Code Ann. § 6-13-619 to the extent that it requires board members to be physically present at board meetings.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Wednesday, March 26, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on April 10 -11, 2014. Regardless of whether a review of the panel's decision is requested, the amendment request will be an action item for the State Board of Education in April, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Dexter Suggs, Superintendent, Little Rock School District

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

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Amendment Request

**Premier High School of Little Rock
Little Rock, Arkansas**



CHARTER AMENDMENT REQUEST FORM

Charter Name Premier High School of Little Rock

LEA Number 6053700/6053703

Type of Amendment Requested:

Other: Premier High School of Little Rock seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Charter Leader Charles Cook

Email address ccook@responsived.com

Phone number 972.316.3663

February 11, 2014

Via E-mail (mary.perry@arkansas.gov)

Ms. Mary Perry, Charter/Home Schools Coordinator
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 304-B
Mail Slot 3
Little Rock, Arkansas 72201

Re: Charter Amendment Request: Premier High School of Little Rock

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions (“ResponsiveEd”) to have the Charter Authorizing Panel (“Panel”) consider the following charter amendments on March 19, 2014.

Northwest Arkansas Classical Academy: Northwest Arkansas Classical Academy seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Premier High School of Little Rock: Premier High School of Little Rock seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of Pine Bluff: Quest Middle School of Pine Bluff seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of West Little Rock: Quest Middle School of West Little Rock relocate the school from 1815 Rahling Road, Little Rock, Arkansas 72223, to 400 Hardin Road, Little Rock, Arkansas 72211. We have attached as additional documentation for your consideration a map of the present location, a map of the proposed location, and a signed Facilities Utilization Agreement.



PREMIER HIGH SCHOOLS



VISTA ACADEMIES



FOUNDERS
Classical Academy

P.O. Box 292730, Lewisville, TX 75029 . Phone: 972.316.3663 . Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com Vista-Academies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com

Please feel free to contact me should you have any further questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ch AB', with a long horizontal flourish extending to the right.

Chris Baumann
General Counsel

Enclosures

Cc: Charter and Home Schools Office (ADE.CharterSchools@arkansas.gov)
Mr. Chuck Cook (ccook@responsiveed.com)
Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)
Mr. Michael Poore (mpoore@bentonvillek12.org)
Dr. Dexter Suggs (dexter.suggs@lrsd.org)
Dr. Linda Watson (linda.watson@pbsdk12.ar.us)

Request for the State
Board of Education to
Review the Decision
Made by the Charter
Authorizing Panel

March 26, 2014

Via email

Ms. Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education

Dear Ms. Perry:

On September 3, 2013, Responsive Education Solutions (“Responsive Ed”) submitted to the Arkansas Department of Education an application for an Open Enrollment Public Charter School to be called Quest Middle School of West Little Rock (“Quest”). Responsive Ed proposed that Quest would serve grades 6 through 12 with an enrollment cap of 490 students at 1815 Rahling Road, a location Responsive Ed mistakenly believed was in the Little Rock School District. The Little Rock School District (“LRSD”) and the Pulaski County Special School District (“PCSSD”) opposed the Quest application.

Attachment 7 to Quest’s application was a “Facilities Utilization Agreement” signed by Responsive Ed and the owner of the property at 1815 Rahling Road. According to the Agreement, Responsive Ed would lease 22,563 square feet for ten (10) years at an annual cost of \$496,386.00.

The Charter Authorizing Panel reviewed the Quest application at a hearing on November 14, 2013. The promoters described the proposed school as “optimally located” (Tr. 38-39), as situated in an “ideal location” (Tr. 45-48) and as an effort to “provide public education where none exists” (Tr. 10). Responsive Ed offered to explore alternative sites on Kanis Road and on Bowman Road only “if you guys tell us to stay in Little Rock proper.” (Tr. 45-48) There was no mention of a possible Hardin Road site. The Charter Authorizing Panel voted to approve the application.

LRSD and PCSSD asked the State Board of Education (“SBE”) to review the decision of the Charter Authorizing Panel. On December 16, 2013, the SBE agreed to do so and scheduled a hearing for January 10, 2014. Responsive Ed knew on January 6, 2014 that it was unlikely that Quest would be located at the Rahling Road site. Responsive Ed’s internal communications about the Rahling Road site on January 6, 2014 reflect this situation: “Then it looks like we won’t be doing business with him if he cannot be flexible. We need all other options for west Little Rock on the table at this Friday’s meeting.” (Exhibit 1, January 6, 2014 email regarding 1815 Rahling Road from Responsive Ed CEO Robert Davison to Responsive Ed’s Real Estate Development Manager, Curtis Cogburn). Responsive Ed’s decision not to locate the school at

the Rahling Road site was not made known to the SBE at the hearing on January 10, 2014. SBE voted to approve the Quest application. It was later reported in the *Arkansas Times* that one of the SBE members who participated in the hearing is related to one of the Quest promoters who testified in the hearing. No disclosure of this alleged relationship was made prior to the hearing.

On February 11, 2014 Responsive Ed submitted to ADE a charter amendment request form seeking to relocate Quest from 1815 Rahling Road to 400 Hardin Road in Little Rock. The Charter Authorizing Panel held a hearing on Responsive Ed's request on March 21, 2014. We learned at the hearing that 400 Hardin Road is located on a cul-de-sac near the I-430/I-630 interchange. The property manager for the building across the street from the proposed Quest location, as well as a tenant of that building (US Geological Survey) testified against locating a school there. The manager of a hotel in that area also testified against locating a school there. Their concerns centered around potential traffic problems and the lack of space for the students to play.

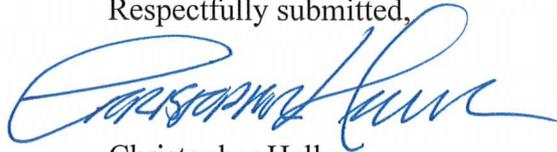
During the course of this discussion, Responsive Ed produced a preliminary traffic study which purported to show that the proposed Quest location could "accommodate a maximum enrollment of approximate (sic) 220 students." In response to questions about this preliminary traffic study, Responsive Ed's representative said that Responsive Ed had no concrete plans to educate more than 280 students at the Hardin Road site. The problem is that Quest applied for and received a Charter to operate a 490 student school in grades 6 through 12. Quest is required by the Arkansas Department of Education Rules Governing Public Charter Schools, October 2013, to fulfil the requirements of its charter. "An open-enrollment public charter school: . . . Shall provide instruction to students at one (1) or more elementary or secondary grade levels *as provided by the Charter.*" Rule 6.11.1.2 (emphasis supplied) No evidence was presented to the Charter Authorizing Panel that the Hardin Road site could ever be used to educate the 490 students authorized by Quest's charter.

The Urban Building Footprint section of the Arkansas School Facility Manual "presents the building sizes recommended for various grade levels in student populations." Arkansas School Facility Manual (January 2014), Section 2: Standards & Guidelines, Chapter 4: Site Guidelines p. 4100-2. A middle school of only 200 students should have 26,000 square feet. A middle school of 350 students should have 54,600 square feet and a middle school of 550 should have 86,350 square feet. The size requirements are significantly greater for high school students. The proposed site for Quest has only 22,650 square feet.

The Charter Authorizing Panel should not have approved the relocation of Quest from Rahling Road to Hardin Road since Responsive Ed admits (and the Facility Manual confirms) that it cannot fulfil the terms of its Charter at Hardin Road. SBE should review the decision of the panel and either require Quest to locate in a facility that can accommodate 490 students within five years in accordance with its Charter, or modify Quest's charter to authorize no more than 280 students at the Hardin Road site (provided Quest can produce traffic studies and other information to show that a 280 student school can be operated appropriately and safely at that site).

I am authorized to state that PCSSD joins this request for SBE review.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Christopher Heller", written in a cursive style.

Christopher Heller

CJH/bk

Responsive Education Solutions

972-316-3663 ext. 452

From: Curtis T. Cogburn
Sent: Monday, January 06, 2014 12:48 PM
To: Robert Davison
Cc: Brian Stevens
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Mr. Davison,

I have spoken with Mr. Rees several times concerning the rate and how high it is in comparison to other sites as well as to our normal business model costs of \$12 s.f. Mr. Rees' response has always been that these are the costs in this area of Little Rock and Mr. Rees continues to bring up the "Facilities Utilization Agreement" that RES signed with him early on stating a rate of \$41,500 per month or \$18.50 sf base + \$3.28 NNN. He has basically kept his price the same and has not come down any at this point. He does not seem to be fazed by the fact that the bldg. could remain empty for the near future either.

Thank you,

Curtis Cogburn
Real Estate Development Manager
Responsive Education Solutions
Direct: 972-316-3663 Ext. 438
Mobile: 940-205-6610

From: Robert Davison
Sent: Monday, January 06, 2014 12:34 PM
To: Curtis T. Cogburn
Cc: Brian Stevens
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Have you tried negotiating the \$22 base rent down to something reasonable. Like \$12 to \$15 per square foot?

Robert Davison
Chief Operating Officer
Responsive Education Solutions
972-316-3663 ext. 452

From: Curtis T. Cogburn
Sent: Monday, January 06, 2014 12:17 PM
To: Robert Davison
Cc: Brian Stevens
Subject: 1815 Rahling Road, Little Rock, Ark Proforma

Mr. Davison,

The attached file contains the latest proforma for the 1815 Rahling Road location in Little Rock. Please let me know if you need anything else.

Thank you,

Curtis Cogburn

Thank you,

Curtis Cogburn
Real Estate Development Manager
Responsive Education Solutions
Direct: 972-316-3663 Ext. 438
Mobile: 940-205-6610

From: Robert Davison
Sent: Monday, January 06, 2014 12:57 PM
To: Curtis T. Cogburn
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Then it looks like we won't be doing business with him if he cannot be flexible. We need all other options for west Little Rock on the table at this Friday's meeting.

Robert Davison
Chief Operating Officer
Responsive Education Solutions
972-316-3663 ext. 452

From: Curtis T. Cogburn
Sent: Monday, January 06, 2014 12:54 PM
To: Robert Davison
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Mr. Davison,
He was very adamant concerning the base rent cost and the construction improvement costs would remain separate. Mr. Rees has not been willing to reduce any of the costs either in tenant improvements or base rent. So far, these numbers have been his first position and he has not wavered at all concerning costs. He is flexible as to timing but that is about it.

Thank you,

Curtis Cogburn
Real Estate Development Manager
Responsive Education Solutions
Direct: 972-316-3663 Ext. 438
Mobile: 940-205-6610

From: Robert Davison
Sent: Monday, January 06, 2014 12:51 PM
To: Curtis T. Cogburn
Subject: RE: 1815 Rahling Road, Little Rock, Ark Proforma

Would he include the construction costs in that rate at \$41,000 month?

Robert Davison
Chief Operating Officer

Notification of Charter Authorizing Panel Decision

Quest Middle School of West Little Rock
Little Rock, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

March 21, 2014

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Chris Baumann
Quest Middle School of West Little Rock
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notice of Charter Authorizing Panel Decision
Quest Middle School of West Little Rock Amendment Request

Dear Mr. Baumann:

On Friday, March 21, 2014, the Charter Authorizing Panel met and approved the Quest Middle School of West Little Rock amendment request to change the address of the approved location for the charter school from 1815 Rahling Road, Little Rock, Arkansas 72223 to 400 Hardin Road, Little Rock, Arkansas 72211.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Wednesday, March 26, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on April 10 -11, 2014. Regardless of whether a review of the panel's decision is requested, the amendment request will be an action item for the State Board of Education in April, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Jerry Guess, Superintendent, Pulaski County Special School District
Dr. Dexter Suggs, Superintendent, Little Rock School District

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

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Employer

Amendment Request

**Quest Middle School of West Little Rock
Little Rock, Arkansas**



**ARKANSAS
DEPARTMENT
OF EDUCATION**

CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of West Little Rock

LEA Number TBD

Type of Amendment Requested:

Relocate existing campus

Current campus address

1815 Rahling Road, Little Rock, Arkansas 72223

Proposed campus address

400 Hardin Road, Little Rock, Arkansas 72211

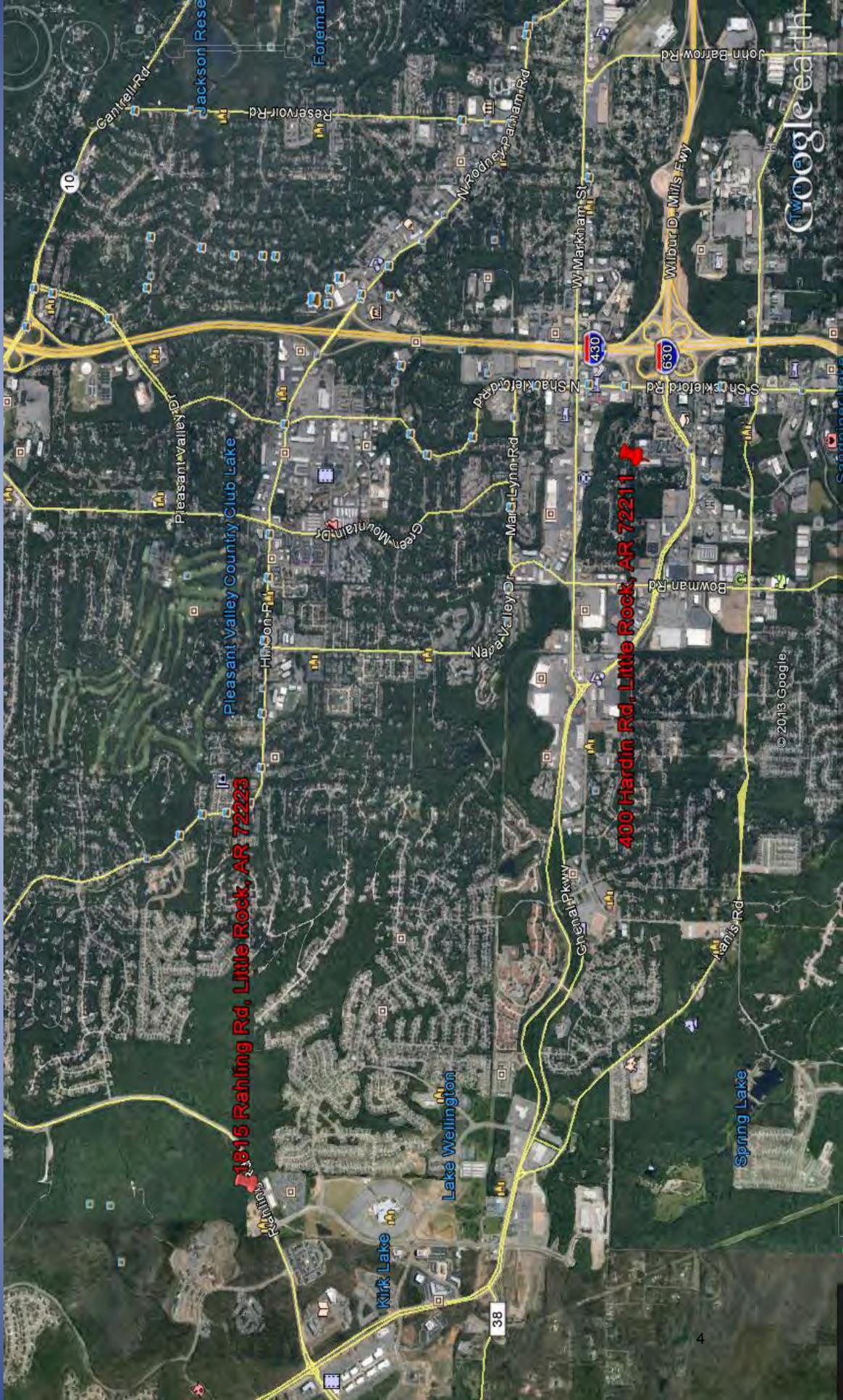
**School district in which
the campus will be located** LRSD

Charter Leader Charles Cook

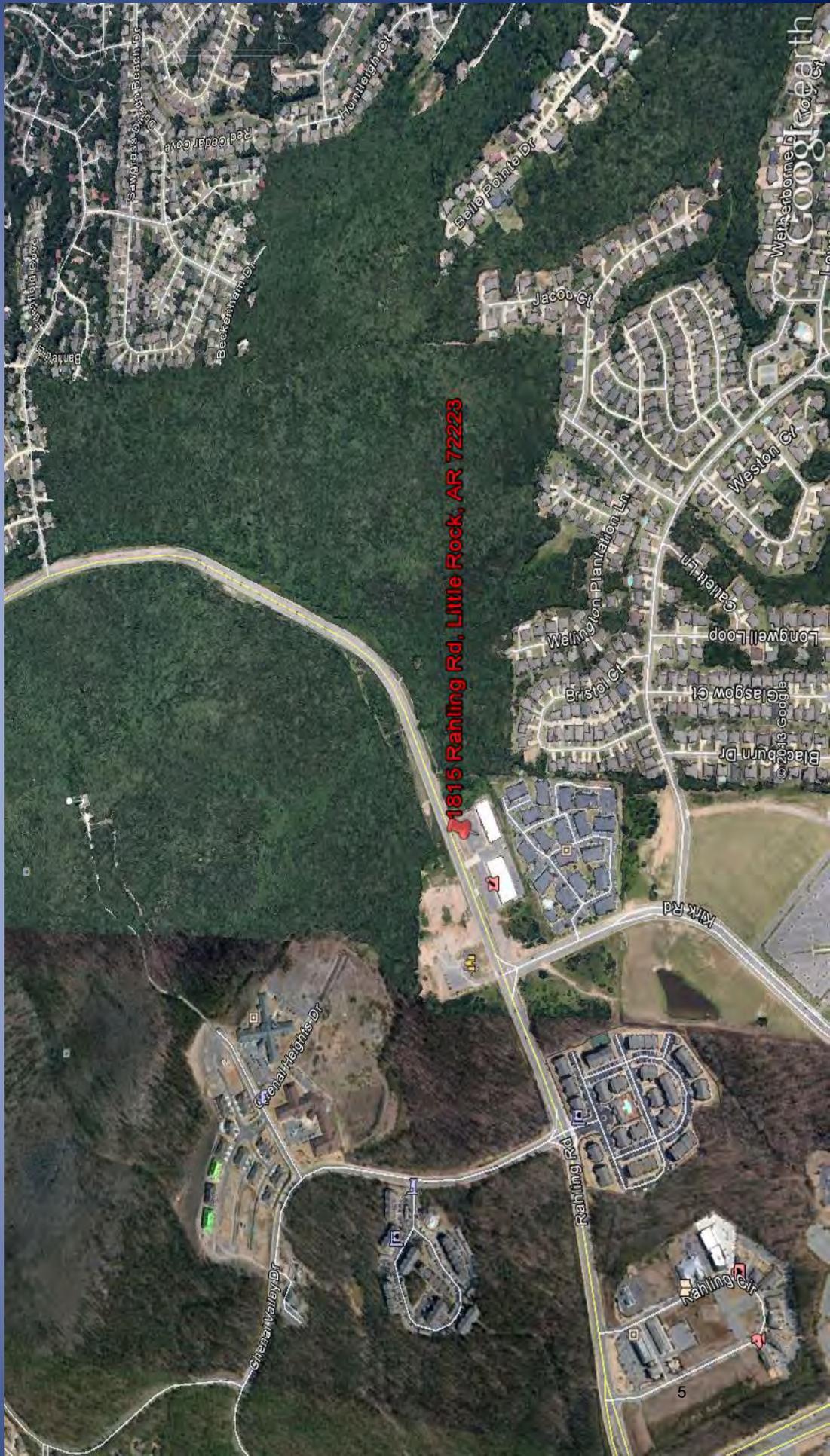
Email address ccook@responsived.com

Phone number 972.316.3663

Quest Middle School Little Rock



1815 Rahling Rd, Little Rock, AR 72223



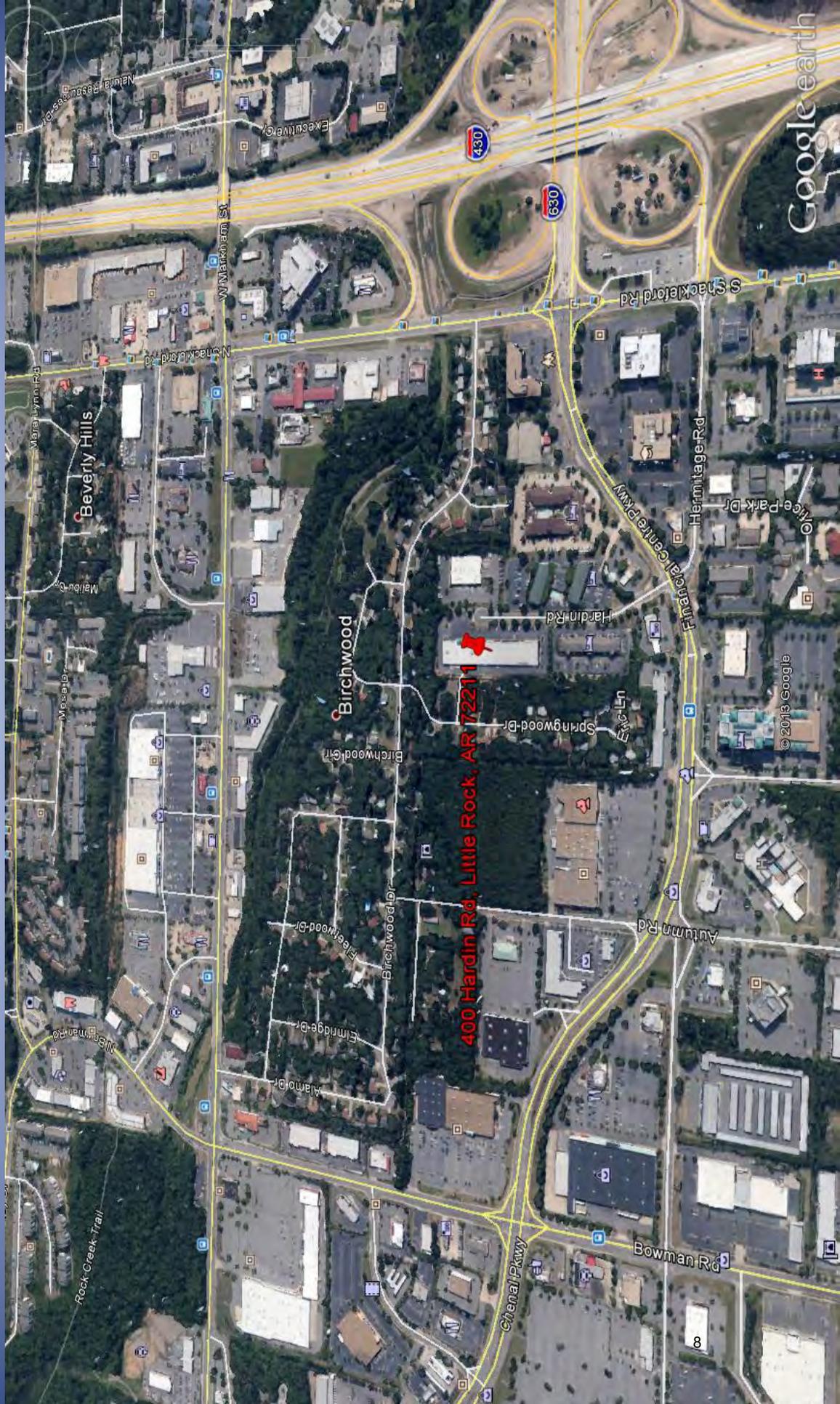
1815 Rahling Rd, Little Rock, AR 72223



1815 Rahling Rd, Little Rock, AR 72223



400 Hardin Rd, Little Rock, AR 72211



400 Hardin Rd, Little Rock, AR72211



400 Hardin Rd, Little Rock, AR72211





FACILITIES UTILIZATION AGREEMENT

To be completed and submitted with an amendment request to add a new campus or relocate an existing campus

Lessor(Owner): Responsive Education Solutions

Lessee(Tenant): Quest Middle School of West Little Rock

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:
Office space.

Address of Premises: 400 Hardin Road, Little Rock, Arkansas 72211

Square Footage: 22,650

Terms of Lease: 5 Year

Rental Amount: \$20,932.38/mo - \$11.09 PSF

Contingency: The terms of this agreement are contingent upon
Responsive Education Solutions

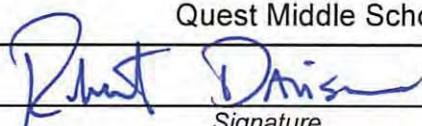
Charter School

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

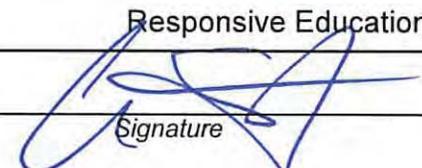
Statutory Language Concerning No Indebtedness:

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: Quest Middle School of West Little Rock

By:  Date 2/11/2014
Signature

Lessor: Responsive Education Solutions

By:  Date 2/11/2014
Signature

March 5, 2014

Via E-mail (mary.perry@arkansas.gov)

Ms. Mary Perry, Charter/Home Schools Coordinator
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 304-B
Mail Slot 3
Little Rock, Arkansas 72201

Re: Desegregation Analysis Regarding Relocation of Quest Middle School of West Little Rock

Ms. Perry:

On February 11, 2014, Responsive Education Solutions (“ResponsiveEd”) submitted a request to your office, seeking an amendment to Quest Middle School of West Little Rock’s charter to relocate the school from 1815 Rahling Road, Little Rock, Arkansas 72223, to 400 Hardin Road, Little Rock, Arkansas 72211. In response, on February 26, 2014, Dr. Tom Kimbrell sent a letter to ResponsiveEd, requesting that we submit a desegregation analysis regarding the requested move to aid his staff in the completion of its own analysis in accordance with Ark. Code Ann. § 6-23-106. The following analysis is provided for your consideration in response to Dr. Kimbrell’s request.

ResponsiveEd was granted a charter for Quest Middle School of West Little Rock (“Quest”) by the Charter Authorizing Panel (“Panel”) on November 14, 2013. On January 10, 2014, the State Board of Education (“SBE”), after a hearing, denied the request of the Little Rock School District (“LRSD”) to reverse the Panel’s decision. Pursuant to Ark. Code Ann. §6-23-106, ResponsiveEd prepared and submitted a desegregation analysis as part of its charter application for Quest. There were no objections made at either the Panel or SBE levels concerning the possible denial of the charter due to desegregation issues. Quest proposes to locate its open-enrollment public charter school within the boundaries of the LRSD, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Little Rock, North Little Rock, and Pulaski County Special School Districts. Quest may also receive some students from the neighboring Benton, Bryant, England, and Lonoke School Districts.

In carefully reviewing the potential impact that Quest would have upon the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create



PREMIER HIGH SCHOOLS



VISTA ACADEMIES



P.O. Box 292730, Lewisville, TX 75029 . Phone: 972.316.3663 . Fax: 972.315.9506

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and maintain a unitary system of desegregated public schools, the applicant finds that two of the three Pulaski County school districts—the LRSD and the North Little Rock School District (“NLRSD”)—have both been found by the federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District (“PCSSD”) has been determined by the federal District Court to be unitary in all respects concerning all student assignment, as of January 30, 2014. In view of the unitary status of LRSD and NLRSD and the status of PCSSD as unitary in the areas of student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore the granting of an open-enrollment public school charter for Quest cannot be said to have a negative impact on the three (3) Pulaski County school districts’ ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

The Benton, Bryant, and Lonoke School Districts are not currently, nor have they ever been, under a federal District Court desegregation order. The England School District is currently under a federal District Court desegregation order, but after carefully examining the effect of the opening of Quest in Little Rock, the applicant is convinced that such action shall not hinder the District in meeting its court-ordered desegregation obligations. As an open-enrollment public charter school, Quest must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. That motion contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD’s motion in these words:

To sum up, LRSD and Joshua’s motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua’s favor, no reasonable fact finder could conclude that the State is in material breach of the parties’ 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation. *Roberts Contracting*, 2009 Ark. App. 437, at 8, 320 S.W.3d at 7.

4. Disposition. LRSD and Joshua’s motions to enforce and for summary judgment, *Document No. 4440 & 4704*, are denied without prejudice on all issues except charter schools and denied with prejudice on that issue. The State and Charter Intervenors have prevailed on whether the State has violated the 1989 Settlement Agreement in authorizing open-enrollment charter schools in Pulaski County. In the Court’s judgment, as a matter of law, the State did not do so.

Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985) (en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989.

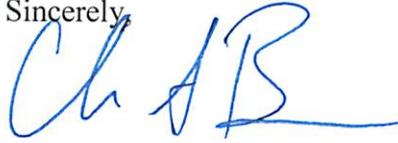
The Eighth Circuit made this clear in subsequent opinions. See 805 F.2d 815 (8th Cir. 1986); 921 F.2d 1371 (8th Cir. 1990). In the 1990 decision, the Eighth Circuit stated:

On remand from our en banc decision, several remedial developments occurred of relevance to the present appeals. For one thing, NLRSD proposed a plan to comply with our en banc opinion. The District Court approved the plan, 659 F.Supp. 363, 368 (E.D. Ark. 1987), and no one appealed. For another, the City of Little Rock annexed certain additional territory, and the question arose whether our direction that LRSD be expanded to the city limits referred to the city limits as they existed at the time of our en banc opinion, or to the city limits as they might exist from time to time in the future. The District Court held that LRSD would automatically expand whenever the city annexed new territory, so that LRSD would always be contiguous with the city as it existed from time to time. We reversed. We held that the remedy contemplated by our en banc opinion was intended to be a complete cure for all interdistrict violations that we had found. The en banc opinion, we said, prescribed "a full and sufficient correction of wrongs done in the past," including all interdistrict violations. *Little Rock School District v. Pulaski County Special School District*, 805 F.2d 815, 816 (8th Cir. 1986) (per curiam).

In conclusion, neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement Agreement, contain any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

Please feel free to contact me should you have any further questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ch AB', with a long horizontal flourish extending to the right.

Chris Baumann
General Counsel

Cc: Mr. Chuck Cook (ccook@responsived.com)
Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)
Dr. Dexter Suggs (dexter.suggs@lrsd.org)
Dr. Jerry Guess (jguess@pcssd.org)

February 11, 2014

Via E-mail (mary.perry@arkansas.gov)

Ms. Mary Perry, Charter/Home Schools Coordinator
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 304-B
Mail Slot 3
Little Rock, Arkansas 72201

Re: Charter Amendment Request: Premier High School of Little Rock

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions (“ResponsiveEd”) to have the Charter Authorizing Panel (“Panel”) consider the following charter amendments on March 19, 2014.

Northwest Arkansas Classical Academy: Northwest Arkansas Classical Academy seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Premier High School of Little Rock: Premier High School of Little Rock seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of Pine Bluff: Quest Middle School of Pine Bluff seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of West Little Rock: Quest Middle School of West Little Rock relocate the school from 1815 Rahling Road, Little Rock, Arkansas 72223, to 400 Hardin Road, Little Rock, Arkansas 72211. We have attached as additional documentation for your consideration a map of the present location, a map of the proposed location, and a signed Facilities Utilization Agreement.



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P.O. Box 292730, Lewisville, TX 75029 . Phone: 972.316.3663 . Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com Vista-Academies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com

Please feel free to contact me should you have any further questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ch AB' followed by a long horizontal stroke.

Chris Baumann
General Counsel

Enclosures

Cc: Charter and Home Schools Office (ADE.CharterSchools@arkansas.gov)
Mr. Chuck Cook (ccook@responsiveed.com)
Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)
Mr. Michael Poore (mpoore@bentonvillek12.org)
Dr. Dexter Suggs (dexter.suggs@lrsd.org)
Dr. Linda Watson (linda.watson@pbsdk12.ar.us)

Letters Submitted in Opposition

RECEIVED
MAR 10 2014



United States Department of the Interior CHARTER SCHOOL OFFICE

U.S. GEOLOGICAL SURVEY
Arkansas Water Science Center
401 Hardin Road
Little Rock, Arkansas 72211

March 7, 2014

Charter Authorizing Panel
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Members,

We would like to express our concerns about locating a proposed charter middle school at 400 Hardin Road.

The U.S. Geological Survey's (USGS) 19,000 sq. ft. office, lab, warehouse, and ware yard is located at 401 Hardin Road. This facility sits at the end of the Hardin Road cul-de-sac directly across the street from the proposed charter middle school at 400 Hardin Road. Approximately 50 people work in the USGS office and daily move large boats and construction trucks to and from the office. We regularly have visits from the public and host various meetings and conferences from our facility.

Hardin Road is a less than two block long cul-de-sac with only one entrance/exit (to Financial Parkway which turns into Chenal Parkway just a block west). Hardin Road currently exists at the very west end of all the construction ongoing at the "Big Rock Interchange" and the street has the 1st traffic light where I-630 ends after flying over Shackelford Rd.

Our major concern relates to the potential traffic flow problem. Parents transporting 220 kids each morning and afternoon will certainly congest Hardin Road something horrible with only one entrance and exit to Financial/Chenal Parkway. We anticipate traffic stacking up along most of Hardin Road since the light will probably prefer the cars coming on and off I-630 during the morning and afternoon rush hours. If a school function happens during the day, cars will be parked along the narrow road and most likely into our lot. Parents may use our parking lot as a place to wait for their kids and tie up spaces for our visitors and employees of the building. A few weeks ago an accident blocked our entry/exit into Hardin Road for more than an hour.

Another concern is the kids who walk home or wait for their ride after school. The kids will likely wander away from campus and become roving groups that will trash up the place, tear up landscaping, make a bunch of noise, sometimes fight and scuffle among themselves – in general being kids. We are aware of a problem at a charter school about

a ½ mile from us where kids were throwing rocks at each other (for fun, not attacks) and hitting cars accidentally.

We are all for schools, but think it is poor planning to put one where there is only one traffic entrance and exit.

Sincerely,

A handwritten signature in black ink, appearing to read "David Freiwald". The signature is written in a cursive, flowing style with large, connected letters.

David Freiwald
Director
USGS Arkansas Water Science Center
(501) 228-3618



COLDWELL BANKER COMMERCIAL
HATHAWAY GROUP
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BUSINESS 501.663.5400
FAX 501.663.5408
www.hathawaygroup.com

March 10, 2014

VIA EMAIL – mary.perry@arkansas.gov

Mary Perry
Charter/Home School Director
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

SUBJECT: QUEST MIDDLE SCHOOL APPLICATION / 400 HARDIN ROAD, LITTLE ROCK AR

Dear Ms. Perry:

We are the Agent for the Owner and Property Manager for the U.S. Geological Survey Building, 401 Hardin Road, Little Rock. We are strongly opposed to allowing the proposed Quest Middle School to be located on Hardin Road. Hardin Road is a two block cul-de-sac with only one entrance/exit to Financial Centre Parkway. Our client Jess Woods, who owns 401 Hardin Road, and his tenant, the U.S. Geological Survey Water Science Center, both object to this school location.

Our client's building is zoned for office use and has always been used as an office. The building the school wants to use is also zoned for office use and has been used as offices. Changing its use to that of a school would be a fundamental alteration of the traffic flows and usage patterns at the property and would be detrimental to other property owners and businesses in the area, as well as to the general public's right to have adequate safety and traffic flow on public streets. The U.S. Geological Survey has approximately 50 people in this office daily and have equipment and vehicles related to their business coming and going on a regular basis. Having a school at this location with parents dropping off students and picking them up will further impede ingress and egress on Hardin Road, not to mention the possibility of blocking the entrance to the U.S. Geological Survey's building, and will cause considerable difficulties not only for this office but to other businesses on this street.

There is also concern regarding the practicality of having a school in a former office building with little to no outside space for a playground or area for students taking a break from classes. Wherever this school is located, there should be a reasonable expectation that the facility and grounds would be designed to keep students and related activities on the property itself, without impacting neighbors.

There is another school located in an office park on Corporate Hill Drive and we have observed numerous problems stemming from the daily presence of patrons' vehicles lining city streets and private property owned by others. Allowing this location for this school would cause dangerous traffic safety issues and harm the property values and business operations nearby.

Sincerely,

Jeffrey R. Hathaway, CCIM, SIOR
President

cc: David Freiwald (freiwald@usgs.gov)
Jess Woods
Vada Reynolds (vreynolds@hathawaygroup.com)
Sally Mears (smears@hathawaygroup.com)
Donna James and Tony Bozynski, City of LR

Each Office is Independently Owned and Operated.

Desegregation Analysis Provided by the ADE

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Relocation for
Quest Middle School of West Little Rock

Date: March 21, 2014

I. INTRODUCTION

On November 14, 2013, the Charter Authorizing Panel approved the application of Responsive Education Solutions to open and operate Quest Middle School of West Little Rock. The charter school was approved to operate grades 6-12 with a student enrollment cap of 490. According to its application, the charter school expects to draw students from the Benton, Bryant, England, Little Rock, Lonoke, North Little Rock and Pulaski County Special school districts.

Quest Middle School of West Little Rock requests that the Charter Authorizing Panel approve an amendment to its charter to change the location of the school from 1815 Rahling Road to 400 Hardin Road. Both locations are in Little Rock. However, 1815 Rahling Road is located in the Pulaski County Special School District and 400 Hardin Road is located in the Little Rock School District.

II. STATUTORY REQUIREMENTS

Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

Quest Middle School of West Little Rock provided the attached desegregation analysis. The analysis states, in part:

In carefully reviewing the potential impact that Quest would have upon the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated

public schools, the applicant finds that two of the three Pulaski County school districts -- the Little Rock School District ("LRSD") and the North Little Rock School District ("NLRSD") -- have both been found to be unitary in all aspects of their school operations. The Pulaski County Special School District ("PCSSD") has been determined by the federal District Court to be unitary in all respects concerning interdistrict student assignment. In view of the unitary status of LRSD and NLRSD and the status of PCSSD as unitary in the areas of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for Quest cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

The Benton, Bryant, and Lonoke School Districts are not currently, nor have they ever been, under a federal District Court desegregation order. The England School District is currently under a federal District Court desegregation order, but after carefully examining the effect of the opening of Quest in Little Rock, the applicant is convinced that such action shall not hinder the district in meeting its court-ordered desegregation obligations . . .

In conclusion, neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement Agreement, contain any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2013, enrollment for the school districts listed by the applicant as affected by its proposed school, and for open-enrollment charter schools operating in the same county, is:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
School Districts in Pulaski County							
Little Rock School District	227 0.96%	579 2.45%	15,689 66.27%	2,728 11.52%	73 0.31%	4,380 18.50%	23,676 --
N. Little Rock School District	39 0.46%	97 1.13%	4,969 58.10%	636 7.44%	30 0.35%	2,782 32.53%	8,553 --
Pulaski Co. Spec. School District	510 2.99%	345 2.02%	7,414 43.46%	1,118 6.55%	102 0.60%	7,571 44.38%	17,060 --
DISTRICT	776	1,021	28,072	4,482	205	14,733	49,289

TOTAL	1.57%	2.07%	56.95%	9.09%	0.42%	29.89%	--
Open-Enrollment Public Charter Schools in Pulaski County							
Academics Plus (PCSSD)	0	12	101	34	2	501	650
	0.0%	1.8%	15.5%	5.2%	0.3%	77.1%	
Covenant Keepers (LRSD)	0	0	112	76	1	3	192
	0.0%	0.0%	58.3%	39.6%	0.5%	1.6%	
E-Stem (LRSD)	68	39	663	82	3	607	1,462
	4.7%	2.7%	45.3%	5.6%	0.2%	41.5%	
Jacksonville Lighthouse (PCSSD)	1	14	422	83	7	289	816
	0.1%	1.7%	51.7%	10.2%	0.9%	35.4%	
Lisa Academy (LRSD)	17	146	342	79	5	210	799
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%	
Lisa Academy North (NLRSD)	2	60	212	46	5	268	593
	0.3%	10.1%	35.8%	7.8%	0.8%	45.2%	
LR Prep Academy (LRSD)	3	1	387	21	1	4	417
	0.7%	0.2%	92.8%	5.0%	0.2%	1.0%	
Premier High School (LRSD)	0	0	80	2	0	8	90
	0.0%	0.0%	88.9%	2.2%	0.0%	8.9%	
SIATech Little Rock (LRSD)	0	1	77	3	0	11	92
	0.0%	1.1%	83.7%	3.3%	0.0%	12.0%	
CHARTER TOTAL	91	273	2,396	426	24	1,901	5,111
	1.8%	5.3%	46.9%	8.3%	0.5%	37.2%	
COUNTYWIDE TOTAL	867	1,294	30,468	4,908	229	16,634	54,400
	1.6%	2.4%	56.0%	9.0%	0.4%	30.6%	

	2 or More Races	Asian	Black/ African American	Hispanic	Native Am. Hawaiian/ Pacific Islander	White	Totals
School Districts Outside Pulaski County							
Bryant School District	101	143	1,127	772	38	6,681	8,862
	0.8%	1.6%	11.6%	7.6%	0.5%	77.8%	
Benton School District	125	35	392	324	18	4,028	4,922
	2.7%	0.8%	7.4%	6.6%	0.4%	82.1%	
England School District	13	0	288	36	1	425	763
	1.4%	0.0%	36.6%	4.6%	0.1%	57.3%	
Lonoke School District	36	11	398	121	5	1,224	1,795
	1.9%	0.6%	20.7%	6.6%	0.2%	70.0%	

Source: ADE Data Center, Oct. 1, 2013 Enrollment

Note: The school district listed in parentheses next to the charter school's name is the district in which the school is located.

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The Department is aware of a pending desegregation order affecting the PCSSD (*Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-866, United States District Court—Eastern District of Arkansas).

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District*, 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas*, 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. The court also found that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. PCSSD remains non-unitary in the following seven areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Scholarships; (4) Special Education; (5) Staff; (6) Student Achievement; and (7) Monitoring.

Because Quest Middle School of West Little Rock is located in Pulaski County, Arkansas, the State Board must ensure that any act it approves, including approval of any relocation does not hamper, delay, or in any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools.” *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). “[T]he differentiating factor

between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to seven areas of the district's desegregation plan. Therefore, the Authorizer should consider whether a relocation for Quest Middle School of West Little Rock will negatively affect PCSSD's efforts to achieve full unitary status.

ADE Staff is aware of no pending desegregation orders involving the Benton, Bryant, or Lonoke school districts. The England School District is subject to a desegregation order in the case of *United States v. Cotton Plant School District No. 1, et al.* The England School District has operated under such an order since August 17, 1970. The last filing in the above-styled case took place on August 16, 2007. The England School District was one of six (6) defendant school districts that were parties to the case. The ADE does not possess the desegregation order for the England School District and the order is not on file with the Federal District Court for the Eastern District of Arkansas. The ADE will continue to search for the applicable desegregation order and will provide additional information to the authorizer when and if the order is received.

Materials Distributed at the Hearing



PETERS & ASSOCIATES
ENGINEERS, INC.

March 21, 2014

Mr. Curtis Cogburn
Responsive Education Solutions
1301 Waters Ridge Dr.
Lewisville, TX 75057

Re: P1692
Preliminary Summary of Findings
Traffic Study Proposed Charter School (Grades 6 – 8)
400 Hardin Road (Sedgwick Center)
Little Rock, AR

Dear Mr. Cogburn:

Peters & Associates Engineers, Inc. is conducting a traffic engineering study relating to a proposed new charter school to be located in the existing Sedgwick Center office building to accommodate a maximum enrollment of approximate 220 students. The Sedgwick Center is located on the west side of Hardin Road, north of Financial Center Parkway in Little Rock, Arkansas. The student pick-up / drop-off route is assumed as a counter clockwise loop around the building for left-side loading / unloading adjacent to the west side of the building. The primary focus of the traffic engineering study is to assess projected traffic operations and make recommendations to adequately serve access to the site to minimize queuing within the site or on the north end of the cul-de-sac of Harding Road.

EXISTING TRAFFIC CONDITIONS

Existing AM (7:00 – 9:00 AM) and school PM (2:45 – 5:00 PM) vehicle turning movement count data were gathered by this consultant for the following intersections in the immediate vicinity of the proposed site:

- Hardin Road and the Sedgwick Center north access drive
- Hardin Road and the Sedgwick Center south access drive.

The turning movement count data for the AM and school PM peak hours are attached with this letter. The following is a summary of the AM and school PM peak hour count data:

- AM Peak Hour
 - Hardin Road, just south of the Sedgwick Center south access drive = 49 northbound vehicles and 11 southbound vehicles.
 - Sedgwick Center entering traffic (both access drives total) = 33 vehicles.
 - Sedgwick Center exiting traffic (both access drives total) = 6 vehicles.
- School PM Peak Hour
 - Hardin Road, just south of the Sedgwick Center south access drive = 28 northbound vehicles and 32 southbound vehicles.
 - Sedgwick Center entering traffic (both access drives total) = 20 vehicles.
 - Sedgwick Center exiting traffic (both access drives total) = 24 vehicles.

TRIP GENERATION AND SITE TRAFFIC PROJECTIONS

The Trip Generation, an Informational Report, published by the Institute of Transportation Engineers (ITE) and The Trip Generation Manual by Trafficware, LLC (9th Edition), 2012, were reviewed in calculating the magnitude of traffic volumes expected to be generated by the proposed land-use of the 220 student charter school. These are typically reliable sources for this information and are commonly used in the traffic engineering profession. However, recent actual count data has been conducted at a similar charter school in the City of Little Rock. *(Note: The actual AM and school PM peak hour trip generation data is slightly higher than the data included in ITE Trip-Generation.)* This actual count data from a similar charter school has been used to calculate the estimated number of vehicles for the AM and school PM peak hours that can likely be expected to more accurately project the traffic volumes expected to be associated with this site as proposed.

Using the local trip generation rates, calculations were made as a part of this study to provide a reliable estimate of traffic volumes that can be expected to be associated with the development as proposed. Results of this calculation are summarized on Table 1, "Summary of Trip-Generation."

PROPOSED LAND USE	NUMBER OF STUDENTS	AM PEAK HOUR VOLUME		SCHOOL PM PEAK HOUR VOLUME	
		ENTER	EXIT	ENTER	EXIT
Charter School (Grades 6-8)	220	138	116	82	92
TOTAL ENTERING + EXITING		254		174	

Table 1 – Summary of Trip-Generation

School traffic, as will be the traffic associated with this site, ordinarily does contribute to the adjacent street traffic conditions during the on-street AM peak traffic hour and the school PM peak traffic hour. Accordingly, the AM and school PM peak traffic periods of the adjacent street in the immediate vicinity of the site are the traffic operating conditions which have warranted primary traffic analysis as a part of this study.

Once projected traffic was estimated for the site, directional distributions were made to reflect the percent of anticipated thru, left and right-turns at the study intersections. The student pick-up / drop-off route is assumed as a counter clockwise loop around the building for left-side loading / unloading adjacent to the west side of the building.

The projected traffic volumes (existing + proposed 220 student charter school generated) for Hardin Road, just south of the Sedgwick Center south access drive are summarized as follows:

- AM Peak Hour
 - Hardin Road, just south of the Sedgwick Center south access drive = 187 northbound vehicles and 127 southbound vehicles.
- School PM Peak Hour
 - Hardin Road, just south of the Sedgwick Center south access drive = 110 northbound vehicles and 121 southbound vehicles.

TRAFFIC OPERATIONS MODELING

Traffic operational calculations and simulation modeling were performed as a part of this study for projected traffic operating conditions for the study area. The adjacent street AM and school PM peak traffic periods were used for these calculations. Factors included in the analysis are as follows:

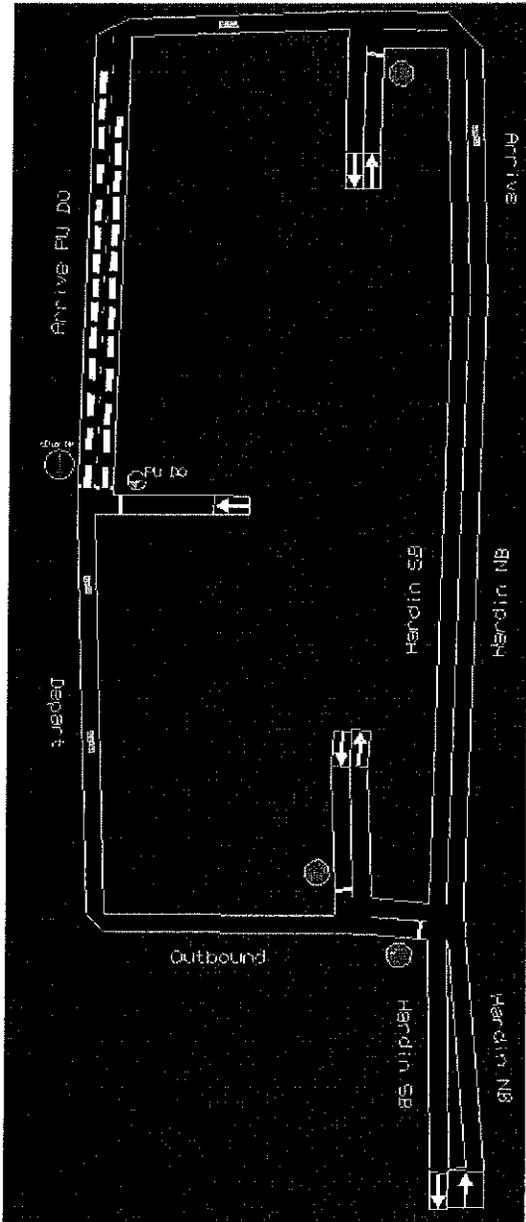
- Existing traffic volumes and patterns.
- Directional distribution of projected traffic volumes.
- Existing and proposed intersection geometry (including elements such as turn lanes, curb radii, etc.).
- Projected school traffic volumes.
- Existing traffic control.
- Representative student pick-up and drop-off times in the proposed pick-up and drop-off areas.

Critical to assessment of traffic operations in the vicinity of the proposed site is an assessment of site ingress and egress at the site access drive and circulation through the site. To assess the traffic operations at the site within the context of the site configuration, the access drives proposed to serve it and existing and site-generated traffic volumes, a traffic modeling technique was used. TSIS-CORSIM (Traffic Software Integrated System, Version 6.2) traffic modeling software was used for assessment of traffic operation at the proposed site. This software was developed for U.S. Department of Transportation, Federal Highway Administration and the FHWA Office of Operations Research, Development and Technology. City of Little Rock Public Works representatives are familiar with and have confidence in the results from this traffic modeling software. TSIS allows the user to define and manage traffic analysis projects, define traffic networks and create inputs for traffic simulation analysis, execute traffic simulation models, and interpret the results of those models. The model yields various analysis output values including information for projected maximum vehicle queuing at driveway and street intersection approaches as well as student pick-up and drop-off operations.

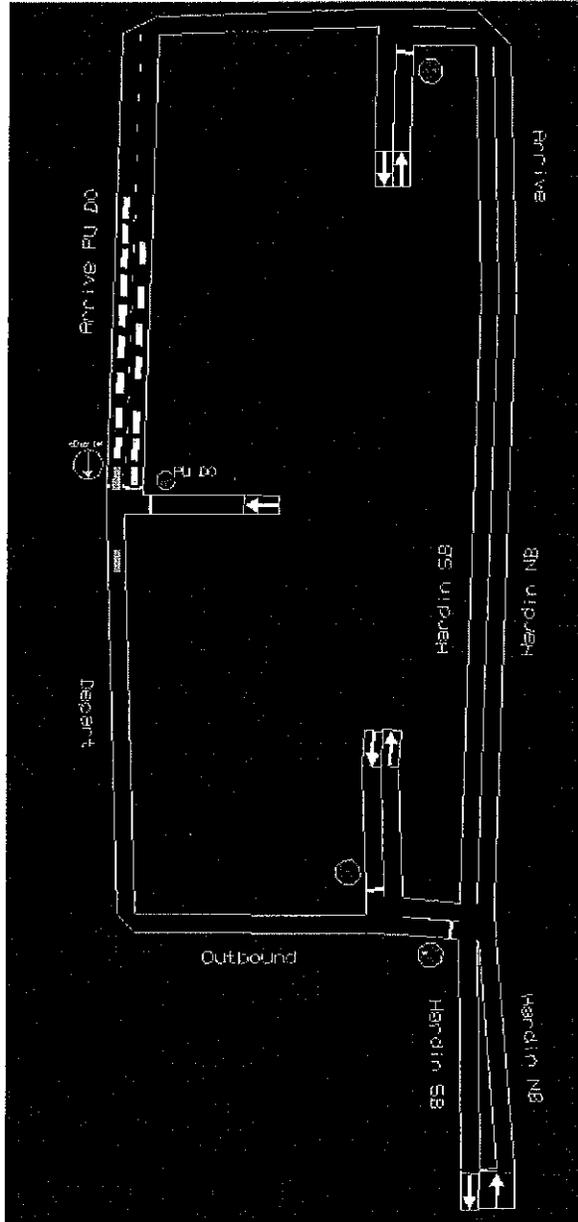
Results - Traffic Operations Modeling *Projected Traffic Conditions*

Traffic operations modeling analysis was performed for the projected traffic conditions for the study area. This analysis was performed for the AM and school PM peak hours projected traffic conditions. For purposes of traffic operations modeling, the student pick-up and drop-off times similar to those measured at an existing similar charter school in the City of Little Rock were used. Although influenced by site-specific traffic volumes and arrival rates and traffic patterns, it is expected that a similar student pick-up and drop-off operation will be used.

There is approximately 700 feet of vehicle stacking available on-site from the location the pick-up and drop-off area to Hardin Road at the north end of the cul-de-sac. As shown in the exhibits following, the maximum vehicle queuing can be well accommodated within the proposed Sedgwick Center parking lot without over-flowing onto Hardin Road during the AM and school PM peak hours.



Projected AM Peak Hour Maximum Queuing



Projected PM Peak Hour Maximum Queuing

Mr. Curtis Cogburn
March 21, 2014
Page 5

CONCLUSION

In conclusion, it was found that the maximum vehicle queuing for a 220 student enrollment charter school (grades 6-8) can be well accommodated within the approximate 700 feet of stacking within the Sedgwick Center parking lot without over-flowing onto Hardin Road during the AM and school PM peak hours.

A full traffic study is to be completed by this consultant in the near future. The traffic study will include detailed existing traffic counts, detailed traffic operations modeling analysis and results, projected traffic volumes graphics, etc.

Please let me know if you need additional information or comment.

Sincerely,
PETERS & ASSOCIATES, ENGINEERS, INC.



Ernest J. Peters, PE
President

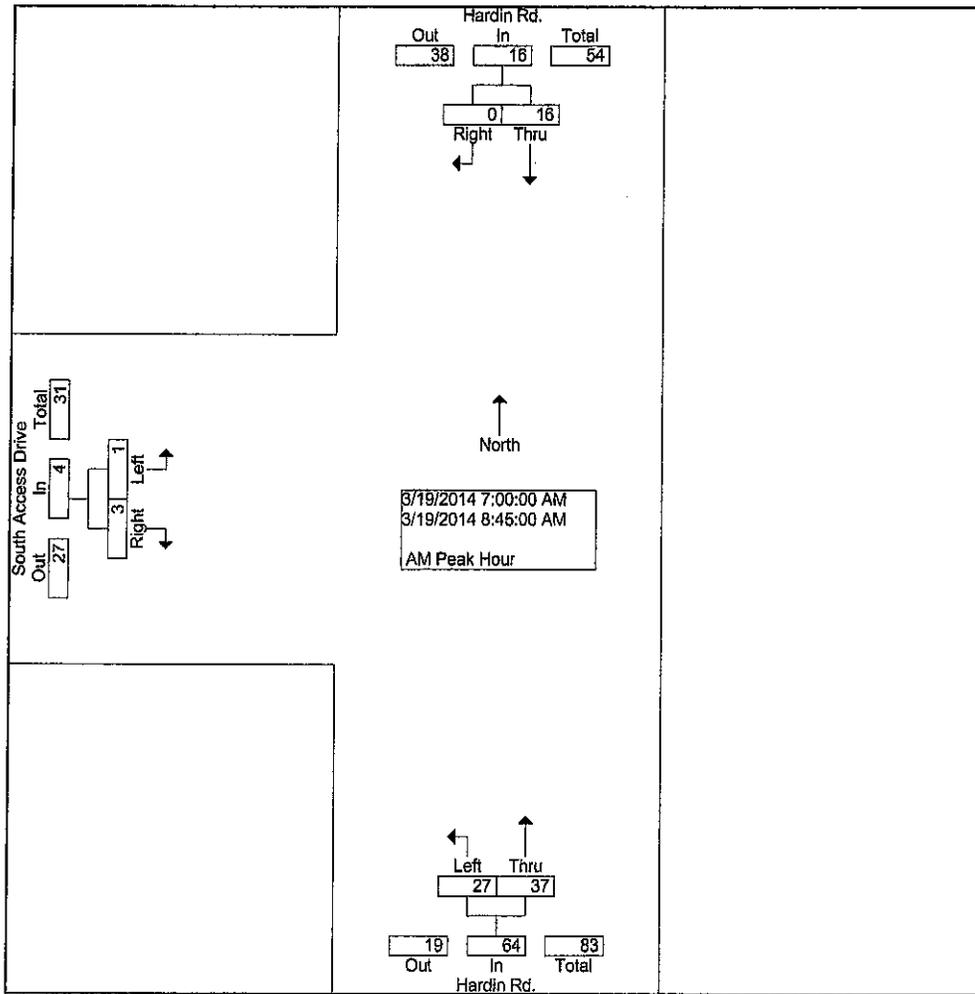
Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Center South Drive
 Little Rock, AR
 P-1692

File Name : AM-South
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 1

Groups Printed- AM Peak Hour

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Factor	1.0	1.0		1.0	1.0		1.0	1.0		
07:00 AM	0	0	0	1	2	3	0	0	0	3
07:15 AM	0	1	1	4	2	6	0	0	0	7
07:30 AM	0	2	2	7	8	15	0	0	0	17
07:45 AM	0	6	6	9	3	12	0	0	0	18
Total	0	9	9	21	15	36	0	0	0	45
08:00 AM	0	2	2	10	6	16	0	0	0	18
08:15 AM	0	1	1	2	3	5	1	0	1	7
08:30 AM	0	2	2	2	1	3	0	0	0	5
08:45 AM	0	2	2	2	2	4	2	1	3	9
Total	0	7	7	16	12	28	3	1	4	39
Grand Total	0	16	16	37	27	64	3	1	4	84
Apprch %	0.0	100.0		57.8	42.2		75.0	25.0		
Total %	0.0	19.0	19.0	44.0	32.1	76.2	3.6	1.2	4.8	

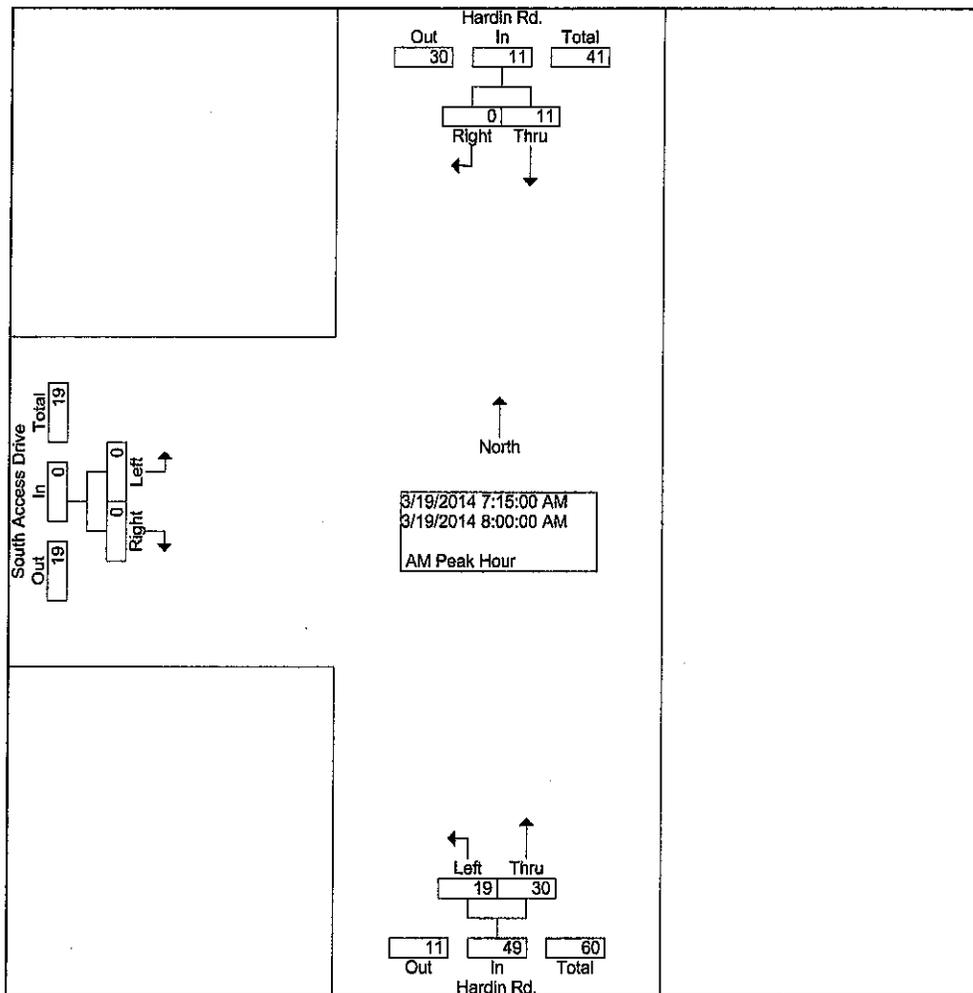


Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Center South Drive
 Little Rock, AR
 P-1692

File Name : AM-South
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 2

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Peak Hour From 07:00 AM to 08:45 AM - Peak 1 of 1										
Intersection	07:15 AM									
Volume	0	11	11	30	19	49	0	0	0	60
Percent	0.0	100.0		61.2	38.8		0.0	0.0		
08:00 Volume	0	2	2	10	6	16	0	0	0	18
Peak Factor										
High Int.	07:45 AM			08:00 AM			6:45:00 AM			0.833
Volume	0	6	6	10	6	16				
Peak Factor	0.458			0.766						



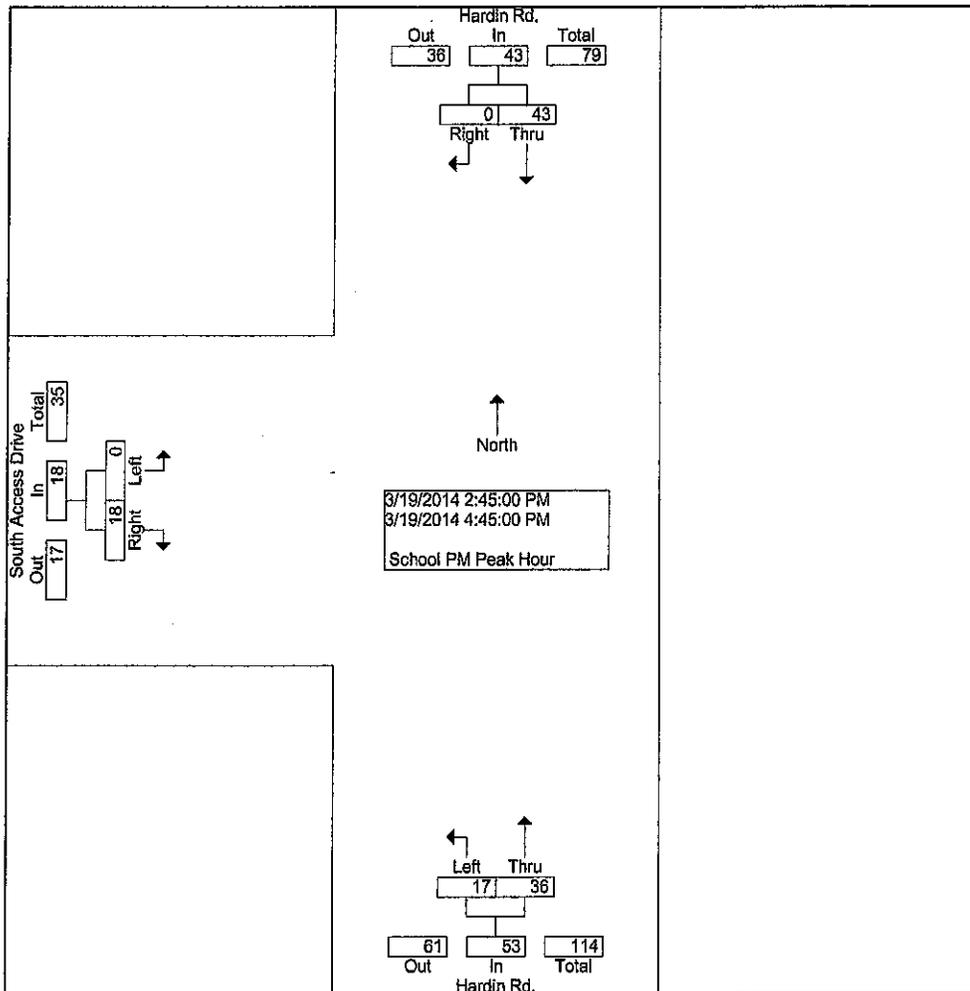
Peters & Associates Engineers, Inc.
Peak Hours Turning Movement Count Data

School PM Hr Turning Movement Count Data
Hardin Rd and Sedwick Center South Drive
Little Rock, AR
P-1692

File Name : PM-South
Site Code : 00000000
Start Date : 03/19/2014
Page No : 1

Groups Printed- School PM Peak Hour

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Factor	1.0	1.0		1.0	1.0		1.0	1.0		
02:45 PM	0	7	7	5	3	8	3	0	3	18
Total	0	7	7	5	3	8	3	0	3	18
03:00 PM	0	2	2	5	0	5	1	0	1	8
03:15 PM	0	3	3	2	1	3	0	0	0	6
03:30 PM	0	4	4	1	1	2	1	0	1	7
03:45 PM	0	5	5	5	2	7	3	0	3	15
Total	0	14	14	13	4	17	5	0	5	36
04:00 PM	0	6	6	4	2	6	2	0	2	14
04:15 PM	0	5	5	5	3	8	2	0	2	15
04:30 PM	0	4	4	4	2	6	1	0	1	11
04:45 PM	0	7	7	5	3	8	5	0	5	20
Total	0	22	22	18	10	28	10	0	10	60
Grand Total	0	43	43	36	17	53	18	0	18	114
Apprch %	0.0	100.0		67.9	32.1		100.0	0.0		
Total %	0.0	37.7		31.6	14.9	46.5	15.8	0.0	15.8	

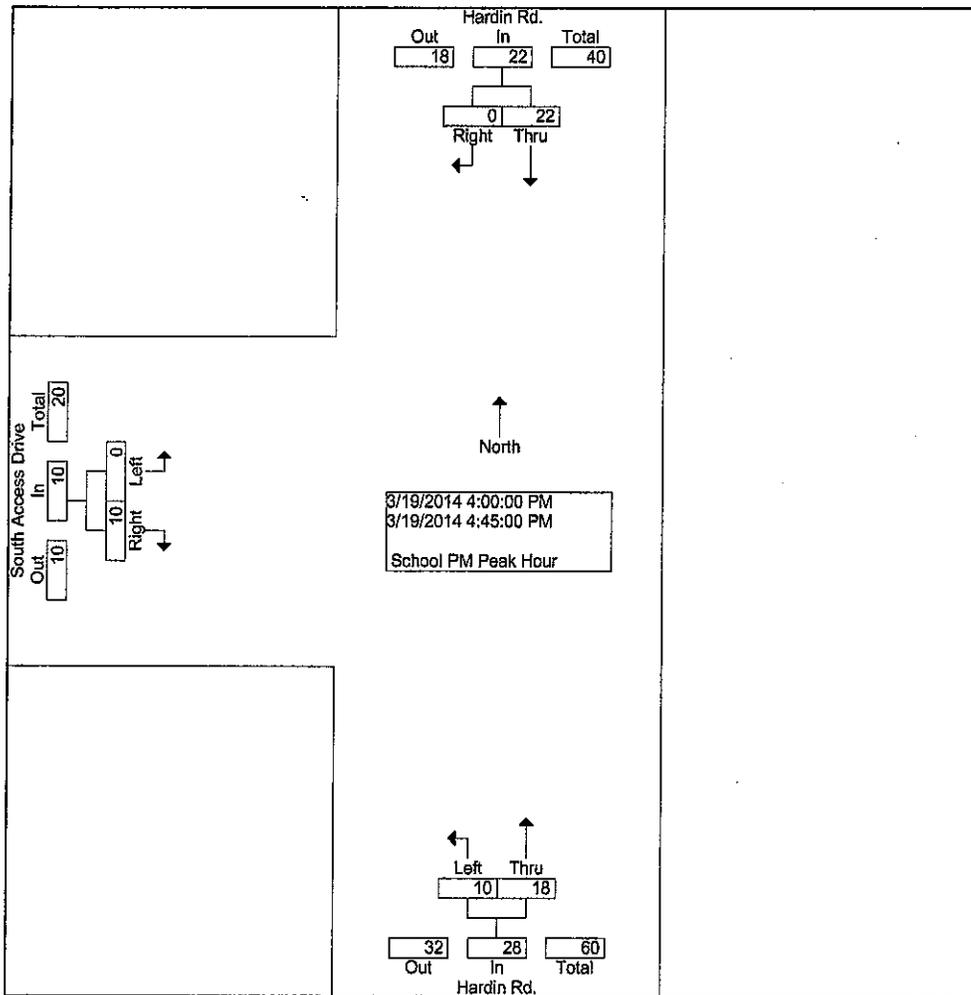


Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

School PM Hr Turning Movement Count Data
 Hardin Rd and Sedwick Center South Drive
 Little Rock, AR
 P-1692

File Name : PM-South
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 2

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Peak Hour From 02:45 PM to 04:45 PM - Peak 1 of 1										
Intersection	04:00 PM									
Volume	0	22	22	18	10	28	10	0	10	60
Percent	0.0	100.0		64.3	35.7		100.0	0.0		
04:45 Volume	0	7	7	5	3	8	5	0	5	20
Peak Factor										0.750
High Int.	04:45 PM									
Volume	0	7	7	5	3	8	5	0	5	
Peak Factor	0.786			0.875			0.500			



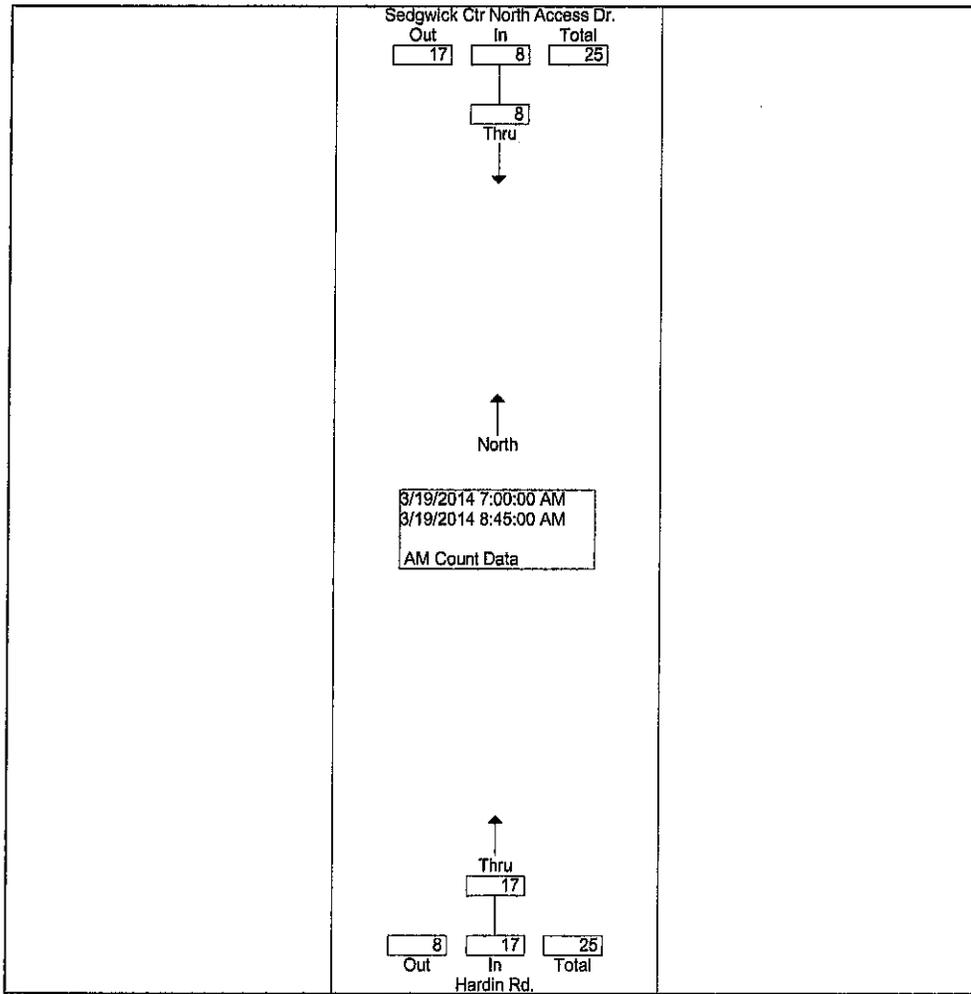
Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Ctr North Access
 Little Rock, AR
 P-1692

File Name : AM-North
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 1

Groups Printed- AM Count Data

Start Time Factor	Sedgwick Ctr North Access Dr. From North		Hardin Rd. From South		Int. Total
	Thru	App. Total	Thru	App. Total	
07:15 AM	1	1	1	1	2
07:30 AM	1	1	3	3	4
07:45 AM	4	4	4	4	8
Total	6	6	8	8	14
08:00 AM	0	0	6	6	6
08:15 AM	0	0	1	1	1
08:30 AM	1	1	1	1	2
08:45 AM	1	1	1	1	2
Total	2	2	9	9	11
Grand Total	8	8	17	17	25
Approch %	100.0		100.0		
Total %	32.0	32.0	68.0	68.0	

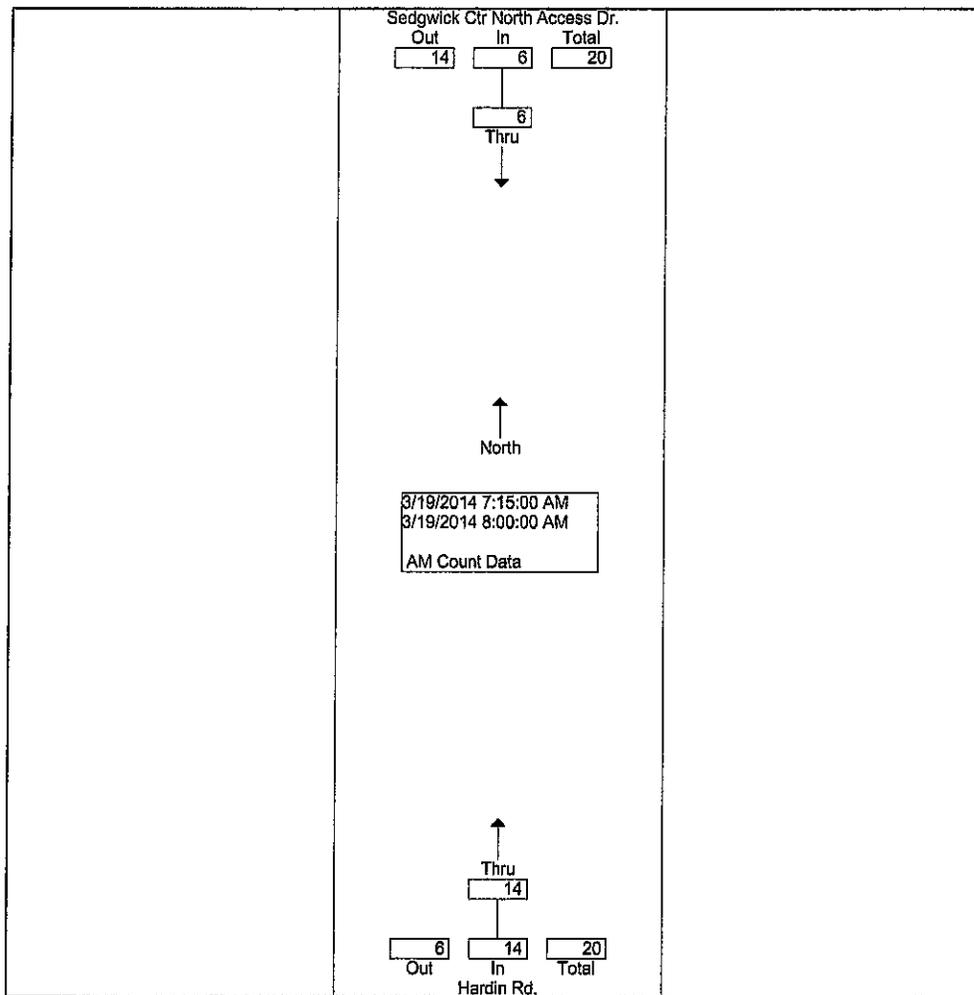


Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
 Hardin Rd and Sedwick Ctr North Access
 Little Rock, AR
 P-1692

File Name : AM-North
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 2

Start Time	Sedgwick Ctr North Access Dr. From North		Hardin Rd. From South		Int. Total
	Thru	App. Total	Thru	App. Total	
Peak Hour From 07:00 AM to 08:45 AM - Peak 1 of 1					
Intersection	07:15 AM				
Volume	6	6	14	14	20
Percent	100.0		100.0		
07:45 Volume	4	4	4	4	8
Peak Factor				0.625	
High Int.	07:45 AM		08:00 AM		
Volume	4	4	6	6	
Peak Factor		0.375		0.583	



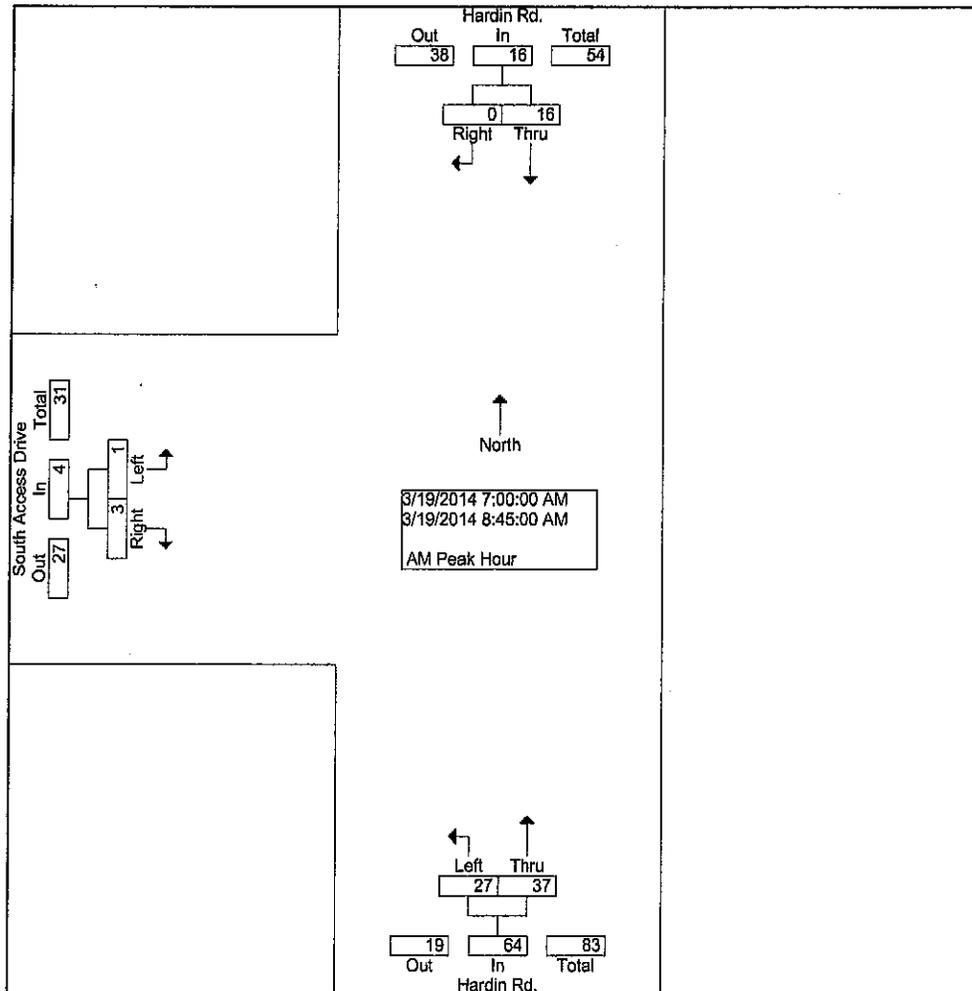
Peters & Associates Engineers, Inc.
 Peak Hours Turning Movement Count Data

AM Hour Turning Movement Count Data
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 Little Rock, AR
 P-1692

File Name : AM-South
 Site Code : 00000000
 Start Date : 03/19/2014
 Page No : 1

Groups Printed- AM Peak Hour

Start Time Factor	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
07:00 AM	0	0	0	1	2	3	0	0	0	3
07:15 AM	0	1	1	4	2	6	0	0	0	7
07:30 AM	0	2	2	7	8	15	0	0	0	17
07:45 AM	0	6	6	9	3	12	0	0	0	18
Total	0	9	9	21	15	36	0	0	0	45
08:00 AM	0	2	2	10	6	16	0	0	0	18
08:15 AM	0	1	1	2	3	5	1	0	1	7
08:30 AM	0	2	2	2	1	3	0	0	0	5
08:45 AM	0	2	2	2	2	4	2	1	3	9
Total	0	7	7	16	12	28	3	1	4	39
Grand Total	0	16	16	37	27	64	3	1	4	84
Apprch %	0.0	100.0		57.8	42.2		75.0	25.0		
Total %	0.0	19.0	19.0	44.0	32.1	76.2	3.6	1.2	4.8	

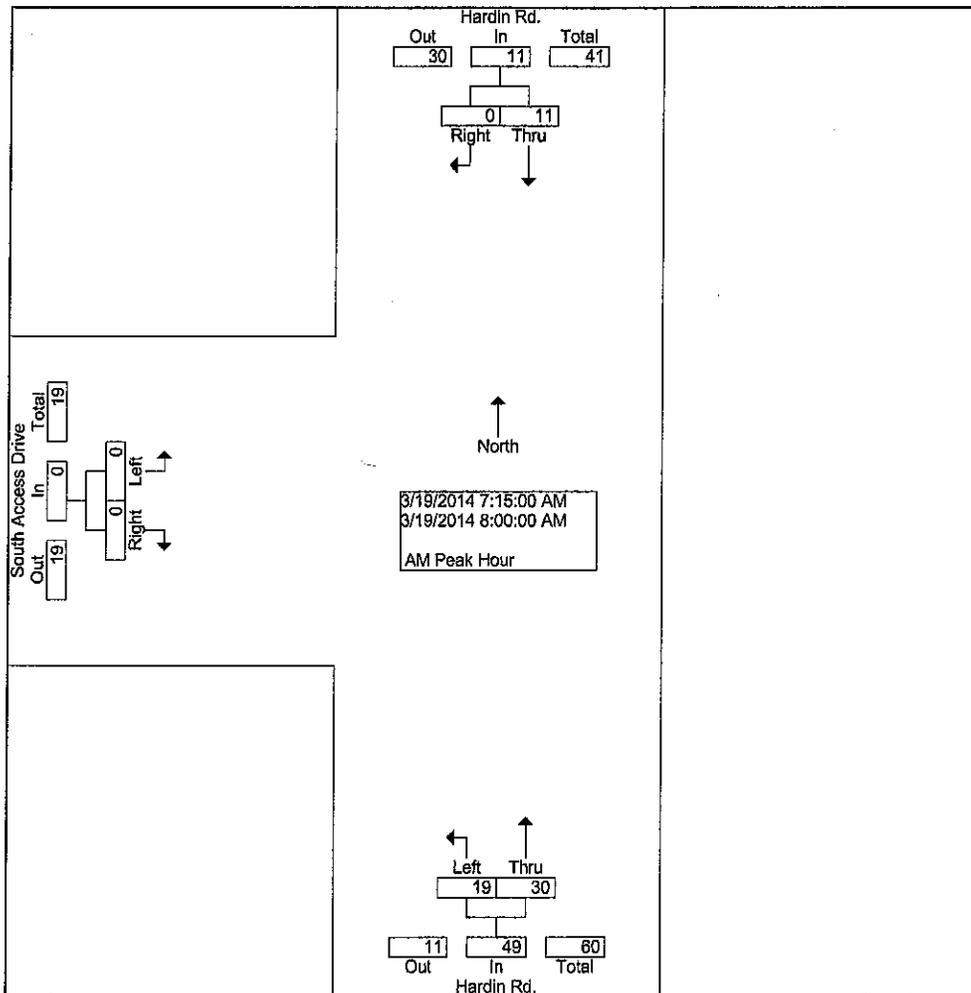


Peters & Associates Engineers, Inc.
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AM Hour Turning Movement Count Data
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 P-1692

File Name : AM-South
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 Start Date : 03/19/2014
 Page No : 2

Start Time	Hardin Rd. From North			Hardin Rd. From South			South Access Drive From West			Int. Total
	Right	Thru	App. Total	Thru	Left	App. Total	Right	Left	App. Total	
Peak Hour From 07:00 AM to 08:45 AM - Peak 1 of 1										
Intersection	07:15 AM									
Volume	0	11	11	30	19	49	0	0	0	60
Percent	0.0	100.0		61.2	38.8		0.0	0.0		
08:00 Volume	0	2	2	10	6	16	0	0	0	18
Peak Factor										0.833
High Int.	07:45 AM									
Volume	0	6	6	10	6	16	6:45:00 AM			
Peak Factor	0.458			0.766						



Notification of Charter Authorizing Panel Decision

Quest Middle School of Pine Bluff
Pine Bluff, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

March 21, 2014

Dr. Tom W. Kimbrell
Commissioner

State Board
of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Chris Baumann
Quest Middle School of Pine Bluff
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notice of Charter Authorizing Panel Decision
Quest Middle School of Pine Bluff Amendment Request

Dear Mr. Baumann:

On Friday, March 21, 2014, the Charter Authorizing Panel met and approved the Quest Middle School of Pine Bluff amendment request to waive Ark. Code Ann. § 6-13-619 to the extent that it requires board members to be physically present at board meetings.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Wednesday, March 26, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on April 10 -11, 2014. Regardless of whether a review of the panel's decision is requested, the amendment request will be an action item for the State Board of Education in April, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Linda Watson, Superintendent, Pine Bluff School District

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

An Equal Opportunity
Employer

Amendment Request

**Quest Middle School of Pine Bluff
Pine Bluff, Arkansas**



CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of Pine Bluff

LEA Number 3542700/3542702

Type of Amendment Requested:

Other: Quest Middle School of Pine Bluff seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Charter Leader Charles Cook

Email address ccook@responsived.com

Phone number 972.316.3663

February 11, 2014

Via E-mail (mary.perry@arkansas.gov)

Ms. Mary Perry, Charter/Home Schools Coordinator
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Room 304-B
Mail Slot 3
Little Rock, Arkansas 72201

Re: Charter Amendment Request: Premier High School of Little Rock

Ms. Perry:

Please accept this letter as the formal request of Responsive Education Solutions (“ResponsiveEd”) to have the Charter Authorizing Panel (“Panel”) consider the following charter amendments on March 19, 2014.

Northwest Arkansas Classical Academy: Northwest Arkansas Classical Academy seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Premier High School of Little Rock: Premier High School of Little Rock seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of Pine Bluff: Quest Middle School of Pine Bluff seeks exemption from Section 6-13-619 of Title 6 of the Arkansas Code Annotated to the extent that it requires board members to be physically present at board meetings.

Quest Middle School of West Little Rock: Quest Middle School of West Little Rock relocate the school from 1815 Rahling Road, Little Rock, Arkansas 72223, to 400 Hardin Road, Little Rock, Arkansas 72211. We have attached as additional documentation for your consideration a map of the present location, a map of the proposed location, and a signed Facilities Utilization Agreement.



PREMIER HIGH SCHOOLS



VISTA ACADEMIES



FOUNDERS
Classical Academy

P.O. Box 292730, Lewisville, TX 75029 . Phone: 972.316.3663 . Fax: 972.315.9506

ResponsiveEd.com PremierHighSchools.com Vista-Academies.com iSchoolHigh.com QuestMiddleSchools.com FoundersClassical.com

Please feel free to contact me should you have any further questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ch AB' followed by a long horizontal flourish.

Chris Baumann
General Counsel

Enclosures

Cc: Charter and Home Schools Office (ADE.CharterSchools@arkansas.gov)
Mr. Chuck Cook (ccook@responsiveed.com)
Mr. Jeremy Lasiter (jeremy.lasiter@arkansas.gov)
Mr. Michael Poore (mpoore@bentonvillek12.org)
Dr. Dexter Suggs (dexter.suggs@lrsd.org)
Dr. Linda Watson (linda.watson@pbsdk12.ar.us)



Listening. Learning. Leading.

Multistate Standard-Setting Technical Report

**PRAXIS™ HEALTH AND PHYSICAL EDUCATION: CONTENT
KNOWLEDGE (5857)**

Licensure and Credentialing Research

ETS

Princeton, New Jersey

December 2013

EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Health and Physical Education: Content Knowledge (5857) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from 11 states, Washington, DC, and Guam were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either health and physical education teachers or college faculty who prepare health and physical education teachers and (b) familiarity with the knowledge and skills required of beginning health and physical education teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Health and Physical Education: Content Knowledge test, the recommended passing score is 74 out of a possible 110 raw-score points. The scaled score associated with a raw score of 74 is 160 on a 100–200 scale.

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis™ Health and Physical Education: Content Knowledge (5857) test, research staff from ETS designed and conducted a multistate standard-setting study in November 2013 in Princeton, New Jersey. Education agencies¹ recommended panelists with (a) experience as either health and physical education teachers or college faculty who prepare health and physical education teachers and (b) familiarity with the knowledge and skills required of beginning health and physical education teachers. Eleven states, Washington, DC, and Guam (Table 1) were represented by 17 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating Jurisdictions and Number of Panelists

Arkansas (2 panelists)	North Carolina (1 panelist)
Delaware (2 panelists)	Pennsylvania (1 panelist)
Guam (1 panelist)	Tennessee (1 panelist)
Kentucky (1 panelist)	Vermont (1 panelist)
Louisiana (1 panelist)	Virginia (2 panelists)
Nebraska (1 panelist)	Washington, DC (2 panelists)
Nevada (1 panelist)	

The following technical report contains 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.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each jurisdiction, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each jurisdiction may want to consider the recommended passing score but also other sources of information when setting the final Praxis Health and Physical Education: Content Knowledge passing score (see Geisinger & McCormick, 2010). A jurisdiction 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

¹ States and jurisdictions that currently use Praxis were invited to participate in the multistate standard-setting study.

no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the jurisdiction'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 the Praxis Health and Physical Education: Content Knowledge test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a jurisdiction to recognize that any test score on any standardized test—including a Praxis Health and Physical Education: Content Knowledge test score—is not 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 jurisdiction to gauge 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), each jurisdiction should consider the likelihood of classification errors. 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 that 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 decision 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 jurisdiction needs to consider which decision error is more important to minimize.

OVERVIEW OF THE PRAXIS HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE TEST

The Praxis Health and Physical Education: Content Knowledge *Test at a Glance* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level health and physical education teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour-and-ten-minute test contains 130 selected-response items² covering five content areas: *Health Education as a Discipline/Health Instruction* (approximately 26 items), *Health Education Content* (approximately 32 items), *Content Knowledge and Student Growth and Development* (approximately 22 items), *Management, Motivation, and Communication/Collaboration, Reflection, and Technology* (approximately 29 items), and *Planning, Instruction, and Student Assessment* (approximately 21 items).³ The reporting scale for the Praxis Health and Physical Education: Content Knowledge test ranges from 100 to 200 scaled-score points.

PROCESSES AND METHODS

The design of the standard-setting study included an expert panel. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped 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 described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

² Twenty of the 130 selected-response items are pretest items and do not contribute to a candidate's score.

³ The number of items for each content area may vary slightly from form to form of the test.

REVIEWING THE TEST

The standard-setting panelists first reviewed the test and then discussed it. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers.

DEFINING THE TARGET CANDIDATE

Following the review of the test, panelists described the target candidate. The *target candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

The panel created a description of the target candidate—the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, the panel first split into smaller groups to consider the target candidate. The full panel then reconvened and, through whole-group discussion, determined the description of the target candidate to use for the remainder of the study.

The written description of the target candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the target candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the target candidate description).

PANELISTS' JUDGMENTS

The standard-setting process for the Praxis Health and Physical Education: Content Knowledge test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the target candidate would answer the item 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 the target candidate would answer the item correctly because the item is difficult for the target candidate. The higher the value, the more likely it is that the target candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the target candidate and the item and decided if, overall, the item would be difficult for the target candidate, easy for the target candidate or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Difficult items for the target candidate are in the 0 to .30 range.
- Moderately difficult/easy items for the target candidate are in the .40 to .60 range.
- Easy items for the target candidate are in the .70 to 1 range.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that an item would be easy for the target candidate, the initial decision located the item in the .70 to 1 range. The second decision for the panelist was to decide if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the target candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 17 educators representing 11 states, Washington, DC, and Guam . (See Appendix A for a listing of panelists.) Ten panelists were teachers, five were college faculty, and two were administrators or department heads. All of the faculty members' job responsibilities included the training of health and physical education teachers.

Table 2
Panel Member Demographics

	<i>N</i>	<i>%</i>
Current position		
Teacher	10	59%
Administrator/Department Head	2	12%
College Faculty	5	29%
Race		
White	14	82%
Black or African American	2	12%
Native Hawaiian or Other Pacific Islander	1	6%
Gender		
Female	14	82%
Male	3	18%
Are you currently certified to teach this subject in your state?		
Yes	15	88%
No	2	12%
Are you currently teaching this subject in your state?		
Yes	16	94%
No	1	6%
Are you currently supervising or mentoring other teachers of this subject?		
Yes	9	53%
No	8	47%
At what K–12 grade level are you currently teaching this subject?		
Elementary (K–5 or K–6)	5	29%
Middle School (6–8 or 7–9)	2	12%
High School (9–12 or 10–12)	3	18%
Not currently teaching at the K–12 level	7	41%

Table 2 (continued)
Panel Member Demographics

	<i>N</i>	<i>%</i>
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	0	0%
4–7 years	9	53%
8–11 years	3	18%
12–15 years	1	6%
16 years or more	4	24%
Which best describes the location of your K–12 school?		
Urban	5	29%
Suburban	4	24%
Rural	3	18%
Not currently working at the K–12 level	5	29%
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	5	29%
No	0	0%
Not college faculty	12	71%

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments of panelists. The table shows the passing scores—the number of raw points needed to pass the test—recommended by each panelist.

Table 3 also includes estimate of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel’s standard-setting judgments.⁴ 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.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This

⁴ 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, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

decrease — indicating convergence among the panelists’ judgments — was observed (see Table 3). The Round 2 average score is the panel’s recommended passing score.

Table 3
Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	77.70	75.10
2	81.80	81.20
3	66.20	66.00
4	70.00	69.60
5	66.85	67.55
6	70.30	70.45
7	73.65	77.30
8	66.15	67.65
9	67.60	69.10
10	66.20	66.50
11	72.90	70.90
12	85.00	84.40
13	67.60	67.60
14	81.70	82.40
15	70.35	71.15
16	72.90	72.40
17	84.75	82.60
Average	73.04	73.05
Lowest	66.15	66.00
Highest	85.00	84.40
SD	6.69	6.23
SEJ	1.62	1.51

The panel’s passing score recommendation for the Praxis Health and Physical Education: Content Knowledge test is 73.05 (out of a possible 110 raw-score points). The value was rounded to the next highest whole number, 74, to determine the functional recommended passing score. The scaled score associated with 74 raw points is 160.

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4***Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score⁵***

Recommended passing score (CSEM)		Scale score equivalent
	74 (4.94)	160
-2 CSEMs	65	149
-1 CSEM	70	155
+ 1 CSEM	79	167
+ 2 CSEMs	84	173

Note. CSEM = conditional standard error of measurement.

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown the panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

All panelists *strongly agreed* that they understood the purpose of the study. All of the panelists *strongly agreed* or *agreed* that the facilitator's instructions and explanations were clear and that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

Fifteen of the 17 panelists indicated they were at least *somewhat comfortable* with the passing score they recommended, one panelist was *somewhat uncomfortable*, and one was *very uncomfortable*. Fifteen of the 17 panelists indicated the recommended passing score was *about right* with the remaining two panelists indicating that the passing score was *too low*.

⁵ The unrounded CSEM value is added to or subtracted from the rounded 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

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis Health and Physical Education: Content Knowledge test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Health and Physical Education: Content Knowledge test, the recommended passing score is 74 out of a possible 110 raw-score points. The scaled score associated with a raw score of 74 is 160 on a 100–200 scale.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliations

<u>Panelist</u>	<u>Affiliation</u>
Lacey Batt	Westside Community Schools (NE)
Kimberly Blackwell	Hampton University (VA)
Christy Buchanan	Harrisburg School District-Harrisburg Elementary School (AR)
Bettyann Creighton	School District of Philadelphia (PA)
Jasa Ellis	Morehead City Middle School (NC)
Mary Beth French	Christina School District (DE)
Cody Hinton	University of Louisville (KY)
John Hoover	Capital School District (DE)
Caroline Hunt	District of Columbia Public Schools (DC)
Deborah K. Johnson	Howard University (DC)
Shannon La Neve	Clark County School District (NV)
Cathy Lirgg	University of Arkansas (AR)
Juliet Moore	John F. Kennedy High School and University of Guam (GU)
Micah Nicholson	Northwestern State University Elementary Lab School (LA)
Katherine P. Pebworth	Lincoln Memorial University (TN)
Terry Seal	Frederick County Public Schools (VA)
Julie Sloan	Mt. Mansfield Union High School (VT)

APPENDIX B
STUDY AGENDA

AGENDA

Praxis Health and Physical Education: Content Knowledge (5857) Standard-Setting Study

Day 1

Welcome and Introduction

Overview of Standard Setting and the Praxis Health and Physical Education: Content Knowledge Test

Review the Praxis Health and Physical Education: Content Knowledge Test

Discuss the Praxis Health and Physical Education: Content Knowledge Test

Lunch

Define the Knowledge/Skills of a Target Candidate

Break

Standard-Setting Training

Round 1 Standard Setting Judgments

Collect Materials; End of Day 1

Day 2

Overview of Day 2

Round 1 Feedback and Round 2 Judgments

Lunch

Feedback on Round 2 Recommended Cut Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

TARGET CANDIDATE DESCRIPTION

Description of the Target Candidate⁶

A target candidate ...

Health Education

I. Health Education as a Discipline/Health Instruction

A. Health Education as a Discipline

1. Knows how to access information from valid and reliable databases regarding legal and ethical practices, professional organizations, and effective communication
2. Knows stages of growth and development as it relates to appropriate instruction

B. Health Instruction

1. Knows how to assess student learning and the individual learning needs of diverse groups through the reflective teaching process
2. Understands how to plan for instruction while using performance-based objectives aligned to national, state, and district standards
3. Knows how to implement and manage instruction while using performance-based objectives aligned to national, state, and district standards

II. Health Education Content

A. Health Promotion and Prevention of Injury and Disease

1. Understands positive and negative behaviors that can affect health or safety and ways to reduce and prevent health risks through nutrition, stress management, and coping skills
2. Knows care for common injuries and sudden illnesses (e.g., first aid, CPR, AED use, and 911 and emergency services)
3. Understands basic concepts of physical fitness and health-related fitness (e.g., body composition, cardiorespiratory endurance, flexibility, muscular strength and endurance, and FITT) in relation to anatomy, physiology, and body system interrelationships
4. Knows prevention practices, treatment, and management of communicable and non-communicable diseases (e.g., infectious, congenital, hereditary, and lifestyle)
5. Knows the basic effects of substance use and abuse (e.g., physiological, psychological, legal, and societal)

B. Healthy Relationships/Mental and Emotional Health

1. Understands skills that promote healthy interactions (e.g., interpersonal communication, conflict resolution, assertiveness, and refusal skills)
2. Knows concepts and issues related to human sexuality
3. Can identify symptoms, causes, and effects of common mental and emotional health issues, prevention strategies, and support services

⁶ Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Target Candidate⁷ (continued)

A target candidate ...

C. Community Health and Advocacy

1. Knows valid sources of health information, products, and services as it relates to consumer health issues (health literacy)
2. Can identify opportunities available for health education advocacy

Physical Education

III. Content Knowledge and Student Growth and Development

A. Core Concepts

1. Knows how the basic sciences (e.g., exercise physiology, anatomy and physiology, biomechanics, kinesiology, etc.) relate to movement concepts and motor skills
2. Knows the skills, rules, strategies, sequences and performance assessment techniques for a variety of sports, physical activities, and physical fitness
3. Knows liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection

B. Student Growth and Development

1. Understands sequential and developmentally appropriate practices to refine motor skills and movement patterns through monitoring individual performance

IV. Management, Motivation, and Communication/Collaboration, Reflection, and Technology

A. Management and Motivation

1. Understands basic classroom management practices and psychological and social factors as it relates to participation, performance, and positive relationships to promote an effective learning environment

B. Communication

1. Understands verbal and nonverbal communication of classroom management and instructional information in a variety of settings
2. Knows specific and appropriate instructional feedback in skill acquisition, student learning, and motivation

C. Collaboration

1. Knows to collaborate and integrate knowledge and skills from multiple subject areas into physical education

D. Reflection

1. Knows how to use available resources to develop and grow as a reflective professional to facilitate change in teacher performance, student learning, instructional goals, and decisions

E. Technology

1. Knows appropriate use of technology to instruct, assess and develop student learning activities

⁷ Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Target Candidate⁸ (continued)

A target candidate ...

V. Planning, Instruction, and Student Assessment

A. Planning and Instruction

1. Understands the development of sequential units and lesson plans based on standards, program and instructional goals
2. Understands appropriate instructional strategies (e.g., cues, feedback, demonstrations) based on student needs, equipment, facilities and safety concerns

B. Student Assessment

1. Understands appropriate use of assessment methods (e.g., formative, summative, authentic, portfolio) for all students including individuals with disabilities

⁸ Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

FINAL EVALUATION RESULTS

Table D1***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.	17	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitator were clear.	15	88%	2	12%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	16	94%	1	6%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	16	94%	1	6%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	17	100%	0	0%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	14	82%	3	18%	0	0%	0	0%

Table D1 (continued)

Final Evaluation

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• The description of the target candidate	14	82%	3	18%	0	0%		
• The between-round discussions	10	59%	7	41%	0	0%		
• The knowledge/skills required to answer each test item	13	76%	4	24%	0	0%		
• The passing scores of other panel members	5	29%	11	65%	1	6%		
• My own professional experience	10	59%	6	35%	1	6%		
	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• Overall, how comfortable are you with the panel's recommended passing score?	12	71%	3	18%	1	6%	1	6%
	Too low		About right		Too high			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• Overall, the recommended passing score is:	2	12%	15	88%	0	0%		



Listening. Learning. Leading.

Multi-State Standard Setting Technical Report

PRAXIS™ MUSIC: CONTENT KNOWLEDGE (0113)

Educational and Credentialing Research

Educational Testing Service

Princeton, New Jersey

November 2011

Executive Summary

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for the Praxis™ Music: Content Knowledge (0113) test, research staff from Educational Testing Service (ETS) designed and conducted a two-panel, multi-state standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level music teachers.

Participating States

Panelists from seventeen states and the District of Columbia were recommended by state departments of education to participate on expert panels. The state departments of education recommended panelists with (a) education experience, either as music teachers or college faculty who prepare music teachers and (b) familiarity with the knowledge and skills required of beginning music teachers.

Recommended Cut Scores

The recommended passing score for each panel, as well as the average passing score across the two panels, are provided to help state departments of education determine an appropriate operational passing score. For the Praxis Music: Content Knowledge test, the recommended passing score¹ is 70 (on the raw score metric), which represents 64% of the total available 110 raw score points. The scaled score associated with a raw score of 70 is 161 (on a 100 - 200 scale).

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and skills reflected by the content specifications were important for entry-level music teachers. The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

¹ Results from the two panels participating in the study were averaged to produce the recommended passing score.

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for the Praxis™ Music: Content Knowledge (0113) test, research staff from Educational Testing Service (ETS) designed and conducted a two-panel, multi-state standard-setting study². The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level music teachers. Panelists were recommended by state departments of education³ to participate on the expert panels. The state departments of education recommended panelists with (a) education experience, either as music teachers or college faculty who prepare music teachers and (b) familiarity with the knowledge and skills required of beginning music teachers.

The two, non-overlapping panels (a) allow each participating state to be represented and (b) provide a replication of the judgment process to strengthen the technical quality of the recommended passing score. Seventeen states and the District of Columbia (see Table 1) were represented by 39 panelists across the panels. (See Appendix A for the names and affiliations of the panelists.)

Table 1

Participating States and Number of Panelists(Across Panels)

Arkansas (3 panelists)	North Carolina (3 panelist)
Connecticut (1 panelist)	New Hampshire (3 panelists)
District of Columbia (3 panelists)	Nevada (2 panelists)
Hawaii (2 panelists)	Ohio (3 panelists)
Idaho (2 panelists)	Pennsylvania (1 panelist)
Kentucky (3 panelists)	Rhode Island (1 panelist)
Maine (1 panelist)	South Carolina (2 panelists)
Maryland (3 panelists)	Tennessee (2 panelists)
Missouri (2 panelist)	Vermont (2 panelists)

² The multi-state standard-setting study collected judgments for two related Praxis tests — Praxis Music: Content Knowledge (0113) and Praxis Music: Content and Instruction (0114). Separate technical reports were prepared for each test.

³ State departments of education that currently use one or more Praxis tests were invited to participate in the multi-state standard-setting study.

The panels were convened in October/November 2011 in Princeton, New Jersey. For both panels, the same processes and methods were used to train panelists, gather panelists' judgments and to calculate the recommended passing scores.

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 Music: Content Knowledge test is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board 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 two groups of experienced educators. The full range of a state department of education's needs and expectations cannot likely be represented during the standard-setting study. Each state, therefore, may want to consider the recommended passing score (as well as the separate panels' recommended passing scores) and other sources of information when setting the final Praxis Music: Content Knowledge passing score (see Geisinger & McCormick, 2010). A state 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 errors of measurement (SEM) and the standard errors of judgment (SEJ). The former addresses the reliability of Praxis Music: Content Knowledge test score and the latter, the reliability of panelists' passing-score recommendations. The SEM allows a state to recognize that a Praxis Music: Content Knowledge 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 allow a state to consider the likelihood that the recommended passing score from the current panels would be similar to the passing score 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 for a test 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), each 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 Music: Content Knowledge Test

The Praxis Music: Content Knowledge *Test at a Glance* document (ETS, 2010) describes the purpose and structure of the test. In brief, the test measures whether entry-level music teachers have the knowledge and skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the test, and a national survey of the field confirmed the content.

The two hour assessment contains 120 multiple-choice questions⁴ covering four content areas: *Music History and Literature* (approximately 17 questions); *Theory and Composition* (approximately 19 questions); *Performance* (approximately 28 questions); and *Pedagogy, Professional Issues, and Technology* (approximately 56 questions)⁵. The reporting scale for the Praxis Music: Content Knowledge test ranges from 100 to 200 scaled-score points.

⁴ Ten of the 120 multiple-choice questions are pretest questions and do not contribute to a candidate's score.

⁵ The number of questions for each content area may vary slightly from form to form of the test.

Processes and Methods

For both expert panels, the same processes and methods were used to train panelists, gather panelists' judgments and to calculate the recommended passing scores. The following section describes the standard-setting processes and methods. (The agenda for the panel meetings are presented in Appendix B.)

The design of the standard-setting study included two non-overlapping expert panels. The training provided to panelists as well as the study materials were consistent across panels with the exception of defining the Just Qualified Candidate (JQC). To assure that both panels were using the same frame of reference when making question-level standard-setting judgments, the JQC definition developed through a consensus process by the first panel was used as the definition for the second panel. The second panel did complete a thorough review of the definition to allow panelists to internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later, and the JQC definition is presented in Appendix C.

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.

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 were also asked to remark on any content areas that they thought would be particularly challenging

for entering music teachers, and areas that addressed content that would be particularly important for entering music 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 music 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.

Panel 1 developed the JQC definition. The panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to the Praxis Music: Content Knowledge *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).

For Panel 2, the panelists began with the definition of the JQC developed by Panel 1. Given that the multi-state standard-setting study was designed to replicate processes and procedures across the two panels, it was important that both panels use consistent JQC definitions to frame their judgments. The panelists reviewed the JQC definition, and any ambiguities were discussed and clarified. The panelists then were split into smaller groups, and each group developed performance indicators or “can do” statements based on the definition. The purpose of the indicators was to provide clear examples of what might be observed to indicate that the teacher had the defined knowledge and skills. The performance indicators were shared and discussed.

Panelists’ Judgments

The standard-setting process for the Praxis Music: Content Knowledge 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.

For both panels, 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 four questions on the test.

The panelists engaged in two rounds of judgments. Following Round 1, question-level feedback was provided to the panel. The panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of Content Specifications

In addition to the two-round standard-setting process, each panel judged the importance of the knowledge and skills stated or implied in the content specifications for the job of an entry-level music 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 knowledge categories and knowledge statements.

Results

The recommended passing score presented is the average of the results from the two panels. Results from the separate panels also are presented. More detailed results are presented in Appendix D.

Expert Panels

The two panels that comprised the study included 39 educators representing seventeen states and the District of Columbia. (See Appendix A for a listing of panelists.) In brief, 28 panelists were teachers and 11 were college faculty. All of the panelists who were college faculty were currently involved in the training or preparation of music teachers. Thirty-one panelists were White, five were Black or African American, one was Hispanic or Latino, one was Asian or Asian American, and one was Multiracial. Twenty-one panelists were female. More than half of the panelists (22 of the 39 panelists) had 11 or fewer years of experience as a teacher.

The number of experts by panel and their demographic information is presented in Appendix D (see Table D1).

Table 2***Panel Member Demographics (Across Panels)***

	<i>N</i>	<i>%</i>
Current Position		
Teacher	28	72%
College Faculty	11	28%
Race		
White	31	79%
Black or African American	5	13%
Hispanic or Latino	1	3%
Asian or Asian American	1	3%
Multiracial	1	3%
Gender		
Female	21	54%
Male	18	46%
Which of the following best describes your music education specialty?		
General Music Education	14	36%
Instructional Music Education	17	44%
Vocal Music Education	6	15%
Other	2	5%
Are you currently certified as a music teacher in your state?		
Yes	32	82%
No	7	18%
At what K-12 grade level are you currently a music teacher?		
Elementary	8	21%
Middle School	7	18%
Elementary and Middle School	3	8%
High School	5	13%
Middle and High School	3	8%
All Grades	1	3%
Not currently a music teacher at the K-12 level	12	31%

Table 2 (continued)***Panel Member Demographics (Across Panels)***

	<i>N</i>	<i>%</i>
How many years of experience do you have teaching?		
3 years or less	5	13%
4 - 7 years	6	15%
8 - 11 years	11	28%
12 - 15 years	6	15%
16 years or more	11	28%
Which best describes the location of your K-12 school?		
Urban	11	28%
Suburban	8	21%
Rural	9	23%
Not currently working at the K-12 level	11	28%
If you are college faculty, are you currently involved in the training/preparation of music teachers?		
Yes	11	28%
No	0	0%
Not college faculty	28	72%

Initial Evaluation Forms

The panelists completed an initial evaluation after receiving training on how to make standard-setting judgments. The primary information collected from this form was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. Across both panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard-setting Judgments

A summary of standard-setting judgments (Round 2) are presented in Table 3. The numbers in the table summarize the recommended passing scores—the number of raw points needed to “pass” the test. The panel’s average recommended passing score and highest and lowest passing scores are reported, as are the standard deviations (SD) of panelists’ passing scores and the standard errors of judgment (SEJ). Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (see Tables D2 and D3).

The SEJ is one way of estimating the reliability of the judgments⁶. It indicates how likely it would be for 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. A comparable panel's passing score would be within one SEJ of the current average passing score 68 percent of the time.

The panels' passing score recommendations for the Praxis Music: Content Knowledge test are 71.96 for Panel 1 and 67.78 for Panel 2 (out of a possible 110 raw-score points). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 72 for Panel 1 and 68 for Panel 2. The scaled scores associated with 72 and 68 raw points are 164 and 159, respectively.

Table 3

Summary of Round 2 Standard-setting Judgments

	Panel 1	Panel 2
Average	71.96	67.78
Median	72.00	68.90
Lowest	49.35	56.95
Highest	84.00	77.60
SD	7.82	5.62
SEJ	1.75	1.29

⁶ 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, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, in press).

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help state departments of education determine an appropriate passing score for the Praxis Music: Content Knowledge test. The panels' average passing score recommendation for the Praxis Music: Content Knowledge test is 69.87 (out of a possible 110 raw-score points). The value was rounded to 70 (next highest raw score) to determine the functional recommended passing score. The scaled score associated with 70 raw points is 161.

Table 4 presents the estimated standard error of measurement (SEM) around the recommended passing score⁷. A standard error represents the uncertainty associated with a test score. The scaled score associated with one and two SEMs above and below the recommended passing score are provided.

Table 4
Passing Scores Within 1 and 2 SEMs of the Recommended Passing Score⁸

Recommended passing score (SEM)		Scale score equivalent
	70 (4.38)	161
- 2 SEMs	62	152
-1 SEM	66	157
+1 SEM	75	167
+ 2 SEMs	79	172

Summary of Content-specification Judgments

Panelists judged the extent to which the knowledge reflected by the content specifications was important for entry-level music teachers. Panelists rated the knowledge/skill statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Appendix D (see Table D4). All but one of the 44 knowledge/skill statements were judged to be *Very Important* or *Important* by at least three-quarters of the 39 panelists.

⁷ 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.

⁸ The unrounded SEM value is added or subtracted from the unrounded passing score recommendation (see Table 2). 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 an evaluation form at the conclusion of their standard-setting study. The evaluation form asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions.

All panelists *agreed* or *strongly agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *agreed* or *strongly agreed* that they were prepared to make their standard-setting judgments. Across both panels, all panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All but one of the panelists reported that the definition of the JQC was at least *somewhat influential* in guiding their standard-setting judgments; nearly 80% of panelists indicated the definition was *very influential*. Thirty-six of the 39 panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. Nearly three-quarters of the panelists (28 of the 39 panelists) indicated that their own professional experience was *very influential* in guiding their judgments.

Across both panels, all of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 25 of the 39 panelists were *very comfortable*. Thirty-two of the 39 panelists indicated the recommended passing score was *about right* with six panelists believing the passing score was *too low* and the remaining panelist believing the passing score was *too high*. A summary of the final evaluation results are presented in Appendix D (see Tables D5 and D6).

Summary

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for the Praxis Music: Content Knowledge (0113) test, research staff from Educational Testing Service designed and conducted a two-panel, multi-state standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level music teachers.

The recommended passing score for each panel, as well as the average passing score across the two panels, are provided to help state departments of education determine an appropriate operational passing score. For the Praxis Music: Content Knowledge test, the recommended passing score⁹ is 70 (out of a possible 110 raw-score points). The scaled score associated with a raw score of 70 is 161 (on a 100 - 200 scale).

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications was important for entry-level music teachers. The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

⁹ Results from the two panels participating in the study were averaged to produce the recommended passing score.

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Appendix A
Panelists' Names & Affiliations

Praxis Music: Content Knowledge

Panelist

Olyn Alexander
Melanie Champion
Philip Clary
Rachel Cullen
Christopher Elbing
Jeanette A. Engelhart
Camille L. France
Brian Frye
Carly Goodman
Heidi Cohenour Gordon
Brandi Hallford
Jamie M. Hamblin
Debbie M Headley
Daniel S. Hellman
Joshua Lee Howard
Ryan Howe
Carolyn Kirio
Kenneth Martin
Charles Masters
Melissa McCabe
Brian McCants
Brian McGillen
Michael W. Moore
David A. Myers
Jennifer Nash
Holly Oliver
JoAnn Phillips
David A. Rickels
Adam R. Sawyer
Karin Sehmman
Nita Modley Smith
Kathy Stefani
Nicholas Stokes
Alex Stone
Ken Thompson
Linda K. Thompson
Jacqueline Townsend
Kristin Wages
Donna Gwyn Wiggins

Affiliation

District of Columbia Public Schools (DC)
Goodwin Elementary School (CT)
Indian Hill High School (OH)
Maple Ave. Elementary School (NH)
New Bern High School (NC)
Clark County School Dist. (NV)
Benjamin Banneker High School (DC)
Bancroft Elementary School (DC)
Clark County School District (NV)
UAPB (AR)
Mansfield R-IV Schools (MO)
Casey Co. Middle (KY)
Little Rock School District - Baseline Elementary (AR)
Missouri State University (MO)
Alleghany County Schools (NC)
Department of Education (HI)
Kapolei Middle School (HI)
Mountain View Middle School (NH)
Central Dauphin High School (PA)
Towson University (MD)
Hand Middle School (SC)
Sudbrook Magnet Middle School (MD)
Bob Jones University (SC)
Shelburne Community School (VT)
Etna-Dixmont School (ME)
Plymouth State University (NH)
University of Rhode Island (RI)
Boise State University (ID)
Albert D. Lawton Intermediate School (VT)
Eastern Kentucky University (KY)
Metro Nashville Public Schools - IT Creswell Arts Magnet (TN)
Mountain View School Dist #244 (ID)
Baltimore County Public Schools (MD)
Pine Knot Primary School (KY)
Bowling Green State University (OH)
Lee University (TN)
Keystone Local School District (OH)
Gravette Middle School (AR)
Winston-Salem State University (NC)

Appendix B

Study Agenda

AGENDA

Praxis Music Standard Setting Study

Day 1

8:00 – 8:15	Welcome and Introduction
8:15 – 8:45	Overview of Standard Setting & the Praxis Music Test
8:45– 10:30	“Take” the Praxis Music Test
10:30 – 11:00	Discuss the Praxis Music Test
11:00 – 12:00	Define the Knowledge/Skills of a JQC
12:00 – 12:45	Lunch
12:45 – 2:00	Define the Knowledge/Skills of a JQC (continued)
2:00 – 2:15	Break
2:15 – 3:00	Standard Setting Training
3:00 – 5:00	Round 1 Standard Setting Judgments for Multiple-Choice
5:00 – 5:15	Collect Materials; End of Day 1

AGENDA

Praxis Music Standard Setting Study

Day 2

9:00 – 9:15	Overview of Day 2
9:15 – 9:45	Standard Setting Training for Constructed-Response
9:45 – 10:15	Round 1 Standard Setting Judgments for Constructed-Response
10:15 – 10:30	Break
10:30 – 12:00	Round 1 Feedback & Round 2 Judgments
12:00 – 12:45	Lunch
12:45 – 1:45	Round 1 Feedback & Round 2 Judgments
1:45 – 2:15	Specification Judgments
2:15 – 2:30	Feedback on Round 2 Recommended Cut Score
2:30 – 2:45	Complete Final Evaluation
2:45 – 3:00	Collect Materials; End of Study

Appendix C
Just Qualified Candidate (JQC) Definition

Description of a Just Qualified Candidate¹⁰

NOTE: Where appropriate, the knowledge/skill described refers to materials presented in either aural or written modes

Our JQC ...

1. Music History & Theory
 - a. Understands period of music history and genres
 - b. Understands theory and compositional practices
 - c. Is familiar with world musics by regions
2. Performance
 - a. Knows instructional techniques for vocal/instrumental rehearsal and performance
 - b. Knows warm-up, tuning, and intonation
 - c. Knows effective strategies for programming and presentation of performances
 - d. Understands accompaniment
 - e. Understands how to present proper etiquette
3. Instruction
 - a. Knows strategies for instruction, management (classroom and administrative), and assessments for diverse learners and context
 - b. Knows local, state, and national standards
 - c. Knows basic techniques for improvisation, composition and arranging and how to teach them and other concepts through performance literature
 - d. Is aware of approaches for fostering musical expression (performance and creativity)
4. Professional Issues
 - a. Is aware of professional responsibilities and situational factors effecting music instruction
 - b. Is familiar with careers in musical and advocate music
5. Technology
 - a. Understands appropriate use of technology for performance, instruction, recording
 - b. Understands ethical and safety issues
6. Instructional Activities
 - a. Understands how to select appropriate repertoire
 - b. Understands effective pedagogical and instructional techniques
 - c. Understands the logistics of concert planning
 - d. Is aware that performance problems may have perceptual or production causes
 - e. Understands strategies for developing sight-reading skills

¹⁰ Definition appropriate for both Praxis Music: Content Knowledge (0113) and Praxis Music: Content and Instruction (0114) tests.

Appendix D
Results for Praxis Music: Content Knowledge

Table D1**Panel Member Demographics (By Panel)**

	Panel 1		Panel 2	
	N	%	N	%
Current Position				
Teacher	14	70%	14	74%
College Faculty	6	30%	5	26%
Race				
White	16	80%	15	79%
Black or African American	3	15%	2	11%
Hispanic or Latino	1	5%	0	0%
Asian or Asian American	0	0%	1	5%
Multiracial	0	0%	1	5%
Gender				
Female	13	65%	8	42%
Male	7	35%	11	58%
Which of the following best describes your music education specialty?				
General Music Education	7	35%	7	37%
Instructional Music Education	7	35%	10	53%
Vocal Music Education	4	20%	2	11%
Other	2	10%	0	0%
Are you currently certified as a music teacher?				
Yes	16	80%	16	84%
No	4	20%	3	16%
At what K-12 grade level are you currently teaching music				
Elementary (K - 5 or K - 6)	4	20%	4	21%
Middle School	4	20%	3	16%
Elementary and Middle School	2	10%	1	5%
High School	2	10%	3	16%
Middle & High School	2	10%	1	5%
All Grades	0	0%	1	5%
Not currently teaching at the K-12 level	6	30%	6	32%

Table D1 (continued)***Panel Member Demographics (By Panel)***

	Panel 1		Panel 2	
	N	%	N	%
How many years of experience do you have teaching?				
3 years or less	2	10%	3	16%
4 - 7 years	5	25%	1	5%
8 - 11 years	1	5%	10	53%
12 - 15 years	3	15%	3	16%
16 years or more	9	45%	2	11%
Which best describes the location of your K-12 school?				
Urban	6	30%	5	26%
Suburban	2	10%	6	32%
Rural	6	30%	3	16%
Not currently working in a K-12 school	6	30%	5	26%
If you are college faculty, are you currently involved in the training/preparation of music teachers?				
Yes	6	30%	5	26%
No	0	0%	0	0%
Not college faculty	14	70%	14	74%

Table D2**Passing Score Summary by Round of Judgments — Panel 1**

Panelist	Round 1	Round 2
1	65.50	66.40
2	76.80	77.00
3	70.75	70.75
4	72.60	72.75
5	81.10	81.05
6	68.55	70.85
7	70.60	70.30
8	66.70	67.10
9	76.40	77.30
10	79.65	79.95
11	84.30	84.00
12	68.90	69.60
13	75.90	78.50
14	72.85	73.15
15	59.10	60.20
16	49.35	49.35
17	69.10	71.50
18	70.45	72.50
19	75.20	78.55
20	69.25	68.35
Average	71.15	71.96
Median	70.68	72.00
Lowest	49.35	49.35
Highest	84.30	84.00
SD	7.75	7.82
SEJ	1.73	1.75

Table D3**Passing Score Summary by Round of Judgments — Panel 2**

Panelist	Round 1	Round 2
1	59.55	61.10
2	65.20	69.90
3	64.05	65.45
4	67.40	69.90
5	70.75	71.35
6	57.30	58.40
7	70.50	73.20
8	68.80	68.90
9	65.80	65.20
10	58.65	67.70
11	55.05	56.95
12	71.05	72.35
13	76.90	77.60
14	63.30	64.40
15	73.35	71.60
16	73.40	74.10
17	71.90	72.90
18	60.25	61.45
19	64.55	65.45
Average	66.20	67.78
Median	65.80	68.90
Lowest	55.05	56.95
Highest	76.90	77.60
SD	6.14	5.62
SEJ	1.41	1.29

Table D4

Specification Judgments — Music: Content Knowledge

		Very Important		Important		Slightly Important		Not Important	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
I.	Music History and Theory	30	77%	9	23%	0	0%	0	0%
	• Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods	26	67%	12	31%	1	3%	0	0%
	• Is familiar with the style of a variety of world musics and their function in the culture of origin	12	31%	23	59%	4	10%	0	0%
	• Understands and analyzes music in aural and written forms and demonstrates aural skills through recognition of melody, harmony, and rhythm	37	95%	2	5%	0	0%	0	0%
	• Knows and applies basic music theory concepts when composing, orchestrating, and arranging instrumental and vocal parts	28	72%	10	26%	1	3%	0	0%
	• Understands how musical sounds vary	30	77%	9	23%	0	0%	0	0%
	• Knows various sources of printed and electronic information on music history and literature	11	28%	20	51%	8	21%	0	0%
II.	Performance	33	85%	6	15%	0	0%	0	0%
	• Demonstrates critical listening skills by identifying errors	37	95%	2	5%	0	0%	0	0%
	• Understanding basic conducting techniques	25	64%	13	33%	1	3%	0	0%
	• Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods	27	69%	11	28%	1	3%	0	0%

Table D4

Specification Judgments — Music: Content Knowledge

	Very Important		Important		Slightly Important		Not Important	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
• Knows a variety of strategies on how to prepare a musical score for rehearsal and performance	30	77%	9	23%	0	0%	0	0%
• Understands basic accompaniment techniques	5	13%	29	74%	4	10%	1	3%
• Knows instrumental and choral/vocal warm-up techniques	30	77%	8	21%	1	3%	0	0%
• Knows instrumental and choral tuning/intonation technique	31	79%	7	18%	1	3%	0	0%
• Understands concert etiquette for performers and audiences and effective techniques for communicating with an audience in a performance setting	17	44%	20	51%	2	5%	0	0%
• Understands the practical relationship between acoustics and performance	8	21%	25	64%	6	15%	0	0%
III.A. Instruction, Professional Issues, and Technology:	34	87%	5	13%	0	0%	0	0%
Instruction								
• Knows instructional strategies for different class settings	29	74%	10	26%	0	0%	0	0%
• Incorporates local, state, and national standards in planning and instruction	23	59%	14	36%	2	5%	0	0%
• Understands classroom management techniques	32	82%	7	18%	0	0%	0	0%
• Understands how to plan and differentiate instruction	30	77%	9	23%	0	0%	0	0%
• Knows strategies to accommodate diverse learning styles and abilities	30	77%	9	23%	0	0%	0	0%

Table D4

Specification Judgments — Music: Content Knowledge

	Very Important		Important		Slightly Important		Not Important	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• Understands how to modify instruction to accommodate student needs	26	67%	13	33%	0	0%	0	0%
• Understands a variety of assessment strategies that informs the instructional process	27	69%	11	28%	1	3%	0	0%
• Knows and promotes care and maintenance of instruments and materials	22	56%	12	31%	5	13%	0	0%
• Knows basic improvisational techniques and how to teach them	6	15%	28	72%	5	13%	0	0%
• Knows basic composition and arranging techniques and how to teach them	10	26%	24	62%	4	10%	1	3%
• Knows how to teach a variety of musical concepts through performance literature	29	74%	9	23%	1	3%	0	0%
• Is aware of approaches for fostering musically expressive experiences	24	62%	13	33%	2	5%	0	0%
• Understands how to integrate concepts used in the fine arts and other disciplines in music instruction	9	23%	25	64%	4	10%	1	3%
III.B. Instruction, Professional Issues, and Technology:	21	54%	17	44%	1	3%	0	0%
Professional Issues								
• Understands professional ethics and legal issues specific to teaching music	24	62%	14	36%	1	3%	0	0%
• Is familiar with the music standards in the National Standards for Arts Education	23	59%	13	33%	1	3%	2	5%

Table D4***Specification Judgments — Music: Content Knowledge***

	Very Important		Important		Slightly Important		Not Important	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
• Is aware of professional organizations and resources in music education	11	28%	23	59%	4	10%	1	3%
• Is aware of current trends and issues in music education	17	44%	20	51%	2	5%	0	0%
• Is aware of the major contributions to the history and philosophy of music education and their implications for curriculum	12	31%	20	51%	7	18%	0	0%
• Understands philosophical reasons for inclusion of and advocacy for music in the curriculum	21	54%	16	41%	2	5%	0	0%
• Recognizes that collaboration with colleagues is important for implementing the curriculum	22	56%	16	41%	1	3%	0	0%
• Supports students' learning through two-way communication with parents/guardians	23	59%	16	41%	0	0%	0	0%
• Understands basic administrative responsibilities in a music program	19	49%	17	44%	3	8%	0	0%
• Is aware of the external influences that affect the music program, curriculum, and student participation	21	54%	16	41%	2	5%	0	0%
• Is aware of career opportunities available in music and how to introduce them to students	5	13%	20	51%	12	31%	2	5%
• Is aware of strategies for promoting physically healthy performance practices for students and teachers	18	46%	18	46%	3	8%	0	0%

Table D4

Specification Judgments — Music: Content Knowledge

	Very Important		Important		Slightly Important		Not Important	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
III.C. Instruction, Professional Issues, and Technology:	23	59%	15	38%	1	3%	0	0%
Technology								
• Understands current technologies used for performance and recording production	16	41%	20	51%	3	8%	0	0%
• Is familiar with technology and instructional software and ways to incorporate them in the classroom	20	51%	18	46%	1	3%	0	0%
• Demonstrates knowledge of desktop music publishing software for pedagogical purposes	15	38%	23	59%	1	3%	0	0%
• Knows the appropriate, ethical, and safe uses for music software and internet technologies	23	59%	16	41%	0	0%	0	0%

Table D5**Final Evaluation — Panel 1**

	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.	19	95%	1	5%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	20	100%	0	0%	0	0%	0	0%
• The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	19	95%	1	5%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	17	85%	3	15%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	18	90%	2	10%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	17	85%	3	15%	0	0%	0	0%

Table D5 (continued)

Final Evaluation — Panel 1

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• The definition of the JQC	17	85%	2	10%	1	5%		
• The between-round discussions	11	55%	8	40%	1	5%		
• The knowledge/skills required to answer each test question	17	85%	3	15%	0	0%		
• My own professional experience	14	70%	6	30%	0	0%		
	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
• Overall, how comfortable are you with the panel's recommended passing score for Praxis Music: Content Knowledge (0113)?	14	70%	6	30%	0	0%	0	0%
	Too Low		About Right		Too High			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
• Overall, the recommended passing for Praxis Music: Content Knowledge (0113) score is:	2	10%	17	85%	1	5%		

Table D6**Final Evaluation — Panel 2**

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
• I understood the purpose of this study.	19	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	15	79%	4	21%	0	0%	0	0%
• The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	16	84%	3	16%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	16	84%	3	16%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	16	84%	3	16%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	17	89%	2	11%	0	0%	0	0%

Table D6 (continued)

Final Evaluation — Panel 2

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential			
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
• The definition of the JQC	14	74%	5	26%	0	0%		
• The between-round discussions	9	47%	8	42%	2	11%		
• The knowledge/skills required to answer each test question	15	79%	4	21%	0	0%		
• My own professional experience	14	74%	5	26%	0	0%		
	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
• Overall, how comfortable are you with the panel's recommended passing score for Praxis Music: Content Knowledge (0113)?	11	58%	8	42%	0	0%	0	0%
	Too Low		About Right		Too High			
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>		
• Overall, the recommended passing for Praxis Music: Content Knowledge (0113) score is:	4	21%	15	79%	0	0%		

Arkansas Department of Education Emergency Rules Governing the
Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)
and the Academic Distress Program
January 2013

1.0 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education Emergency Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program.
- 1.02 The State Board of Education promulgated these Rules pursuant to ~~implementation of~~ Ark. Code Ann. §§ 6-11-105, 6-15-401 et seq., 6-15-2009, and 25-15-204 and Acts 600, 1073, 1081 and 1429 of 2013.
- 1.03 These Rules ~~have been amended to~~ reflect the decision of the United States Department of Education (~~USDOE~~ US Ed) to grant flexibility to the Arkansas Department of Education (ADE) from certain provisions of the Elementary and Secondary Education Act (ESEA). As indicated throughout these Rules, certain provisions of these Rules shall only apply during time periods designated by the ~~USDOE~~ US Ed for which the ADE receives flexibility from certain provisions of ESEA.
- 1.04 These Rules include the applicable requirements formerly contained within the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.

2.0 Purposes of Rules

- 2.01 To develop a single comprehensive testing, assessment and accountability program, which applies to and governs all public schools and public school districts in Arkansas.
- 2.02 To develop a single comprehensive testing, assessment and accountability program which utilizes the most current and effective testing, evaluation, and assessment research information designed to achieve the following purposes:
- 2.02.1 Set clear academic standards that are periodically reviewed and revised;
- 2.02.2 Establish professional development standards for all administrators, teachers and instructional support personnel;
- 2.02.3 Establish expected achievement levels;
- 2.02.4 Report on student achievement and other indicators;

- 2.02.5 Provide evaluation data;
 - 2.02.6 Recognize academic success and failure;
 - 2.02.7 Apply awards and sanctions; and
 - 2.02.8 Comply with current federal and state law and State Board rules and regulations.
- 2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level and subject area academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.
 - 2.04 To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
 - 2.05 To require point-in-time intervention when it is determined that a student(s) is not performing at grade level or subject area academic proficiency.
 - 2.06 To outline testing and assessment security and confidentiality requirements.
 - 2.07 To establish a program to identify, evaluate, assist and advise public schools and public school districts in academic distress.
- 3.0 Definitions – For the purpose of these Rules, the following terms mean:
 - 3.01 “Academic Content Standards” – standards that are approved by the State Board of Education and that set the skills to be taught and mastery level for each grade and content area.
 - 3.02 “Academic Distress:”
 - 3.02.1 A classification assigned to any public school district:
 - 3.02.1.1 In which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; or
 - 3.02.1.2 Has a Needs Improvement (Priority) school within the school district that has not made the progress required under the school’s Priority Improvement Plan (PIP).

3.02.2 A classification assigned to any public school:

3.02.2.1 In which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; or

3.02.2.2 Is a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP).

3.02.23 The ADE shall re-establish the thresholds listed in Sections 3.02.1-4 and 3.02.2 of these Rules when the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become fully operational.

3.03 "Academic Improvement Plan (AIP)" – a plan detailing supplemental or intervention and remedial instruction, or both, in deficient academic areas for any student who is not proficient on a portion or portions of the state-mandated Arkansas Comprehensive Assessment Program. Academic improvement plans shall be created and implemented by appropriate teachers, counselors, and any other pertinent school personnel. All academic improvement plans shall be reviewed annually and revised to ensure an opportunity for student demonstration of proficiency in the targeted academic areas on the next state-mandated Arkansas Comprehensive Assessment Program. A cumulative review of all academic improvement plans shall be part of the data used by the school in creating and revising its comprehensive school improvement plan. All academic improvement plans shall be subject to review by the Department of Education.

NOTE: For the purposes of these Rules, "Academic Improvement Plan (AIP)" and "Individualized Academic Improvement Plan (IAIP)" may be used interchangeably.

3.04 "ACT" – the ACT assessment for college placement administered by ACT, Inc.

3.045 "Adequate Yearly Progress" – the level of academic performance required of public schools or school districts on the state-mandated augmented criterion-referenced, or norm-referenced assessments and other indicators as required in the Arkansas Comprehensive Testing, Assessment, and Accountability Program, which shall comply with the Elementary and Secondary Education Act as reauthorized in the No Child Left Behind Act of 2001.

3.06 "Advanced Placement Test" – the test administered by the College Board for a high school preparatory course that incorporates the topics specified

by the College Board on its standard syllabus for a given subject area and is approved by the College Board.

- ~~3.05~~ “~~Alternative Education Intervention Program~~” – ~~A special instructional program for students who have been retained for two consecutive years. The program shall include research-based learning opportunities and instructional strategies.~~
- 3.06~~7~~7 “Approved Early Reading Assessments” – Those assessments that identify students’ strengths and weaknesses in all of the elements of reading as described in the Report of the National Reading Panel.
- 3.07~~8~~8 “Approved Intensive Reading Program” – Programs of high-quality instruction that include the essential elements of reading described in the Report of the National Reading Panel.
- 3.08~~9~~9 “Annexation” – The joining of an affected school district or part of the school district with a receiving district under Ark. Code Ann. § 6-15~~3~~3-1401 et seq. or § 6-13-1601 et seq.
- 3.09~~10~~10 “Arkansas Comprehensive Assessment Program” –The testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of: (1) developmentally appropriate, augmented, criterion-referenced, or norm-referenced assessments in kindergarten through grade twelve (K-12) as determined by the State Board; (2) Any other assessments as required by the State Board; 3)other assessments that are based on researched best practices as determined by qualified experts that would be in compliance with federal and state law; and (4) end-of-course examinations for designated grades and content areas, and the high school literacy assessment.
- 3.40~~11~~11 “Arkansas Comprehensive Testing, Assessment and Accountability Program” – a system of measurement and reporting designed to ensure that all students in the public schools of this state demonstrate academic achievement through the application of knowledge and skills in core academic subjects consistent with state curriculum frameworks and performance standards. During the time periods designated by the ~~USDOE US Ed~~ for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules, the measurement system will ensure that all students in the public schools of Arkansas demonstrate performance and growth toward College and Career Readiness.
- 3.44~~12~~12 “Arkansas Comprehensive School Improvement Plan (ACSIP)” – the individual school’s comprehensive plan developed by a local school team and based on priorities indicated by assessment and other pertinent data and designed to provide an opportunity for all students to demonstrate proficiency on all portions of the state-mandated Arkansas Comprehensive Assessment Program. This plan shall be reviewed annually by the district and monitored by the Arkansas Department of Education in accordance with Ark. Code Ann. § 6-15-426.

- 3.13 “Assessment” means an examination instrument designed to measure certain levels of knowledge; as measured by established requisite scale scores, for those academic courses that are the subject of end-of-course testing as required by these Rules.
- 3.4214 “Augmented Test” – An assessment required by state statute, rule or regulation which combines both criterion-referenced and norm-referenced instruments.
- 3.4315 “Awards” – financial or other recognition of a public school structured to recognize schools that demonstrate and maintain high performance over time and to recognize schools that demonstrate growth on the state-mandated indicators. Awards also can be used to highlight individual schools so that their practices can be adopted in other schools and districts across the state.
- 3.4416 “Benchmarks/Grade-Level Benchmarks” – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.
- 3.4517 “Board” or “State Board”– The Arkansas State Board of Education.
- 3.18 “College and career readiness” means the acquisition of the knowledge and skills a student needs to be successful in future endeavors, including:
- 3.18.1 Successfully completing credit-bearing, first-year courses at a postsecondary institution; and
- 3.18.2 Embarking on a chosen career.
- 3.19 “College and career readiness assessment” means a set of criterion-referenced assessments of a student’s acquisition of the knowledge and skills the student needs to be successful in future endeavors, including credit-bearing, first-year courses at a postsecondary institution, such as two-year or four-year college, trade school, or technical school, or to embark on a career.
- 3.4620 “Consolidation” – The joining of two (2) or more school districts or parts of the school districts to create a new single school district under Ark. Code Ann. § 6-153-1401 et seq. or § 6-13-1601 et seq.
- 3.4721 “Criterion-Referenced Test (CRT)” – an assessment required by state statute, rule or regulation which is designed by the State to measure student performance/achievement on the State’s Academic Content Standards.
- 3.4822 “Department” or “ADE” – The Arkansas Department of Education.

- 3.1923 “District Improvement Plan” – a district-wide plan coordinating the actions of the various comprehensive school improvement plans within a school district. The main focus of the district improvement plan shall be to ensure that all students demonstrate proficiency on all portions of state-mandated Arkansas Comprehensive Assessment Program.
- 3.2024 “Early Intervention” – short-term, intensive, focused, individualized instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is in the initial, kindergarten through grade one (K -1), stages of learning early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor problem-solving habits that become difficult to change. The goal is to maintain a student’s ability to function proficiently at grade level.
- 3.2425 “Elementary School” – public school(s) having some combination of grades kindergarten through four (K – 4).
- ~~3.22 “End-of-Course Exam” – a criterion-referenced assessment taken upon the successful completion of a course of study to determine whether a student demonstrates, according to a requisite scale score established by rule of the Board, attainment of necessary knowledge and skills. End-of-Course exams include both general end-of-course assessments and high-stakes end-of-course assessments as further defined herein and as further explained in the Arkansas Department of Education Rules Governing End-of-Course Assessments and Remediation.~~
- 3.2326 “Essential Elements – Early Reading” Comprehension – Ability to understand and communicate; Decoding and Word Recognition (Phonics) – Ability to match the letters of written language and the individual sounds of spoken language in order to read and write words; Fluency – Ability to read text accurately, and with expression, volume, phrasing, smoothness and appropriate pace; Phonemic Awareness – Ability to hear and manipulate the sounds of spoken language; Vocabulary – Ability to understand words and their meanings in order to communicate and comprehend effectively.
- 3.2427 “Grade Level” – appropriate grade classification indicated by the performance of a student (or group of students) at the proficient or advanced level on state-mandated Arkansas Comprehensive Assessment Program tests.
- 3.2528 ~~“General End-of-Course Assessment” – a criterion-referenced assessment taken upon successful completion of~~ “General End-of-Course Assessment” – a criterion-referenced assessment taken upon successful completion of during a course of study set by the State Board of Education:
- (a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory mastery of the subject level content in that end-of-course assessment; and

(b) for which failure to meet that requisite scale score requires sufficient remediation before a student is entitled to receive full academic credit for the course.

~~(c) Further guidance concerning the administration and remediation of general end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.~~

~~3.2629~~ “High School” –grades nine through twelve (9-12).

~~3.2730~~ “High School Literacy Assessment” – an end-of-level literacy assessment given to all students in grade eleven (11).

~~3.28~~ —“High Stakes End-of-Course Assessment”—a criterion-referenced assessment taken upon the successful completion of both the Algebra I and the English II course of study under Ark. Code Ann. § 6-15-433(b)(3)(A)(iii):

~~(a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory passing standard of the subject level content in that particular end-of-course assessment; and~~

~~(b) for which failure to meet the requisite scale score requires that the student shall not receive academic credit for the course of study for which the assessment was taken until the student meets the requisite scale score on the initial, a subsequent, or an alternative high-stakes end-of-course assessment as allowed or required by Arkansas law or by State Board rules.~~

~~(c) Further guidance concerning the administration and remediation of high-stakes end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.~~

3.31 “Individualized Academic Improvement Plan (IAIP)” – a written plan detailing supplemental or intervention and remedial instruction, or both, in deficient areas for any student who has not met the requisite scale score on an end-of-course assessment.

NOTE: For the purposes of these Rules, “Academic Improvement Plan (AIP)” and “Individualized Academic Improvement Plan (IAIP)” may be used interchangeably.

3.32 “Individualized Education Program (IEP)” – a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 C.F.R. 300.320 through 300.324.

- 3.2933 “Intensive Reading Improvement Plan (IRI)” – An intervention program for any K-2 student identified with substantial reading difficulties.
- 3.34 “International Baccalaureate Assessment” – an assessment administered by the International Baccalaureate Organization for a course offered under the International Baccalaureate Diploma Program.
- 3.3035 “Longitudinal Tracking” –tracking individual student yearly academic achievement gains based on scheduled and annual assessments.
- 3.3436 “Middle School” or “Middle Level”– grades five through eight (5 – 8).
- 3.3237 “No Child Left Behind Act” – the No Child Left Behind Act of 2001 as signed into federal law on January 8, 2002.
- 3.3338 “Norm-Referenced Test (NRT)” – an assessment required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm or standardization group for a particular commercial instrument, including which may include the assessments developed under the Partnership for Assessment of Readiness for College and Careers (PARCC).
- 3.3439 “Parent” – a parent, parents, legal guardian, a person standing in loco parentis, or legal representative, as appropriate, of a student, or the student if the student is eighteen (18) years of age or older.
- 3.3540 “Participation in Remediation” - The amount of student involvement required in a student academic improvement plan that addresses those deficiencies for that student.
- 3.3641 “Pass Rate” – The pass rate for the Benchmark Exams and the developmental appropriate assessments for K – 2 shall be proficiency. ~~However, the pass rate for end-of-course and high school literacy shall be those scores established and independently approved by the State Board of Education. (See 6.04 for the proficiency definition)~~
- 3.3742 “Point-in-Time Intervention and Remediation” – intervention and remediation applied during the academic year upon the discovery that a student is not performing at grade level.
- 3.3843 “Public School District/Public School” – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program specifically excluding those schools or educational programs created by or receiving authority to exist under §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law.
- 3.3944 “Reconstitution” – a reorganization intervention in the administrative unit or governing body of a public school district, including without limitation the suspension, reassignment, replacement, or removal of a current

superintendent or the suspension, removal, or replacement of some or all of the current school board members, or both.

- 3.4045 “Remediation” – a process of using diagnostic instruments to provide corrective, specialized supplemental instruction to help a student in grades two through four (2-4) overcome academic deficiencies. For students in grades five through twelve (5-12), remediation shall be a detailed, sequential set of instructional strategies, implemented to remedy any academic deficiencies indicated by below-basic or basic performance on the state-mandated augmented, criterion-referenced, or norm-referenced assessments. Remediation shall not interfere with or inhibit student mastery of current grade level academic learning expectations.
- 3.4446 “Safe Harbor” – An alternate method of demonstrating Adequate Yearly Progress under the No Child Left Behind Act determined by decreasing the percent of students not performing at the proficient level on the Criterion Referenced Assessments by at least ten percent. Safe Harbor can only be applied if the school meets the secondary indicator condition and tests 95% or more of eligible students. Safe harbor shall not apply during the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules.
- 3.4247 “Sanction” – intervention by the state to assist teaching and learning at a public school or a public school district that fails to meet expected performance goals on the state-mandated criterion-referenced assessments and/or other indicators.
- 3.48 “SAT” – the standardized college entrance examination administered by the College Board.
- 3.4349 “School Improvement” – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years. During the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA, the classifications and interventions for schools in need of improvement shall be as set forth in Section 13.00 of these Rules.
- 3.4450 “Secure Examination or Assessment” – an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on the testing/assessment calendar developed by the Commissioner of the Department.
- 3.4551 “Starting Point” – a specific figure for grade-level clusters K- 5, 6-8, and 9-12 in the content areas of literacy and mathematics which was derived by determining the school at the 20th percentile in the state based on total enrollment, among all schools ranked by the percentage of students at the proficient level, using data for the 2001-2002 school year or subsequent year for which there is a recalculation.

3.4652 “Substantial Reading Deficiency” – a determination for first and second grade students who score in the Below Basic Category on the State Reading Assessment in the previous school year and for kindergarten students who are rated as Delayed in both oral communication and written language on the Uniform Reading Scale (URS).

3.4753 Uniform School Readiness Screening” - uniform, objective evaluation procedures that are geared to either kindergarten or first grade, as appropriate, and developed by the State Board and specifically formulated for children entering public school for the first time.

~~3.48 “Value Added Computations of Student Gains” – statistical analyses of the educational impact of the school’s instructional delivery system on individual student learning using a comparison of previous and post student achievement gains against a national cohort.~~

4.0 Academic Content Standards

4.01 The Board shall establish clear, specific, challenging academic content standards, which define what students shall know and be able to do in each content area. Instruction in all public schools shall be based on these academic content standards.

4.02 The Board shall establish a schedule for periodic review and revision of academic content standards to ensure that Arkansas academic content standards are rigorous and equip students to compete in the global workforce. For each review, the Department will provide the following:

4.02.1 Study and consideration of academic content standards from across the nation and international levels as appropriate;

4.02.2 Study and consideration of evaluations from national groups or organizations as appropriate;

4.02.3 Revisions by committees composed of Arkansas teachers and instructional supervisory personnel from public schools, assisted by teachers from institutions of higher education;

4.02.4 Review and input by the Departments of Higher Education and Career Education as well as community members; and

4.02.5 Public dissemination of revised academic content standards at the Board meeting and on the Department web site.

4.03 The Board shall provide for external review of academic content standards by nationally recognized content experts in the discipline/area under consideration.

4.04 The Board shall establish a clear, concise system of reporting the academic performance of each school on the state’s mandated

augmented criterion-referenced or norm-referenced assessments, that conform with the requirements of current state and federal law.

- 4.05 Academic standards for every level of the grades kindergarten through twelve (K-12) education system and education financial resources shall be aligned with student performance expectations at each level of the grades kindergarten through twelve (K-12) education system.
- 4.06 The State Board voted to participate in the Common Core State Standards for English Language Arts (ELA) and Mathematics in July 2010. The Common Core State Standards can be found at:

<http://www.corestandards.org/the-standards>

The Common Core State Standards for ELA and Mathematics, as they existed on July 9, 2012, are hereby incorporated into these Rules by reference.

5.0 Arkansas Comprehensive Assessment Program

The Board shall establish a statewide assessment system for grades K through 12 to be implemented in each public school in the State by the Department. All districts shall comply with the requirements of the assessment system. Failure to do so shall result in a recommendation to the Board for Probationary status or loss of accreditation as set out in the Standards for Accreditation, or for other intervention or sanction as allowed or required by these rules, state or federal law. The Arkansas Department of Education shall transition to the PARCC assessments by the 2014-2015 school year.

School district boards of directors shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

Every student attending an Arkansas public school shall participate in the statewide program of educational assessments required in Ark. Code Ann. §§ 6-15-419, 6-15-433, 6-15-2009 and established by the State Board.

5.01 Kindergarten, Grade One and Grade Two

5.01.1 The Board shall adopt and the Department shall implement a developmentally appropriate uniform school readiness screening to validate a child's school readiness as part of a comprehensive evaluation design. The Department shall require that all school districts administer the uniform school readiness-screening to each kindergarten student in the district upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening developed for use in the first grade.

5.01.2 Kindergarten, Grades 1 and 2: The Department shall select a developmentally appropriate assessment to be administered to all

students in first grade and second grade in reading and mathematics.

5.02 Criterion-Referenced Tests - Grades three through eight and high school

5.02.1 The Department shall develop and implement an augmented, criterion-referenced, or norm-referenced assessment as follows: (1) Grades three (3) through eight (8) which measures application of knowledge and skills in ~~reading and writing literacy~~ English language arts and mathematics and science in Grades 5 and 7; (2) End-of-Course testing in Algebra I, Geometry and Biology; (3) High school literacy that measures application of knowledge and skills in ~~reading and writing literacy~~ English language arts; and (4) social studies as funds are available and approved by the State Board of Education; ~~and (5) for the 2014-2015 school year and thereafter, End-of-Course testing in English II.~~

5.02.2 All criterion-referenced assessments shall be based on the Arkansas Curriculum Frameworks and Academic Content Standards.

5.02.3 All students in Grades 3 – 8 as well as all students enrolled in courses for which End-of-Course assessments are administered, shall take the criterion-referenced assessments on the testing dates established by the Department. This requirement includes the high school literacy assessment. This authority shall include field testing and any other requirements needed to establish fully-developed assessment instruments and methodologies.

5.02.4 Each school district shall administer augmented criterion-referenced assessments to its students according to procedures established by the Commissioner of Education and specified in the applicable assessment administration materials.

5.02.5 Accounting for Students with Disabilities and Limited English Proficient Students

5.02.5.1 Each student in the specified grades or courses shall participate as outlined in the test coordinator's handbook. A student shall participate in the Arkansas Alternate Assessment Program only upon the formal determination of the student's individual education program (IEP) committee, as documented in the student's individual educational program.

5.02.5.2 The Individual Education Program (IEP) committee shall determine whether participation in the standard state assessment program is appropriate for students with IEPs. Students with disabilities for whom it is deemed inappropriate to take the

standard state assessments (augmented benchmarks, ~~General and High-Stakes~~ End-of-Course, and High School Literacy) with the established accommodations shall participate in the Arkansas Alternate Assessment Program following the guidelines established by the Board.

- 5.02.5.3 Scores for students with disabilities shall be reported with other assessment results from the school.
- 5.02.5.4 ~~LEP~~ English Learners (ELs) ~~students~~ shall participate in all required criterion referenced assessments. ~~LEP students~~ ELs may access state approved accommodations provided such accommodations have been recommended by the language proficiency assessment committee and are used regularly in classroom instruction and assessment.
- 5.02.5.5 ~~LEP students~~ ELs with less than one year in a U.S. school will not be required to take the State required literacy benchmark test or the High School Literacy Assessment. Districts may exercise this option. ~~LEP students~~ ELs must take the appropriate mathematics and science tests.

5.02.6 End-of-Course Assessments

- 5.02.6.1 Every student attending an Arkansas public school in Arkansas shall participate in the actual course and statewide program of end-of-course assessments as designated by the State Board.
- 5.02.6.2 Every student required to participate in the statewide program of educational assessments required by Ark. Code Ann. § 6-15-2009 shall not receive credit on his or her transcript for Algebra, Geometry, Biology, or any other course that requires an end-of-course assessment for which the student has not received the requisite scale score on a general end-of-course assessment, until the student is identified as having participated in remediation through an individual academic improvement plan.
- 5.02.6.3 The individual academic improvement plan shall include remediation activities focuses on those areas for need for students who failed to meet the requisite score on an end-of-course assessment.

- 5.02.6.4 For the purpose of an end-of course assessment, remediation does not require that a student retake a subsequent end-of-course assessment in order to receive academic credit for a course.
- 5.02.6.5 The end-of-course assessment program shall be maintained in such a manner as to meet the requirements of state and federal law, including the full range of students with disabilities.
- 5.02.6.6 The superintendent of each public school district shall be responsible for the proper administration of Ark. Code Ann. § 6-15-2009 and these Rules to implement the requirements of Ark. Code Ann. § 6-15-2009.
- 5.02.6.7 To the extent that a public school district is determined to have knowingly failed to administer the provisions of applicable law or these Rules, the superintendent's license shall be subject to probation, suspension, or revocation under Ark. Code Ann. § 6-17-410.
- 5.02.6.8 The ADE shall establish and publish by Commissioner's Memo each school year an end-of-course assessment cycle for end-of-course assessments that shall be strictly followed by school districts unless a school district has received a written waiver from the ADE because of a catastrophic occurrence.
- 5.02.6.9 The ADE shall prepare and develop the form of end-of-course assessments along with any and all documents, manuals, forms and protocols necessary for the proper administration, completion, submission and scoring of the assessment. The assessment shall be composed of sections that may include both multiple choice and open-response test items.
- 5.02.6.10 All Arkansas laws and ADE rules governing test administration, security and confidentiality that apply to examinations given to Arkansas public schools from K-12 grade shall apply in full to all end-of-course assessments and alternative assessments set forth under Ark. Code Ann. § 6-15-2009.
- 5.02.6.11 The ADE shall take steps to ensure that the end-of-course assessments are properly aligned with state standards and that professional development

training is available for teachers teaching courses for which an end-of-course assessment is required.

5.02.6.12 In administering the assessments under Ark. Code Ann. § 6-15-2009 and these Rules, the school district shall provide state-approved accommodations for students with state-recognized disabilities and for English language learners as allowed by law and ADE rules.

5.02.6.13 The ADE shall establish and promulgate by way of these Rules the requisite scale score requirement for any Arkansas public school student taking each end-of-course assessment and alternative assessment.

5.03 Norm-Referenced Tests

5.03.1 The Board shall adopt a norm-referenced test to be administered in grade 3 through grade 9 in mathematics and reading and in science at grades 5 and 7, which shall be administered by the Department annually.

5.03.2 Each school district shall administer the norm-referenced tests to its students according to procedures established by the Department and specified in the applicable test administration materials.

5.04 National Assessment of Educational Progress

5.04.1 Selected schools shall participate in any and all components of the National Assessment of Educational Progress (NAEP).

5.04.2 Any school that fails to participate in the administration of any NAEP assessment shall be reported to the Board and may be subject to probationary status as set out in the Standards for Accreditation.

5.05 Test Administration

5.05.1 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school personnel to ensure understanding of the administration of assessments and effective use of assessment reporting data to improve classroom instruction and learning to provide program evaluation;

5.05.2 The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities including:

- 5.05.2.1 Scheduling testing times of all affected campuses according to the testing calendar developed by the Department;
 - 5.05.2.2 Ensuring that security is maintained as specified in the appropriate testing administration materials;
 - 5.05.2.3 Ensuring that all district personnel involved in the testing have been properly trained as specified by the Department;
 - 5.05.2.4 Ensuring that all testing instruments are administered to all students according to the procedures established by the Commissioner of Education and specified in the applicable assessment administration materials;
 - 5.05.2.5 Ensuring that all assessment documents and student identification information are properly and accurately coded;
 - 5.05.2.6 Attesting whether ALL students have participated in the appropriate grade-level assessment(s); and
 - 5.05.2.7 Recommending for adoption by local school boards a school calendar that in no way jeopardizes or limits the valid testing and comparison of students' learning gains.
- 5.05.3 The appropriate test administration materials shall specify any allowable accommodations available to students participating in the administration of standard state assessments.
- 5.05.4 All students enrolled in a State-tested grade shall be accounted for in the Arkansas Comprehensive Assessment Program.
- 5.06 A Technical Advisory Committee composed of nationally-recognized testing experts and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the assessment system.
- 5.07 Test Security and Confidentiality
- 5.07.1 Violation of the security or confidential integrity of any test or assessment is prohibited.
 - 5.07.2 The Board shall sanction a person who engages in conduct prohibited by this section. Sanctions shall be considered and imposed in compliance with the Department's rules Governing Alleged Testing Improprieties or in the Department's Rules Governing Background Checks and License Revocation, as appropriate. Additionally, the Board may sanction a school district or school, or both, in which conduct prohibited in this section occurs. Sanctions imposed by the Board may include without limitation one (1) or more of the following:

- 5.07.2.1 Revocation, suspension, or probation of an individual's license,
 - 5.07.2.2 Issuance of a letter of reprimand to a licensed individual to be placed in his or her state ~~personnel~~ professional licensure file;
 - 5.07.2.3 Additional training or professional development to be completed by a licensed individual within the time specified;
 - 5.07.2.4 Additional professional development to be administered by the school district or open-enrollment public charter school to all licensed school district personnel involved in test administration within the time specified;
 - 5.07.2.5 Issuance of a letter of warning to the school district or open-enrollment public charter school; and
 - 5.07.2.6 Establishment of a school district or open-enrollment public charter school plan containing strict test security guidelines that will implement procedures to ensure the security and confidential integrity of all assessment instruments.
 - 5.07.2.7 Professional development required pursuant to this section as a result of violating test security or confidentiality may be in addition to professional development required for licensure.
- 5.07.3 Procedures for maintaining the security and confidential integrity of all testing and assessment instruments and procedures shall be specified in the appropriate test or assessment administration instructions. Conduct that violates the security or confidential integrity of a test or assessment is defined as any departure from either the requirements established by the Commissioner of Education for the administration of the assessment or from the procedures specified in the applicable test administration materials. Conduct of this nature may include, but is not limited to, the following acts and omissions:
- 5.07.3.1 Viewing secure assessment materials;
 - 5.07.3.2 Duplicating secure assessment materials;
 - 5.07.3.3 Disclosing the contents of any portion of secure assessment materials;

- 5.07.3.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;
- 5.07.3.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;
- 5.07.3.6 Changing or altering any response or answer of an examinee to a secure assessment item;
- 5.07.3.7 Failing to follow the specified testing procedures or to proctor students;
- 5.07.3.8 Failing to administer the assessment on the designated testing dates;
- 5.07.3.9 Encouraging or assisting an individual to engage in the conduct described herein;
- 5.07.3.10 Failing to report to the appropriate authority that an individual has engaged in conduct set forth in this section;
- 5.07.3.11 Failing to follow the specified procedures and required criteria for alternate assessments; or
- 5.07.3.12 Failing to return the secured test booklets to the testing company in a timely manner.

5.07.4 The superintendent of each school district shall develop procedures to ensure the security and confidential integrity of all assessment instruments and test items. The superintendent shall be responsible for immediately notifying the Department in writing of conduct that violates the security or confidential integrity of an examination or assessment.

6.0 Student Performance Levels

- 6.01 The Board shall establish four (4) performance levels for each criterion-referenced assessment administered as part of ACTAAP. The Board shall establish five (5) performance levels for the Alternate Assessment for Students with Disabilities as part of ACTAAP. Those performance levels shall be: (1) Not Evident; (2) Emergent; (3) Supported Independence; (4) Functional Independence; and (5) Independent. Performance levels shall be established for mathematics, reading/language arts and science independently. Additionally, the Board shall establish a pass/proficiency rate for each ~~high-stakes~~ end-of-course assessment.
- 6.02 The Board shall establish four (4) performance levels for Grades K-2 for the norm-referenced assessment administered as part of the Arkansas

Comprehensive Assessment Program for reading and mathematics. The following numerical scores define those performance levels.

Mathematics Norm Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-120	121-128	129-136	137-400
1	0-134	135-146	147-159	160-400
2	0-148	149-164	165-181	182-400

*Lowest possible standard score value is 80

Reading Norm-Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-119	120-127	128-137	138-400
1	0-136	137-145	146-158	159-400
2	0-153	154-165	166-182	183-400

*Lowest possible standard score value is 80

- 6.03 All ~~initial high-stakes~~ end-of course assessments for Algebra I shall be administered by grade ten (10). Beginning with the 2014-2015 school year, all ~~initial high-stakes~~ end-of-course assessments for English II shall be administered by grade ten (10). The Board shall establish a requisite scale score of student performance on the ~~High-Stakes~~ End-of-Course Algebra I Examination. The following numerical scores define that performance level.

High-Stakes End-of-Course Algebra I Pass Scale Score	
Not Pass	Pass
158 and Below	159 and Above

- 6.04 The following numerical scores define the performance levels on the criterion-referenced assessments and on the Alternate Assessments for Students with Disabilities for Not Evident, Emergent, Supported Independence, Functional Independence and Independent. Functional Independence and Independent are considered to be grade level.

Mathematics Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 408	409 – 499	500 - 585	586 & above
4	0 - 494	495 – 558	559 - 639	640 & above
5	0 - 543	544 – 603	604 - 696	697 & above
6	0 - 568	569 – 640	641 - 721	722 & above
7	0 - 621	622 – 672	673 - 763	764 & above
8	0 - 654	655 – 699	700 - 801	802 & above

Literacy Criterion Referenced Assessments (Augmented Benchmark Exams)				
Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 329	330 - 499	500 - 653	654 & above
4	0 - 353	354 - 558	559 - 747	748 & above
5	0 - 381	382 - 603	604 - 798	799 & above
6	0 - 416	417 - 640	641 - 822	823 & above
7	0 - 425	426 - 672	673 - 866	867 & above
8	0 - 506	507 - 699	700 - 913	914 & above

Science Criterion Referenced Assessments (Augmented Benchmark Exams)				
Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
5	0 - 153	154 - 199	200 - 249	250 & above
7	0 - 151	152 - 199	200 - 249	250 & above

General-End-of-Course Algebra I			
Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Geometry			
Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Biology			
Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 145	146 - 199	200 - 249	250 & above

Grade 11 Literacy			
Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 168	169 - 199	200 - 249	250 & above

Mathematics Alternate Assessment for Students with Disabilities					
Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	520 - 672	673 - 703	704 - 708	709 - 723	724 - 733
4	523 - 673	674 - 707	708 - 712	713 - 721	722 - 736
5	545 - 674	675 - 708	709 - 713	714 - 725	726 - 733
6	535 - 677	678 - 708	709 - 714	715 - 722	723 - 731
7	478 - 675	676 - 705	706 - 713	714 - 720	721 - 731
8	484 - 697	698 - 717	718 - 725	726 - 727	728 - 738

Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	487- 663	664 - 685	686 – 710	711 - 730	731 - 734
4	503 - 672	673 - 692	693 – 712	713 - 727	728 - 733
5	545 - 664	665 - 692	693 – 717	718 - 730	731 - 735
6	518 - 637	638 - 684	685 – 709	710 - 721	722 - 732
7	464 - 620	621 - 674	675 – 708	709 - 722	723 - 736
8	442 - 622	623 - 690	691 – 719	720 - 726	727 - 742

Science Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
5	563 - 700	701 - 718	719 - 723	724 - 730	731 - 736
7	490 - 670	671 - 688	689 - 705	706 - 720	721 - 733

Grade 9 Mathematics Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
0 - 99	100 -149	150 -199	200 - 249	250 - 300

Science Grade 10 Alternate Assessment Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
486 - 600	601 - 664	665 - 692	693 - 715	716 - 742

Grade 11 Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
483 - 595	596 - 655	656 – 680	681 - 692	693 - 740

7.0 Student Accountability

- 7.01 By the year 2013-2014 all students are expected to perform at the proficient level or above.
- 7.02 Students identified as failing to achieve at the proficient level on a) the state mandated CRT (as referenced in Section 6.04 tables: Mathematics Criterion Referenced Assessments, Science Criterion Referenced Assessments, Literacy Criterion Referenced Assessments), b) students in grade K scoring delayed on either written language or oral communications and scoring delayed in mathematics on the state mandated uniform readiness screening (as referenced in Section 3.46 Uniform School Readiness Screening); and c) students in grades 1 and 2 not scoring proficient on the state mandated NRT(as referenced in

Section 6.02 tables, Mathematics Norm Referenced Assessment standard score cut scores and Reading Norm-Referenced Assessment standard score cut scores), shall be evaluated by school personnel, who shall jointly develop a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will assist the student in achieving the expected standard and will describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.

- 7.02.1 The AIP shall be prepared using the format designed by the Department of Education. However, the local school may adjust the format as deemed necessary.
- 7.02.2 The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan. The plan shall be signed by the appropriate school administrator and the parent/guardian.
- 7.02.3 The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day etc.
- 7.02.4 The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessment.
- 7.02.5 The AIP shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies.
- 7.02.6 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP.
- 7.02.7 The AIP should contain an implementation timeline that assures the maximum time for remedial instruction.
- 7.02.8 AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction.
- 7.02.9 In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an Individualized Education Program (IEP) that already addresses

any academic area or areas in which the student is not proficient on state-mandated augmented, criterion-referenced, or norm-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.

7.03 Retention for failure to participate in the Academic Improvement Plan

7.03.1 The public school district where the student is enrolled shall notify the student's parent, guardian, or caregiver of the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. This notice may be provided via student handbooks issued to students.

7.03.2 A student in grades three (3) through eight (8), identified as not ~~passing a benchmark assessment~~ meeting the requisite scale score on the criterion-referenced assessment and failing to participate in the subsequent AIP shall be retained and shall not be promoted to the next appropriate grade until the student is deemed to have participated in the AIP or the student passes the benchmark assessment for the current grade level in which the student is retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.

7.03.3 Any student required to take ~~an general~~ end-of-course assessment who is identified as not meeting the requisite scale score for a particular assessment shall participate in the remediation activities as required by the student's individualized AIP in the school year that the assessment results are reported in order to receive academic credit on his or her transcript for the course related to the end-of-course assessment.

7.03.3.1 The individualized AIP shall include remediation activities focused on those areas in which a student failed to ~~pass a general~~ meet the requisite scale score of an end-of-course assessment.

7.03.3.2 A student who is identified as not meeting the requisite scale score for ~~a general~~ an end-of-course assessment shall not receive academic credit on his or her transcript for the courses related to the ~~general~~ end-of-course assessment until the student is identified as having participated in remediation through an individualized AIP. ~~For the purpose of a general end-of-course assessment, remediation does not require that a student pass a subsequent end-of-course assessment in order to receive academic credit for a course.~~

7.03.4 Remedial activities and instruction provided during high school ~~may shall~~ not be in lieu of English language arts, mathematics, science, history or ~~social studies~~, or other core subjects courses required for graduation.

- 7.03.5 Any student who does not score at the Proficient level on the criterion-referenced assessments in reading, writing English language arts and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.
- 7.03.6 Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.
- 7.03.7 Students not proficient on the High School Literacy Test shall participate in a remediation program.
- ~~7.03.8 A student who does not meet the requisite scale score on the relevant high-stakes end-of-course assessment shall participate in an individualized academic improvement plan.~~
- ~~7.03.8.1 An individualized academic improvement plan shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.~~
- ~~7.03.8.2 If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite scale score on the initial high-stakes end-of-course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the department before taking a third or subsequent high-stakes end-of-course assessment.~~
- ~~7.03.8.3 Subsequent high-stakes end-of-course assessments and associated remediation programs may be administered in electronic format.~~
- 7.03.8 The State Board may require remediation activities and an individualized academic improvement plan for a student in grade eleven (11) or below who does not meet the requisite scale score for a particular college and career readiness measurement.
- 7.03.8.1 The State Board may require that the individualized academic improvement plan include one (1) or more opportunities for a student to retake the measurement.
- 7.03.8.2 For the purpose of a college and career readiness measurement, remediation shall not require that a student pass a subsequent college and career readiness measurement in order to graduate from an Arkansas high school.
- 7.04 The results of ~~general and high-stakes~~ end-of-course assessments shall become a part of each student's transcript or permanent record. Each

course for which a student completes the ~~general~~ end-of-course assessment shall be recorded with the performance level (advanced, proficient, basic or below-basic). ~~Each course for which a student completes the high-stakes end-of-course assessment shall be recorded with the pass level (pass, not pass) and by performance level (Below Basic, Basic, Proficient, Advanced).~~

- 7.05 Each year the ADE shall make public item and task prototypes for the English language arts and mathematical assessments required by these rules or a selection of actual items and tasks from the most recent assessments.
- 7.056 The Department shall implement a statistical system that shall provide the best analysis of classroom, school, and school district effects on student progress based on established, value-added longitudinal calculations, which shall measure the difference in a student's previous year's achievement compared to the current year achievement for the purposes of improving student achievement, accountability, and recognition.
- 7.067 The approach used by the Department shall be in alignment with federal statutes and developed in 2004-2005 to collect data to allow research and evaluation of student achievement growth models.
- 7.078 The approach shall include value-added longitudinal calculations with sufficient transparency in the model's conception and operation to allow others in the field to validate or replicate the results and an assessment of the model's accurateness in relation to other models.
- 7.089 Reading Deficiency for Students in Kindergarten through Grade Two
- 7.089.1 Any student who exhibits a substantial deficiency in reading, based upon statewide assessments conducted in grades kindergarten through two (K-2), or through teacher observations, shall be provided intensive reading instruction utilizing a scientifically-based reading program. The intensive instruction shall systematically, explicitly, and coherently provide instruction in the five essential elements of reading as defined in Section 3.23. The student shall continue to be provided with intensive reading instruction until the reading deficiency is corrected.
- 7.089.2 The State Board of Education established performance levels for kindergarten, grade 1 and grade 2 that define substantial difficulties in reading based on the state-mandated, developmentally appropriate assessment. The state-mandated Uniform Screening Readiness (USR) instrument shall be used to determine substantial reading difficulty for kindergarten students.
- 7.089.3 All kindergarten students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. This evaluation will occur within 30 days of receiving the USR results.

- 7.089.4 Within 30 days of the beginning of school, grade 1 and grade 2 students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. However, in those school years in which the State Board of Education shall revise the performance levels schools shall be allowed 30 days from the date of the final approval to conduct the evaluation.
- 7.089.5 The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- 7.089.6 School personnel shall develop an Intensive Reading Improvement plan (IRI) that describes the intervention program for any student identified with substantial reading difficulty. The IRI shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for remediation.
- 7.089.7 The IRI shall contain an implementation timeline that assures the maximum time for remedial instruction. The intervention shall occur during the regular school day whenever possible, but may include extended day when appropriate. The intervention shall supplement, and not supplant, core classroom instruction.
- 7.089.8 The IRI shall include valid and reliable progress monitoring assessments to measure student growth toward the grade level benchmarks in each essential element of reading.
- 7.089.9 The intensive reading instruction provided under the IRI shall utilize strategies that are aligned with scientifically-based reading research.
- 7.089.9.1 The intensive instruction shall systematically, explicitly and coherently provide instruction in the five essential areas of reading. The intensity and focus of the instruction shall be based on the evaluation results, teacher observation, and data from progress monitoring assessments. The intervention plan shall be revised periodically to reflect student needs as indicated on progress monitoring assessments.
- 7.089.9.2 The IRI should be individualized; however, similar deficiencies may be remediated through group instruction.
- 7.089.9.3 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instruction under the IRI.

~~7.089~~.9.4 The intervention shall continue until the child has reached grade level benchmarks in all essential areas of reading.

~~7.089~~.10 Student achievement in each of the essential elements shall be monitored monthly after students complete the intervention. Students who are not meeting current expectations shall be provided additional interventions.

~~7.089~~.11 In any instance where a student with disabilities identified under the Individuals with Disabilities Act has an IEP that already addresses reading deficiencies, the individual education program shall serve to meet the requirements of the IRI.

~~7.0910~~ The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing to include the following:

~~7.0910~~.1 That the child has been identified as having a substantial deficiency in reading;

~~7.0910~~.2 A description of the current services that are provided to the child; and,

~~7.0910~~.3 A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

8.0 School Accountability

NOTE: Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the ~~USDOE~~ US Ed on June 29, 2012.

8.01 The Department of Education shall provide analyses of data produced by the Arkansas Comprehensive Assessment Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

8.02 Student performance trend data shall be included in the components used in developing objectives of the school improvement plan, internal evaluations of instructional and administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and assignment of students into educational programs of the local school program.

8.03 Each school shall develop one (1) Arkansas Comprehensive, School Improvement Plan (ACSIP) focused on student achievement. This requirement is intended to focus the school and school district annually on the school's performance rate data for the purposes of improving student performance based on data and the performance of students on the state assessment system.

- 8.04 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance rate levels established by the Board on all State assessments.
- 8.05 Consistent with the No Child Left Behind Act, each school must make adequate yearly progress (AYP), based primarily on the administration of the criterion-referenced assessments described in Section 5.02. In order to make AYP, a school or school district must—
- Demonstrate that at least 95 percent of all students and of students in each applicable subgroup, as provided in Section 8.06, at the tested grade levels, participated in the assessments;
 - Meet or exceed the annual measurable performance levels described in Section 9.0, based on the percentages of students scoring proficient or above on the assessments, overall and for each applicable subgroup; or alternatively, if the total group or any subgroup does not meet the annual measurable performance levels, demonstrate that the percentage of students in that subgroup who did not meet the proficient level for that year decreased by 10 percent of that percentage from the preceding school year and that the subgroup made progress on one additional academic indicator; and
 - Show progress for all students on an additional academic indicator, which shall be graduation rate for high schools and percent attendance for elementary and middle schools.
- 8.06 The following subgroups must be included in the school/school district data disaggregation:
- 8.06.1 Students with Disabilities;
- 8.06.2 Students who are English Language Learners;
- 8.06.3 Economically Disadvantaged Students; and
- 8.06.4 Ethnic Subgroups;
- 8.06.4.1 Caucasian
 - 8.06.4.2 African American
 - 8.06.4.3 Hispanic
- 8.07 A school must meet AYP criteria overall and for each of these subgroups that meets the minimum group size as determined by the Department of Education and approved by the U.S. Department of Education.
- 8.08 The Department will determine AYP separately for mathematics and literacy, using appropriate statistical treatments. Based on the single statewide starting point described in this section, annual performance

levels assure that ALL students will reach proficient by school year 2013-2014.

- 8.09 The Department will determine for each school in the state the percent of students performing at the proficient or advanced levels. This percentage will be determined by computing the sum of students proficient or advanced for the current year or the most recent three years across each grade for which there is a criterion-referenced assessment. That sum is divided by the total number of students assessed for that year or across those three years and grades. This number shall include students taking alternate assessments. The percentage shall be determined separately for mathematics and reading/literacy.
- 8.10 The AYP starting point regarding percent proficient on state assessments will be determined for grade-level clusters K- 5; 6 – 8; and 9 – 12 and separately for mathematics and reading/literacy.
- 8.11 The AYP starting point will be determined by ranking each school within the grade-level by the percent proficient. Additionally, the ranking will include the total student enrollment for those grades using October 1, 2002, data or October 1 of a subsequent year for which there is a recalculation.
- 8.12 The goal of NCLB is for all students to be proficient in language arts and math by 2014. Therefore, the Department of Education will determine the “starting point” for AYP as set forth in Section 3.44 above.
- 8.13 The following table establishes the starting point and projected performance level for each year of the twelve years addressed by the No Child Left Behind Act.

Calculating AYP and Annual Expected Performance Levels

	K-5 Math	K-5 Literacy	6-8 Math	6-8 Literacy	9-12 Math	9-12 Literacy
Year 05-06	40.00	42.40	29.10	35.20	29.20	35.50
Year 06-07	47.50	49.60	37.96	43.30	38.05	43.56
Year 07-08	55.00	56.80	46.83	51.40	46.90	51.63

Year 08-09	62.50	64.00	55.69	59.50	55.75	59.69
Year 09-10	70.00	71.20	64.55	67.60	64.60	67.75
Year 10-11	77.50	78.40	73.41	75.70	73.45	75.81
Year 11-12	85.00	85.60	82.28	83.80	82.30	83.88
Year 12-13	92.50	92.80	91.14	91.90	91.15	91.94
Year 13-14	100.00	100.00	100.00	100.00	100.00	100.00

- 8.14 Each year, in determining whether a school has met the target of percent proficient for that school year as listed on the chart, the Department shall compare the school's percent proficient in the appropriate grade-level cluster and content area with the statewide projected goal for that year. A school shall be deemed to have met AYP for a particular year for a particular grade-level cluster and content area as long as the school attains at least the statewide projected goal.
- 8.15 Individual Schools identified by the Department as failing to meet established levels of academic achievement shall be subject to sanctions as specified in school improvement or academic distress.
- 8.16 Schools/School Districts exemplifying exceptional performance levels and/or growth patterns shall be recognized for exemplary performance and will be eligible to participate in the rewards program.

9.0 Accountability

NOTE: Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the USDOE US Ed on June 29, 2012. Sections 9.13 ~~through 9.24~~ and 9.14 of these Rules continue to apply along with Section 13.00 of these Rules.

Schools failing to meet Adequate Yearly Progress as determined under these Rules shall be classified subject to the following consequences.

- 9.01 A school will be identified in alert status if it has not made AYP in the same subject (Mathematics or Literacy) for one year.
- 9.02 A school will be identified as in Improvement Status if it has not made AYP in the same subject (Mathematics or Literacy) for two consecutive years.
- 9.03 A school in Alert Status or Improvement Status that fails to make AYP, but does not fail to make AYP in the same subject for two consecutive years, will remain in its existing status for the following school year.

- 9.04 The first year a school fails to meet expected performance levels, that school shall be classified as on Alert Status. Any school classified on Alert Status shall be required to review and/or revise the school's ACSIP Plan with special attention given to State designated subgroup(s) which failed to meet expected performance levels.
- 9.05 The local school board president and the superintendent of a public school or school district identified by the Department in school improvement shall be notified in writing by the Department, via certified mail, return receipt requested, and the school district shall have a right to appeal to the Commissioner of the Department. The written appeal must be received in the Office of the Commissioner of Education within thirty (30) calendar days of the receipt of notice.
- 9.06 The second year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 1 of School Improvement. Any school classified in Year 1 of School Improvement shall offer eligible students choice options to another school in the district not in school improvement.
- 9.07 The third year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified in Year 2 of School Improvement shall offer eligible students supplementary educational services in keeping with federal guidelines in addition to continued consequences from Year 1 of School Improvement.
- 9.08 Should a school fail to make Adequate Yearly Progress in the fourth year, the Board shall advance that school into corrective action. Schools in corrective action must continue to offer consequences from School Improvement Year 2, and the school must implement a plan, with the approval of the Department, having specified corrective actions.
- 9.09 Should a school fail to make Adequate Yearly Progress in the fifth year, the Board shall advance that school into restructuring. In restructuring the Department may require the school to dismiss staff and administrators, annex the school to another school that is not in school improvement, and/or take other such action as deemed necessary by the Department and the Board.
- 9.10 Once a school has been identified in school improvement, that school must meet the standard(s) for which it failed to meet for two consecutive years to be considered for removal.
- 9.11 Schools that receive Title I funds must meet all funding requirements as specified by federal guidelines. Schools that do not receive Title I funds must implement programming in keeping with the school's ACSIP Plan as revised.
- 9.12 Schools designated in year two or greater of school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

- 9.12.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning for inclusion in the comprehensive school improvement plan.

~~9.13—School Performance Rating System and Performance Category Levels~~

~~9.13.1—The Department of Education shall prepare an annual report, which shall describe the school rating system. The annual report shall designate two (2) category levels for each school. The first category, annual performance, is based on the performance from the prior year on the criterion-referenced test and end-of-course exams. The second category, growth, shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment~~

~~9.13.2—The initial annual report shall identify schools as being in one (1) of the following annual performance category levels, based on the criterion-referenced Benchmark exams, as defined in 6-15-404(g)(1), and defined according to rules of the State Board of Education:~~

- ~~(1) —“Level 5”, schools of excellence;~~
- ~~(2) —“Level 4”, schools exceeding the standards;~~
- ~~(3) —“Level 3”, schools meeting the standards;~~
- ~~(4) —“Level 2”, schools on alert; or~~
- ~~(5) —“Level 1”, schools in need of immediate improvement.~~

~~9.14—For the years 2004-2005 through 2008-2009, school will not be assigned annual school performance category levels, unless an annual performance category levels is requested by the school.~~

~~9.15—Annual School Performance Rating: Weighted Average Approach~~

~~9.15.1—Since the ACTAAP testing program in Arkansas was designed as a criterion-referenced assessment system with performance standards, the standards for student performance can be used to develop a rating index of school performance.~~

~~9.15.2—Numerical values to be used as weighting factors can be assigned to each student's performance category (Advanced = 4; Proficient = 3; Basic = 2; Below Basic = 1)~~

~~9.15.3—With these weights assigned to the performance levels, a performance index for the school can be computed by multiplying the weights of the performance levels times the number of students scoring in the performance category.~~

~~9.15.4—The sum of the weighted student performance for each subject~~

~~—and grade in the school is divided by the total number of students testing the subjects and grades. The resulting average for the school is an index of performance that will range between 1.0 and 4.0.~~

9.16—Achievement Rating Weighted Average Approach

9.16.1 Assigned the following points:

~~4 points per student scoring in the advanced category,
3 points per student scoring in the proficient category;
2 points per student scoring in the basic category,
1 point per student scoring in the below basic category.~~

~~Points = Number of student scoring in category X points assigned to categories~~

9.16.2 Example

Number of Students	Scoring Category	Points Assigned to Categories	Total
10	Advanced	4	40
30	Proficient	3	90
40	Basic	2	80
20	Below Basic	1	20
Total points for the school for all categories			230

9.17—Achievement Rating: Weighted Average Approach Calculation

~~9.17.1 To calculate the rating score for each school, divide the total point for the school by the number of students in the school.~~

Points Received	Number of Students	Rating
230	100	2.3

~~9.17.2 At the direction of the state board, a panel of stakeholders was convened to review the statewide performance of schools and conduct the standard setting process. In the school standard setting process, stakeholders representing administrators, teachers, business, parents, and school board members served as panelists to decide on the quality level represented by various points within the distribution of school index scores. The state board reviewed and adopted the following standards recommended by the stakeholder's advisory panels for the annual performance rating.~~

Standard Setting Recommendations Stakeholder Advisory Panels				
Cut Scores	Cut 1/2	Cut 2/3	Cut 3/4	Cut 4/5
Administrators	1.7	2.19	2.76	3.02
Teachers	1.6	2.25	3.0	3.5

Business	1.735	2.145	2.7	3.365
Parents	1.75	2.2	2.65	3.0
School Board	1.81	2.30	2.87	3.30
Median	1.735	2.2	2.755	3.300
Average	1.719	2.21	2.79	3.23

9.17.3 After the rating score has been calculated for each school, schools may calculate their annual performance level by locating the established performance standard (cut score) for placing each school in one of five performance categories.

9.17.4 In the example below, if the rating score of the school is between 3.5 and 4.0, it will be in the “schools of excellence” performance category level.

Expert Panel Cut Scores	Performance Categories
3.23 – 4.0	Schools of excellence
2.79 – 3.22	Schools exceeding the standards
2.21 – 2.78	Schools meeting standards
1.719 – 2.20	Schools approaching the standards (alert)
1.0 – 1.718	Schools in need of immediate improvement

9.17.5 The second category, growth shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment. The working taskforce shall continue to assist in the rating system during the establishment of the second category.

9.18 School Choice

9.18.1 For all schools that have received an annual performance category levels of Level 1 for two (2) consecutive years, the students in these schools shall be offered the opportunity public school choice option with transportation provided pursuant to A.C.A. § 6-18-227 et seq.

9.19 Supplemental Educational Services

9.19.1 In addition, the school district board shall provide supplemental educational services, approved by the State Board, to affected students.

9.2013 Recognition Awards

9.2013.1 Schools that receive an annual performance category level of Level 5 or Level 4 are eligible for school recognition awards and performance-based funding pursuant to Ark. Code Ann. §§ 6-15-421 and 6-15-2107. Pursuant to Ark. Code Ann. § 6-15-2107m schools performing at the top twenty percent (20%) of all public schools in Arkansas in combined student performance,

student academic growth, and, for a secondary school, graduate rate, are eligible for Arkansas School Recognition Program rewards and performance-based funding.

9.2414 Sanctions

- 9.2414.1 Any school or district that is involved in substantiated test security violations will not be eligible to receive the “school of excellence” performance rating.

10.0 School District Accountability

NOTE: During the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA, the school district accountability provisions found in Section 13.00 of these Rules shall apply. Sections 10.04 through 10.087 of these Rules shall remain in place even during time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA.

- 10.01 The Department annually reviews each district to determine whether the district is making AYP in the following way.
- 10.01.1 Determine the collective status for all the schools within a district within each grade-level grouping (K-5; 6-8 and 9-12);
 - 10.01.2 Determine the district percent of participation across each grade level group; and
 - 10.01.3 Determine the district status on secondary indicator across each grade-level group.
 - 10.01.4 A district shall be in school improvement when all levels within a district fail to meet performance standards for two consecutive years in the same subject. A district having status of School Improvement shall be removed from that status when any one level meets the performance standard for two consecutive years in that subject.
- 10.02 Before identifying a district for district improvement, the Department will provide the district with an opportunity to review the data on which the identification is based. The district may appeal the identification, and the Department will decide the appeal within 30 days.
- 10.03 Each district identified for district improvement shall within three months of identification develop or revise a district improvement plan that complies with the requirements of the No Child Left Behind Act, including the requirement that it spend not less than 10% of its Part A, Title I funds on professional development for each fiscal year in which the district is identified for improvement. The district shall initiate implementation of the plan expeditiously, but not later than the beginning of the next school year after the school year in which the district was identified for improvement.

The Department will provide technical assistance to districts in developing and implementing improvement plans under this section.

- 10.04 Academic Distress – Procedures for Identification, Classification and Appeal of Public School and Public School Districts in Academic Distress
- 10.04.1 A public school or public school district which meets the definition of “Academic Distress” set forth in Section 3.02 of these rules shall be designated in Academic Distress.
- 10.04.2 Within thirty calendar days (30) after the release of the state assessment results by the Department or upon making a determination that a school district has a Needs Improvement –Priority school within the school district that has not made the progress required under the school’s Priority Improvement Plan (PIP), the Department shall identify all public schools and public school districts in Academic Distress and shall notify in writing each school district superintendent and board president of the public school and public school districts via certified mail, return receipt requested.
- 10.04.3 ~~A school district may appeal a determination of the Department identifying the district as an Academic Distress school district by filing an appeal in writing in the Office of the Commissioner of Education within (30) calendar days after receiving the notification, justifying why the district should not be identified as being in Academic Distress.~~ Any school district identified or in which a public school is identified in academic distress may appeal to the State Board by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of the written notice of academic distress status from the Department.
- 10.04.4 ~~The Board shall render a written decision of a classification on a district’s appeal of identification as an Academic Distress school district within sixty (60) calendar days of the district’s written request.~~ The State Board shall hear the appeal of the school district within sixty (60) days of receipt of the written appeal in the Commissioner’s office.
- 10.04.5 ~~The decision of the Board~~ State Board’s determination shall be final with no further right of appeal, except that a school district may appeal to the Circuit Court of Pulaski County pursuant to Pulaski County Circuit Court under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201, et seq. ~~the Administrative Procedures Act, A.C. A. §25-15-201 et seq.~~
- 10.04.6 A school district or public school identified by the Department as being in academic distress shall be classified as a school

district or public school in academic distress upon final determination by the State Board.

10.05 Time Limitation of Academic Distress Status

- 10.05.1 A Except as otherwise set forth in these Rules and Ark. Code Ann. § 6-15-429 and § 6-15-430, a public school or public school district identified as in academic distress shall have no more than ~~two (2)~~ five (5) consecutive school years beginning on July 1 following the date of notice of identification to be removed from academic distress status from the date of classification of academic distress status to be removed from academic distress status.
- 10.05.2 The State Board may at any time take enforcement action on any school district in academic distress status including, but not limited to including without limitation, annexation, consolidation, or reconstitution of a school district pursuant to A.C.A. Ark. Code Ann. § 6-13-1401 et seq. and the authority of Title 6, Chapter 15, Subchapter 4 of the Arkansas Code.
- ~~10.05.3 If a public school district fails to be removed from academic distress status within the allowed two (2) year time period, the Board shall annex, consolidate or reconstitute the academic distress school district prior to July 1 of the next school year unless the 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 academic distress during the relevant time period due to external forces beyond the school district's control.~~
- 10.05.3 The State Board may take enforcement action at any time on a public school in academic distress under these Rules and Title 6, Chapter 15, Subchapter 4 of the Arkansas Code.
- 10.05.4 Except as otherwise set forth in these Rules and Ark. Code Ann. § 6-15-429 and §6-15-430(d), a public school or school district shall not be allowed to remain in academic distress status for a time period greater than five (5) consecutive school years from the date of the classification of academic distress status.
- 10.05.5 The State Board may grant additional time for a public school or school district to remove itself from academic distress by issuing a written finding supported by a majority of the State Board explaining in detail that the public school or school district could not remove itself from academic distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.

10.05.6 If a public school or school district classified as being in academic distress fails to be removed from academic distress status within the allowed five-year time period and has not been granted additional time under these Rules or Ark. Code Ann. § 6-15-429, the State Board shall annex, consolidate, or reconstitute the public school or school district before July 1 of the next school year.

10.06 Procedures for assisting school districts in academic distress

- 10.06.1 Within thirty (30) calendar days of classification by the State Board, each ~~Academic Distress~~ public school and public school district in academic distress shall develop and file with the Department a modified Comprehensive School Improvement Plan (District Plan) to target and address any area in which the public school or public school district is experiencing academic distress.
- 10.06.2 Within fifteen (15) calendar days of classification by the State Board, the Department shall assign a team of educators to evaluate the public school or public school district and determine the need for on-site technical assistance or technical assistance via distance technology.
- 10.06.3 The team of educators shall evaluate and make recommendations to the public school or public school district superintendent within sixty (60) calendar days following the school's or district's classification as an ~~Academic Distress school district~~ being in academic distress.
- 10.06.4 Public schools and public school ~~School~~ districts classified as ~~Academic Distress~~ being in academic distress shall provide access to all school and district assessment, instruction, personnel and academic records and reports to assist the team in the formulation of the recommendations for improvement.
- 10.06.5 The Department, with assistance from the team of educators, shall review the data relative to the academic status and performance of students in the ~~Academic Distress~~ academically distressed public school or public school district.
- 10.06.6 Following the on-site review, the team of educators will submit a written set of recommendations to the ~~Academic Distress school district~~ academically distressed public school or public school district.
- 10.06.7 The Department shall provide relevant technical assistance to each identified public school or public school district based upon the needs identified in the Comprehensive School Improvement Plan.

10.087 Procedures for evaluating and removal of public schools and public school districts from academic distress status

10.087.1 The Department shall review and annually report to the Board the academic conditions existing in each ~~Academic Distress school district~~ academically distressed public school or public school district.

10.087.2 A public school or public school district designated in Academic Distress shall be removed from Academic Distress only upon vote of a majority of the quorum present of the State Board and only after the Department has certified in writing to the State Board that the school district has corrected all criteria for being classified as in academic distress.

11.0 State Board Authority

11.01 The Board shall have the following authority regarding any public school district in academic distress:

~~11.01.1 Require the superintendent of the school district to relinquish all authority with respect to the district and to appoint an individual to administratively operate the school district under the supervision of the Commissioner of Education, with the cost to be paid from school district funding;~~

~~11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new school board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.~~

~~11.01.3 Allow the school district to operate without the local school board of directors under the supervision of the local school district administration or an administration chosen by the Commissioner of Education.~~

~~11.01.4 Waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983, A.C.A. § 6-17-1501 et seq., and the Public School Employee Fair Hearing Act, A.C.A. § 6-17-1701 et seq., or Department Rules.~~

~~11.01.5 Require the annexation, consolidation, or reconstitution of the public school district.~~

~~11.01.6 The Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liability of the district.~~

- ~~11.01.7 Take any other necessary and proper action as determined by the Board that is allowed by law.~~
- ~~11.01.8 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the Board or the Board on its own motion, at any time, may take action pursuant to this section 11.0 as allowed by Act 1467 of 2003, in order to secure and protect the best interest of students in the public school district or to secure and protect the best interest of the educational resources of the state.~~
- ~~11.01.9 The School District shall have a right of appeal to a public hearing before the Board after filing a written notice of appeal with the office of the Commissioner of the Department at least thirty (30) calendar days prior to the appeal hearing.~~
- ~~11.01.10 The State Board shall consolidate, annex or reconstitute a school district that fails to remove itself from the classification of a school district in academic distress within two (2) consecutive school years of receipt of notice of identification unless the 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 academic distress due to impossibility caused by external forces beyond the school district's control.~~
- ~~11.01.11 After a public hearing, the Board shall consolidate, annex, or reconstitute the school district in academic distress to another non-academic distress school district upon a majority vote of a quorum of the members of the Board as permitted or required by this subchapter.~~
- ~~11.01.12 The Board's classification of a school district in Academic Distress shall be final except that the school district shall have a right of appeal to the Circuit Court of Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201 et seq.~~
- 11.01.1 Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district and:
- 11.01.1.1. Appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the Commissioner of Education; and
- 11.01.1.2 Compensate from school district funds the individual appointed to operate the school district;

- 11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;
- 11.01.3 Require the school district to operate without a board of directors under the supervision of the superintendent or an individual or panel appointed by the Commissioner of Education;
- 11.01.4 Waive the application of Arkansas law, with the exception of The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., and the Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq., or the corresponding State Board rules and regulations;
- 11.01.5 Require the annexation, consolidation, or reconstitution of the school district;
- 11.01.6 In the absence of a board of directors, direct the Commissioner to assume all authority of the board of directors as may be necessary for the day-to-day governance of the school district;
- 11.01.7 Return the administration of the school district to the former board of directors or to a newly elected board of directors if:
- 11.01.7.1 The Department of Education certifies in writing to the State Board and to the school district that the school district has corrected all issues that caused the classification of academic distress; and
- 11.01.7.2 The State Board determines that the school district has corrected all issues that caused the classification of academic distress; and
- 11.01.8 Take any other necessary and proper action, as determined by the State Board, that is allowed by law.
- 11.02 The State Board shall have the following authority regarding any public school in academic distress:
- 11.02.1 Require the reorganization of the public school or reassignment of the administrative, instructional, or support staff of the public school;
- 11.02.2 Require the public school to institute and fully implement a student curriculum and professional development for teachers and administrators that are based on state academic content

and achievement standards, with the cost to be paid by the school district in which the public school is located;

- 11.02.3 Require the principal of the public school to relinquish all authority with respect to the public school;
- 11.02.4 Waive the application of Arkansas law or the corresponding State Board rules, with the exception of:
- 11.02.4.1 The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; and
- 11.02.4.2 The Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq.;
- 11.02.5 Under The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., reassign or remove some or all of the licensed personnel of the public school and replace them with licensed personnel assigned or hired under the supervision of the Commissioner;
- 11.02.6 Remove the public school from the jurisdiction of the school district in which the public school is located and establish alternative public governance and supervision of the public school;
- 11.02.7 Require closure or dissolution of the public school;
- 11.02.8 Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district in which the public school is located. If the State Board takes an action under Section 11.02.8 of these Rules, it may appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the commissioner and compensate the appointed individual;
- 11.02.9 Take one (1) or more of the actions under Section 11.01 of these Rules concerning the public school district where the school is located;
- 11.02.10 Return the administration of the school district to the former board of directors or to a newly elected board of directors if:
- 11.02.10.1 The Department certifies in writing to the State Board and to the school district that the public school has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and

11.02.10.2 The State Board determines the public school has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and

11.02.11 Take any other appropriate action allowed by law that the State Board determines is needed to assist and address a public school classified as being in academic distress.

11.03 If the State Board or the Commissioner assumes authority over a public school district in academic distress under Sections 11.01 or 11.02 of these Rules, the State Board may pursue the following process for returning a public school district to the local control of its residents:

11.03.1 During the second school year following a public school's or school district's classification of academic distress status, the State Board shall determine the extent of the public school or school district's progress toward correcting all criteria for being classified as in academic distress;

11.03.2 If the State Board determines that sufficient progress has been made by a public school or school district in academic distress toward correcting all issues that caused the classification of academic distress, but the public school or school district has not yet resolved all issues that caused the classification of academic distress, the Commissioner, with the approval of the State Board, may appoint a community advisory board of either five (5) or seven (7) members to serve under the supervision and direction of the Commissioner.

11.03.2.1 The members of the community advisory board shall be residents of the school district and shall serve on a voluntary basis without compensation.

11.03.2.2 The Department shall cause to be provided to the community advisory board technical assistance and training in, at a minimum, the areas required in Ark. Code Ann. § 6-13-629.

11.03.2.3 The duties of a community advisory board include without limitation:

11.03.2.3.1 Meeting monthly during a regularly scheduled public meeting with the state-appointed administrator regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress;

- 11.03.2.3.2 Seeking community input from the residents of the school district regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress;
- 11.03.2.3.3 Conducting hearings and making recommendations to the Commissioner regarding personnel and student discipline matters under the appropriate district policies;
- 11.03.2.3.4 Working to build community capacity for the continued support of the school district; and
- 11.03.2.3.5 Submitting quarterly reports to the Commissioner and the State Board regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress.
- 11.03.2.3.6 The members of the community advisory board shall serve at the pleasure of the Commissioner until the school district is returned to local control and a permanent board of directors is elected and qualified; or the State Board annexes, consolidates, or reconstitutes the school district under Ark. Code Ann. § 6-15-430 or under another provision of law;
- 11.03.2.4 By April 1 of each year following the appointment of a community advisory board under 11.03.2 of these Rules, the State Board shall determine the extent of the public school or school district's progress toward correcting all issues that caused the classification of academic distress and shall:
- 11.03.2.4.1 Allow the community advisory board to remain in place for one (1) additional year;
- 11.03.2.4.2 Return the school district to local control by calling for the election of a newly elected board of directors if the Department certifies in writing to

the State Board and to the school district that the public school or school district has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and the State Board determines the public school or school district has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; or

11.03.2.4.3 Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.

11.03.2.5 If the State Board calls for an election of a new school district board of directors, the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.

11.03.2.6 If the State Board calls for an election of a new school district board of directors, the Commissioner, with the approval of the State Board, may appoint an interim board of directors to govern the school district until a permanent school district board of directors is elected and qualified.

11.03.2.6.1 The interim board of directors shall consist of either five (5) or seven (7) members.

11.03.2.6.2 The members of the interim board of directors shall be residents of the school and otherwise eligible to serve as school district board members under applicable law.

11.03.2.6.3 The members of the interim board of directors shall serve on a voluntary basis without compensation.

11.04 If, by the end of the fifth school year following the public school or public school district's classification of academic distress status, the public school or school district in academic distress has not corrected all issues that caused the classification of academic distress, the State Board, after

a public hearing, shall consolidate, annex, or reconstitute the school district pursuant to Ark. Code Ann. § 6-15-430.

11.04.1 The State Board may grant additional time for a public school or school district to remove itself from academic distress by issuing a written finding supported by a majority of the State Board explaining in detail that the public school or school district could not remove itself from academic distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.

11.05 Nothing in these Rules shall be construed to prevent the Department or the State Board from taking any of the actions listed in these Rules or in Ark. Code Ann. § 6-15-430 at any time to address public schools and school districts in academic distress.

11.026 To transition to and implement the Common Core State Standards, the Board shall have the authority to:

11.026.1 Modify curriculum and assessment requirements;

11.026.2 Adopt new curriculum and assessment requirements; and

11.026.3 Direct the Department of Education to:

11.026.3.1 Propose to the state board rules and procedures; and

11.026.3.2 Develop the professional development needed to train educators on the transition and implementation.

12.0 School Choice and Academic Distress

12.01 Any student attending a public school or public school district classified as being in academic distress ~~shall~~ is automatically be eligible and entitled pursuant to ~~A.C.A. § 6-18-206, the "Arkansas Public School Choice Act",~~ under the Public School Choice Act of 2013, Ark. Code Ann. § 6-18-1901 et seq., or the Arkansas Opportunity Public School Choice Act of 2004, Ark. Code Ann. § 6-18-227, to transfer to another ~~geographically contiguous public school or public school~~ public school or public school district not in academic distress during the time period that ~~a~~ the resident public school or public school district is classified as being in academic distress, ~~and therefore, not be required to file a petition by July 1 but shall meet all other requirements and conditions of the Arkansas Public School Choice Act.~~

12.02 The cost of ~~student transportation~~ transporting the student from the resident district to the nonresident district shall be borne by the cost of the resident district pursuant to under the Arkansas Opportunity Public School Choice Act of 2004, Ark. Code Ann. § 6-18-227.

~~12.03 The nonresident district shall count the student for average daily membership purposes.~~

13.00 Elementary and Secondary Education Act (ESEA) Flexibility Provisions

On June 29, 2012, the United States Department of Education (~~USDOE~~ US Ed) approved the Arkansas Department of Education's (ADE) request for flexibility from certain provisions of the ESEA. The approved ESEA flexibility request can be found at:

~~<http://www.arkansased.org/public/userfiles/Flexibility/AR%20Final%206.18.12%20Revised%20.pdf>~~

http://www.arkansased.org/public/userfiles/ESEA/AR_ESEA_Flexibility_Amended_1025_2012.pdf

The ADE's ESEA flexibility request, as it existed on July 9, 2012, is hereby incorporated into these Rules by reference. Key components of the ESEA flexibility requirements are noted below.

13.01 The ~~USDOE~~ US Ed approved the following waivers of ESEA for the State of Arkansas:

- 13.01.1 The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. Arkansas requested this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 13.01.2 The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. Arkansas requested this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 13.01.3 The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. Arkansas requested this waiver so that it need not comply with these requirements with respect to its LEAs.
- 13.01.4 The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School

Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. Arkansas requested this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

- 13.01.5 The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. Arkansas requested this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 13.01.6 The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. Arkansas requested this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.
- 13.01.7 The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. Arkansas requested this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 13.01.8 The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. Arkansas requested this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 13.01.9 The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. Arkansas requested this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

- 13.01.10 The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. Arkansas requested this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.
- 13.02 ~~USDOE~~ US Ed Flexibility Principle 1: College and Career-Ready Expectations for All Students
- 13.02.1 Definition of College and Career Ready: The acquisition of the knowledge and skills a student needs to be successful in all future endeavors including credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) or to embark successfully on a chosen career. The State Board will make its determination of the requisite scale score of student performance on college and career readiness measurements used for college placement in conjunction with the Arkansas Higher Education Coordinating Board.
- 13.02.1 The State Board voted to participate in the Common Core State Standards for English Language Arts (ELA) and Mathematics in July 2010.
- 13.02.2 The following timeline will lead to full implementation of the Common Core State Standards during the 2013-2014 school year:
- 13.02.2.1 Grades K-2 implemented the Common Core State Standards during the 2011-2012 school year.
- 13.02.2.2 Grades 3-8 will implement the Common Core State Standards during the 2012-2013 school year.
- 13.02.2.3 Grades 9-12 will implement the Common Core State Standards during the 2013-2014 school year.
- 13.03 ~~USDOE~~ US Ed Flexibility Principle 2: State-Developed Differentiated Recognition, Accountability and Support
- 13.03.1 The requirements contained within Section 13.03 of these rules shall comprise the Arkansas Differentiated Accountability, Recognition and Tiered-Support System (DARTSS).
- 13.03.2 The goals of DARTSS are, without limitation:
- 13.03.2.1 To move toward a unified federal and state accountability system beginning in 2012-2013; and

- 13.03.2.2 To establish the flexibility and opportunity to direct additional resources to schools with the lowest achieving students.
- 13.03.3 DARTSS differs from the current ESEA accountability system in the following ways:
 - 13.03.3.1 The ESEA goal of 100 percent (100%) proficient by 2013-2014 is hereby replaced with a new goal of reducing proficiency gaps by half by the 2016-2017 school year.
 - 13.03.3.2 Traditional ESEA accountability status labels are replaced by accountability and assistance levels for all schools.
 - 13.03.3.3 Adequate Yearly Progress (AYP) is replaced with accountability levels based upon Annual Measurable Objectives (AMOs) for public schools and school districts.
 - 13.03.3.4 Performance (proficiency), growth and graduation rate indicators will now use a minimum N, or sample size, of 25 students for accountability purposes.
 - 13.03.3.5 DARTSS will place enhanced focus on subgroups through the Targeted Achievement Gap Group (TAGG)
 - 13.03.3.6 Federal SES and school choice requirements are replaced by supports and interventions responsive to identified needs of students and schools.
- 13.04 The following groups of students will be included in DARTSS for the purposes of determining accountability status for school districts and schools:
 - 13.04.1 All Students Group: All students in the school and school district.
 - 13.04.2 Targeted Achievement Gap Group (TAGG), which includes the following students:
 - 13.04.2.1 Economically Disadvantaged;
 - 13.04.2.2 English Learners (EL); and
 - 13.04.2.3 Students with Disabilities (SWD).

- 13.05 The following groups of students will be included in DARTSS for the purposes of ACSIP and ESEA reporting:
- 13.05.1 African-American;
 - 13.05.2 Hispanic;
 - 13.05.3 White;
 - 13.05.4 Economically Disadvantaged;
 - 13.05.5 English Learners; and
 - 13.05.6 Students with Disabilities.
- 13.06 Each group of students shall be measured according to the following Annual Measurable Objectives (AMOs):
- 13.06.1 Math Proficiency;
 - 13.06.2 Math Growth (Grades 4-8);
 - 13.06.3 Literacy Proficiency;
 - 13.06.4 Literacy Growth (Grades 4-8); and
 - 13.06.5 Graduation Rate (High School).
- 13.07 AMO Calculations
- 13.07.1 The ADE shall give schools and school districts full credit for meeting a particular AMO when the growth, performance or graduation rate meets or exceeds ninety-four percent (94%).
 - 13.07.2 The ADE shall initially calculate performance (proficiency) and growth AMOs based upon 2011 test results.
 - 13.07.3 The ADE shall use a lagging graduation rate in its annual accountability determination.
 - 13.07.3.1 The ADE shall calculate graduation rate AMOs using 2010 four-year cohort graduation rates in accordance with its flexibility proposal.
 - 13.07.4 AMO calculations will be based upon a minimum N of 25. For schools with too few students to calculate the AMO in 2011, the AMO calculations shall be based on a two (2)-year weighted average.

13.07.5 In order to be eligible to be classified as Achieving or Exemplary, schools and school districts must test ninety-five percent (95%) of students in the All Students and TAGG groups.

13.08 DARTSS Accountability Labels

13.08.1 School districts shall be broadly classified as either:

13.08.1.1 Achieving; or

13.08.1.2 Needs Improvement.

13.08.1.3 School districts will be broadly classified based upon criteria similar to that used for the classification of individual schools. To be classified as “Achieving,” a school district must meet performance or growth AMOs for math and literacy for All Students and the TAGG, as well as graduation rate AMOs for All Students and the TAGG.

13.08.2 ADE engagement and school district autonomy shall be determined by the extent of the needs identified within the district. The extent of needs will be identified based upon the presence of identified Needs Improvement Focus and Needs Improvement Priority schools in the district, the number and type of AMOs not met for performance, growth, and graduation rate, and the number of district AMOs not met for performance, growth and graduation rate.

13.08.3 Individual schools within school districts shall be classified as one of the following:

13.08.3.1 Exemplary;

13.08.3.2 Achieving;

13.08.3.3 Needs Improvement;

13.08.3.4 Needs Improvement (Focus); or

13.08.3.5 Needs Improvement (Priority).

13.08.3.5.1 Within a time period determined by the ADE, a school classified as a Needs Improvement (Priority) school must develop and file with the ADE a Priority Improvement Plan (PIP) that is integrated into the school’s ACSIP plan.

13.08.3.5.2 A school district with a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP) may be identified by the ADE as a school district in academic distress.

13.08.4 The following table lists the ADE engagement and district autonomy associated with school accountability status:

Status	Description	ADE Engagement/District Autonomy
Exemplary	<ul style="list-style-type: none"> • High Performance • High Progress • High TAGG high performance • High TAGG high progress 	<ul style="list-style-type: none"> • Very low ADE engagement • Very high district autonomy
Achieving	<ul style="list-style-type: none"> • Three-year ACSIP – Meet all performance, graduate rate and growth AMOs for All Students Group and TAGG • One-year ACSIP – Meet all performance and graduation rate AMOs for All Students Group and TAGG, but miss growth AMOs for All Students Group or TAGG 	<ul style="list-style-type: none"> • Very low ADE engagement • High district autonomy
Needs Improvement	<ul style="list-style-type: none"> • Does not meet performance, graduation rate or growth AMOs for All Students and TAGG 	<ul style="list-style-type: none"> • Low to moderate ADE engagement • Moderate district autonomy
Needs Improvement – Focus	<ul style="list-style-type: none"> • Schools with largest, persistent gaps between non-TAGG and TAGG students • Graduation rates less than sixty percent (60%) over a period of several years and 	<ul style="list-style-type: none"> • High ADE engagement • Low district autonomy

	which are not classified as Needs Improvement – Priority schools.	
Needs Improvement – Priority	<ul style="list-style-type: none"> Schools with persistently lowest achievement in math and literacy over three years for the All Students Group Graduation rates less than sixty percent (60%) over a period of several years. 	<ul style="list-style-type: none"> Very high ADE engagement Low district autonomy

13.09 Strategic Use of Title I Funds

- 13.09.1 School districts may use the flexibility granted by the USDOE US Ed to help lowest performing schools make targets by:
- 13.09.1.1 Serving the lowest performing schools with Title I and/or NSLA funding using the most appropriate methods aligned to identified student and adult learning needs;
- 13.09.1.2 Designating any Needs Improvement (Focus) or Needs Improvement (Priority) school as a Title I schoolwide program school, even if the school does not have a poverty percentage of forty percent (40%) or more; and
- 13.09.1.3 Transferring up to one hundred percent (100%) of the school district's Title II-A funds into Title I and using them for Title I purposes.
- 13.09.2 School districts have the following continuing obligations for the use of Title I-A Funds:
- 13.09.2.1 Prioritize the school district's lowest achieving students in its lowest performing schools;
- 13.09.2.2 Allocate Title I-A funds equal to the scope of the problem; and
- 13.09.2.3 Demonstrate alignment of federal and NSLA allocations sufficient to support implementation of interventions.

13.10 Process for Notification and Review

- 13.10.1 Prior to the first possible day of school, as defined by Ark. Code Ann. § 6-10-106, the Arkansas Department of Education shall notify the school board president and superintendent of each public school district of the following in writing, via certified mail, return receipt requested:
- 13.10.1.1 The school district's preliminary classification under Section 13.08.1 of these rules; and
 - 13.10.1.2 The preliminary classification of each individual school within a school district under Section 13.08.3 of these rules.
- 13.10.2 Contemporaneous with the notice required by Section 13.10.1 of these rules, the Arkansas Department of Education shall make available to the school board president and superintendent the data upon which the preliminary classifications of school districts and individual public schools were based.
- 13.10.3 School districts shall have thirty (30) days from receipt of the notification required by Section 13.10.1 of these rules to review the data upon which the preliminary classifications of school districts and individual public schools were based, to submit to the Arkansas Department of Education any requests for corrections to the data, and to submit any other reason(s) for which the preliminary classifications should be modified. School districts may request revisions to the preliminary classifications for school districts and individual public schools during the same thirty (30) day period.
- 13.10.4 Prior to January 1 of each school year, the Arkansas Department of Education shall review the information submitted by school districts pursuant to Section 13.10.3 of these rules and publish a final classification for each school district and individual public school.

13.11 ~~USDOE~~ US Ed Flexibility Principle 3: Supporting Effective Instruction and Leadership

Arkansas's requirements for supporting effective instruction and leadership may be found in the Teacher Excellence and Support System (Ark. Code Ann. § 6-17-2801 et seq.) and the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

14.00 EMERGENCY CLAUSE

WHEREAS, Act 600 of 2013 contained an emergency clause and became effective on or about April 4, 2013; and

WHEREAS, Act 1073 of 2013 became effective on or about August 16, 2013; and

WHEREAS, Act 1081 of 2013 contained an emergency clause and became effective on or about April 11, 2013; and

WHEREAS, Act 1429 of 2013 became effective on or about August 16, 2013; and

WHEREAS, Act 600 of 2013 significantly amended Arkansas law concerning the academic distress of public schools and public school districts; and

WHEREAS, Act 1081 of 2013 significantly amended Arkansas law concerning the Arkansas Comprehensive Testing, Assessment, and Accountability Program; and

WHEREAS the Arkansas Department of Education Rules Governing the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program should be immediately implemented to be consistent with Acts 600, 1073, 1081 and 1429 of 2013;

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school districts, public schools, and public school students will result without the immediate promulgation of these rules.

**ARKANSAS DEPARTMENT OF EDUCATION
 RULES GOVERNING PROFESSIONAL DEVELOPMENT
 July 1, 2014**

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1.0 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing Professional Development.
- 1.02 Arkansas law requires the following professional development be provided for educators:
 - 1.02.1 School districts shall provide ten (10) professional development days in the basic contract for teachers under Ark. Code Ann. § 6-17-2402;
 - 1.02.2 Higher education shall provide professional development within teacher preparation programs on:
 - 1.02.2.1 Child maltreatment, under Ark. Code Ann. § 6-61-133; and
 - 1.02.2.2 Dyslexia, under Ark. Code Ann. § 6-41-609.
- 1.03 The State Board of Education (SBE) enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-10-122, 6-10-123, 6-11-105, 6-15-1004, 6-15-

1703, 6-17-701 et seq., 6-17-402, 6-20-2204, 6-20-2305, 6-41-609, 6-61-133, 25-15-201 et seq., and Act 2 of the First Extraordinary Session of 2013.

2.0 Purposes

- 2.01 It is the purpose of these Rules to develop a high quality professional development system for all educators.
- 2.02 The purpose of professional development is to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on the state academic standards.

3.0 Definitions

- 3.01 **ADE** – means the Arkansas Department of Education.
- 3.02 **Approved Professional Development Provider** - means any organization or individual that provides content for professional development credit, whether delivered in a face-to-face or electronic mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon educators by Arkansas Statutes and ADE Rules.
- 3.02.1 The following entities and agencies are not required to obtain approval as an Approved Professional Development Provider:
- 3.02.1.1 An Arkansas public school district that provides a professional development program solely to its own personnel;
 - 3.02.1.2 An Education Cooperative that provides professional development to districts/schools;
 - 3.02.1.3 The Arkansas Department of Education;
 - 3.02.1.4 The Arkansas Department of Career Education; and
 - 3.02.1.5 The Arkansas Department of Human Services Division of Child Care and Early Childhood Education.
- 3.03 **ArkansasIDEAS** — is Internet Delivered Education for Arkansas Schools, a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide through the AETN access to high-quality, online professional development for Arkansas licensed educators.

- 3.04 **Arkansas Comprehensive School Improvement Plan (ACSIP)**—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance and any academic achievement gap as evidenced in the Arkansas Comprehensive Assessment Program as defined in ADE rules.
- 3.05 **Basic contract** – means a teacher employment contract with a school district for one hundred ninety (190) days that includes ten (10) professional development days;
- 3.06 **Educator** – any individual holding a license issued by the State Board of Education, specifically including without limitation teachers, administrators, library media specialists, and counselors.
- 3.07 **Illness** – means disorder of health of an educator or an educator’s immediate family.
- 3.08 **Immediate family** - means the educator’s:
- 3.08.1 Spouse;
 - 3.08.2 Child;
 - 3.08.3 Parent; or
 - 3.08.4 Any other relative if the other relative lives in the same household as the educator;
- 3.09 **LEADS** – the Leader Excellence and Development System.
- 3.10 **Learning Teams**—a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels..
- 3.11 **Mentoring/coaching** – increasing the capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.
- 3.12 **Professional Development Day** – six (6) hours of professional development equals one (1) professional development day.
- 3.13 **Professional Development Plan** - outlines the professional development program of activities for a district, school, or educator that is based on student data and is aligned to the ACSIP, and incorporates an educator’s professional growth plan.

- 3.14 **Professional Development Program (“Program”)** - means a course of instruction intended to provide content that fulfills the requirement for professional development credit for educators.
- 3.15 **Professional Growth Plan** – is an educator’s plan for professional growth that:
- 3.15.1 Identifies professional learning outcomes to advance the educator’s professional skills; and
 - 3.15.2 Clearly links professional development activities and the educator’s individual professional learning needs identified through TESS or LEADS.
- 3.16 **Study Groups** - a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.
- 3.17 **TESS** – the Teacher Excellence and Support System.

4.0 Professional Development Generally

- 4.01 Professional development is a set of coordinated planned learning activities for educators that:
- 4.01.1 Improves the knowledge, skills, and effectiveness of teachers, including the ability to apply what is learned;
 - 4.01.2 Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills, including the ability to apply what is learned;
 - 4.01.3 Leads to improved student academic achievement;
 - 4.01.4 Is research-based and standards-based;
 - 4.01.5 May incorporate educational technology as a component of the professional development, including without limitation taking or teaching an online or blended course; and
 - 4.01.6 May provide educators with knowledge and skills needed to teach:
 - 4.01.6.1 Students with intellectual disabilities, including without limitation Autism Spectrum Disorder;
 - 4.01.6.2 Students with specific learning disorders, including without limitation dyslexia;

- 4.01.6.3 Culturally and linguistically diverse students; and
 - 4.01.6.4 Gifted students.
- 4.02 The annual professional development requirement must be fulfilled between July 1 and June 30 unless the employing school district approves and documents the professional development year as between June 1 and May 31.
- 4.03 Approved professional development activities that occur during the instructional day or outside the educator's annual contract days may apply toward the annual minimum professional development requirement.
- 4.04 Any educator who misses any part of regularly scheduled professional development activities for any reason (such as illness) must make up that time in other approved professional development activities so that the hours of professional development required annually are earned during the approved time frame required under Section 4.02 of these Rules, except as provided below:
- 4.04.1 If the educator is absent because of illness of the educator or the educator's immediate family, the educator shall be allowed to make up the hours missed during the remainder of the current school year or succeeding school year.
 - 4.04.2 An educator shall complete any missed hours of professional development through professional development that is:
 - 4.04.2.1 Substantially similar to the professional development missed and approved by the person responsible for the educator's summative evaluation; and
 - 4.04.2.2 Delivered by any method, online or otherwise, approved by ADE under these Rules.
- 4.05 Any educator who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content.
- 4.06 College Courses
- 4.06.1 A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development, if the college credit:
 - 4.06.1.1 Is related to and enhances the educator's knowledge of the subject area in which the educator is currently

- employed and is related to the educator's professional growth plan;
- 4.06.1.2 Is part of the requirement for the educator to obtain additional certification in a subject matter that has been designated by the ADE as having a critical shortage of educators; or
 - 4.06.1.3 Is otherwise approved by the ADE as a graduate level course eligible for professional development credit.
 - 4.06.1.4 No more than half of the hours of professional development required annually for licensure may be met through college credit hours.
- 4.06.2 Graduate level courses in educational leadership are eligible for professional development credit based on approval by the ADE. The focus of the course must specifically relate to the job assignment as approved by the employing educational agency.
- 4.07 An educator may earn up to twelve (12) hours of professional development credit approved by the school or school district, which may be applied toward the professional development requirement for the time period at the beginning of each school year that is used to plan and prepare curriculum or develop other instructional material, provided the educator spends the time:
- 4.07.1 In his/her instructional classroom, office or media center at the public school;
 - 4.07.2 Prior to the first student teacher interaction day of the school year; and
 - 4.07.3 In the focus areas listed in Section 8.02 of these Rules, and may include but ~~are~~ is not limited to time spent in the following areas:
 - 4.07.3.1 Grade level and/or vertical team planning to integrate subject areas;
 - 4.07.3.2 Team work to analyze student data;
 - 4.07.3.3 Team work to develop academic improvement plans (AIP) or individual educational programs (IEP);
 - 4.07.3.4 Developing and/or revising curriculum, including student-centered units and assessments aligned to state curriculum frameworks;

- 4.07.3.5 Professional book studies;
- 4.07.3.6 Developing intervention strategies to support remediation and/or acceleration;
- 4.07.3.7 Developing and/or revising the Arkansas Comprehensive School Improvement Plan (ACSIP);
- 4.07.3.8 Pursuing study as noted in an educator’s professional growth plan;
- 4.07.3.9 ArkansasIDEAS on-line professional development related to ACSIP or the educator’s professional growth plan.
 - 4.07.3.9.1 An educator who obtains professional development from ArkansasIDEAS for the purpose of this subsection 4.07.3.9 may also use ArkansasIDEAS to obtain other professional development under these Rules.
- 4.07.8 No professional development credit shall be given for activities under Section 4.07 of these Rules unless those activities meet the criteria and standard requirements under Sections 8.01 and 8.02 of these Rules. Specific activities which do not qualify include without limitation:
 - 4.07.8.1 Making and putting up bulletin boards;
 - 4.07.8.2 Clerical work associated with documents such as ACSIP, AIP and IEPs; and
 - 4.07.8.3 Administrative faculty or team administrative meetings.
- 4.07.9 Educators shall be entitled to earn one (1) hour of professional development credit for each hour of approved preparation under this Section 4.07, not to exceed twelve (12) hours.
- 4.08 Educators may count up to two (2) professional development days for attendance at instructional professional development sessions conducted by bona fide professional organizations and approved by ADE (under A.C.A. § 6-17-702.
- 4.09 Nothing in this Section 4 shall prevent or restrict a school district from requiring additional in-service training.

5.0 Minimum Annual Requirements

- 5.01 Each educator employed under a basic contract with a school district shall have a professional development plan under which the employing entity provides ten (10) professional development days (a minimum of sixty (60) hours) annually. Of that sixty (60) hours thirty-six (36) hours are required for renewal of an educator's license.
- 5.02 All educators not covered by Section 5.01 shall obtain thirty-six (36) hours annually for renewal of an educator's license.
- 5.03 The 36 professional development hours under this section shall include, at a minimum:
- 5.03.1 The professional development required in the educator's professional growth plan under the requirements of TESS or LEADS; and
- 5.03.2 Professional development required by law or by rule.

6.0 Scheduled Professional Development

- 6.01 The professional development required under this Section 6 shall include content that is provided by:
- 6.01.1 ADE, including ArkansasIDEAS;
- 6.01.2 An institution of higher education; ~~or~~
- 6.01.3 A provider approved by ADE;
- 6.01.4 An education service cooperative.
- 6.02 The two (2) hours in each area of professional development required under this Section 6 shall be counted in the school year in which the professional development is taken toward the minimum number of hours of professional development required for educators for that school year.
- 6.03 If an educator obtains additional hours above the minimum requirements of this Section 6, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.
- 6.04 As part of the minimum annual requirement under these Rules, a public school or school district shall make available to the appropriate educator, or an educator not employed by a public school or school district shall obtain, professional development on the following schedule:

6.04.1 Child Maltreatment Mandated Reporter

- 6.04.1.1 In the 2013-2014 school year and every fourth year thereafter, all educators shall obtain two (2) hours of professional development in:
- 6.04.4.1.1 Recognizing the signs and symptoms of child maltreatment;
 - 6.04.4.1.2 The legal requirements of the Child Maltreatment Act, Ark. Code Ann. § 12-18-101 et seq., and the duties of mandated reporters under the Act;
 - 6.04.4.1.3 Methods for managing disclosures regarding child victims; and
 - 6.04.4.1.4 Methods for connecting a victim of child maltreatment to appropriate in-school services and other agencies, programs, and services needed to provide the child with the emotional and educational support the child needs to continue to be successful in school.
- 6.04.1.2 The child maltreatment professional development required under this section shall be based on curriculum approved by the Arkansas Child Abuse/Rape/Domestic Violence Commission and may be obtained in-person or online.

6.04.2 Parent Involvement

- 6.04.2.1 In the 2014-2015 school year and every fourth school year thereafter, each teacher shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies.
- 6.04.2.2 In the 2014-2015 school year and every fourth school year thereafter, each administrator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of

administrative leadership in setting expectations and creating a climate conducive to parent participation.

6.04.3 Teen Suicide Awareness and Prevention

6.04.3.1 In the 2015-2016 school year and every fourth school year thereafter, all educators shall obtain two (2) hours of professional development in teen suicide awareness and prevention.

6.04.3.2 The required professional development under this section may be accomplished by self-review of suitable suicide prevention materials approved by ADE.

6.04.4 Arkansas History

6.04.4.1 In the 2016-2017 school year and every fourth school year thereafter, each teacher who provides instruction in Arkansas history shall obtain two (2) hours of professional development in Arkansas history.

7.0 Requirements for Specific Licensure Areas

7.01 Administrator

7.01.1 For each administrator, the annual professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

7.01.2 This training may include without limitation the Initial, Tier 1 (twelve (12) hours) and Tier 2 (four (4) hours) training required for superintendents and district designees by the Arkansas Department of Education Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

7.01.3 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.

7.01.3.1 An educator who receives an initial building level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the initial building level administrator's license.

7.02 Athletic Coaches

At least once every three (3) years, each person employed as an athletic coach shall obtain training in recognition and management of the following events or conditions that may be encountered by a student during athletic training and physical activities:

- 7.02.1 A concussion, dehydration, or other health emergency;
- 7.02.2 An environmental issue that threatens the health or safety of students; and
- 7.02.3 A communicable disease.
- 7.02.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

7.03 Advanced Placement

Each hour of approved training received by educators related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours annually.

7.04 Adult Education

Educators working solely part time in one of the following settings shall obtain thirty (30) hours of professional development annually for licensure.

- 7.04.1 Adult basic education;
- 7.04.2 General adult education;
- 7.04.3 English as a second language for adults; and
- 7.04.4 General Educational Development Test examiners.

8.0 Professional Development Criteria

- 8.01 All approved professional development shall be aligned to the standards developed by the State Board of Education.
- 8.02 Approved professional development activities shall relate to the following Focus Areas:
 - 8.02.1 Content (K-12);

- 8.02.2 Instructional strategies;
- 8.02.3 Assessment/data-driven decision making;
- 8.02.4 Advocacy/leadership/fiscal management;
- 8.02.5 Systemic change process;
- 8.02.6 Standards, frameworks, and curriculum alignment;
- 8.02.7 Supervision;
- 8.02.8 Mentoring/peer coaching;
- 8.02.9 Next generation learning/integrated technology;
- 8.02.10 Principles of learning/developmental stages/diverse learners;
- 8.02.11 Cognitive research;
- 8.02.12 Parent involvement/academic planning & scholarship;
- 8.02.13 Collaborative learning community;
- 8.02.14 Student health and wellness, which may include but is not limited to:
 - 8.02.14.1 Antibullying policies;
 - 8.02.14.2 Appropriate training for anticipated rescuers in the use of automated external defibrillator or cardiopulmonary resuscitation; and
- 8.02.15 The Code of Ethics for Arkansas Educators.
- 8.03 Approved professional development takes on many forms and may be earned in the following ways:
 - 8.03.1 Conferences/workshops/institutes
 - 8.03.2 Mentoring/peer coaching;
 - 8.03.3 Study groups/learning teams;
 - 8.03.4 National Board for Professional Teaching Standards Certification;
 - 8.03.5 Distance and online learning, to include ArkansasIDEAS;

- 8.03.6 Internships;
 - 8.03.7 State/district/school programs;
 - 8.03.8 College/university course work;
 - 8.03.9 Action research; or
 - 8.03.10 Individually-guided, as noted in an educator's individual professional development plan.
- 8.04 Requirements for ArkansasIDEAS include:
- 8.04.1 The ADE shall determine the content and approve all professional development delivered through the Arkansas On-line Professional Development Initiative that counts toward the annual professional development required under these Rules.
 - 8.04.2 The ADE shall select courses/products, which are research-based and are available from sources, with expertise in technology delivered professional development courses.
 - 8.04.3 Online professional development courses shall include online registration, assessment, course evaluation, and attendance and completion documents.

9.0 School and School District Professional Development Plans

- 9.01 Each school district and school shall develop and implement a professional development plan.
- 9.01.1 Teachers, administrators, and paraprofessionals shall be involved in the design, implementation and evaluation of their respective professional development offerings under the school and school district professional development plan.
 - 9.01.2 An educator may count toward the annual minimum professional development required under these rules each hour of training included in the professional development plan that is mandated by law or by rule, including without limitation in the following areas:
 - 9.01.2.1 School Fire Marshal Program under A.C.A. § 6-10-110;
 - 9.01.2.2 Tornado safety under A.C.A. § 6-10-121;

- 9.01.2.3 Literacy assessment and/or mathematics assessment under A.C.A. § 6-15-420;
- 9.01.2.4 Test security and confidentiality under A.C.A. § 6-15-438;
- 9.01.2.5 Emergency plans for terrorist attacks under A.C.A. § 6-15-1302;
- 9.01.2.6 Anti-bullying policies under A.C.A. § 6-18-514;
- 9.01.2.7 Teacher Excellence and Support System under A.C.A. § 6-17-2804;
- 9.01.2.8 Student discipline training under A.C.A. § 6-18-502;
- 9.01.2.9 Student Services Program under A.C.A. § 6-18-1004;
- 9.01.2.10 Training required by ADE under academic, fiscal, and facilities distress laws and rules; and
- 9.01.2.11 Annual active shooter drills under Act 484 of 2013.

9.02 School Improvement and ACSIP

- 9.02.1 School and district professional development plans shall be included in the Arkansas School Improvement Plan (ACSIP) and shall be reviewed annually by the school/district and the ADE.
- 9.02.2 The ACSIP will include an assurance statement that each educator in the school/district shall have an individual professional development plan that has been developed in cooperation and collaboration with the educator and the school and/or district consistent with the Teacher Effectiveness and Support System.
- 9.02.3 ADE may require specific professional development programs for the district or the school designated in school improvement or academic distress.
- 9.02.4 These requirements may become part of the school district or school improvement plan.

10.0 Provider and Program Approval Process

- 10.01 All professional development providers and programs must be approved by the ADE in order to provide credit toward the annual professional development required under these Rules.
- 10.02 At least thirty (30) days before a program is offered to educators, the professional development provider shall provide a detailed description of the entire program including staff qualifications to the ADE in an electronic format prescribed by ADE.
- 10.03 The ADE shall promptly review the content of the program for compliance with all applicable statutes and ADE rules to determine if any or all of the program content shall be deemed to provide professional development credit and shall establish the time period the professional development provider is approved to offer the program.
- 10.04 Upon notification by the ADE of approval of the program (or a part or parts thereof) for professional development credit, the professional development provider may enroll participants in the program and offer the program for professional development credit for the set time period.
- 10.05 The program provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proofs, or copies thereof, shall be submitted by the attendees who are employed by an Arkansas school district to the superintendent of the district.

11.00 Funding

- 11.01 Professional Development Funding provided under Ark. Code Ann. § 6-20-2305 must be directed to activities that meet the conditions described in these Rules and shall not be used for any other purpose unless otherwise allowed by law or rule.

12.00 Reporting, Monitoring, and Evaluation

- 12.01 Each school district shall maintain all documents for its employees which reflect completion of professional development programs, whether such programs were provided by an outside organization or by the district itself.
- 12.02 Each school district shall report the amount of all professional development programs completed by its employees to the ADE at the time and in the manner specified by the ADE.
- 12.03 The ADE may monitor all school districts, and all educators to whom these Rules apply, for compliance with these requirements, and may administer appropriate sanctions specified in statute and Rule, including the Arkansas Department of

Education Rules Governing the Code of Ethics for Arkansas Educators, to any district or educator whom it finds to be in noncompliance or for dishonesty in reporting under these Rules.

- 12.03.1 Regular monitoring activities of the professional development requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the professional development activities of any school or school district to determine compliance with the professional development requirements.
- 12.04 The criteria for evaluating the impact of professional development in a public school or school district ACSIP plan shall be the improvement of student achievement on state-mandated assessments, other related indicators as defined by ACTAAP and next generation assessments, and the evaluations of the professional development offerings. These data shall be used to revise ACSIP and the district, school and individual professional development plans associated with the local improvement plan.
- 12.05 All institutions of higher education shall maintain documentation for employees who wish to meet the professional development hours to maintain a license under these rules.

Arkansas Department of Education Rules Governing the
Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)
and the Academic Distress Program
January 2013

- 1.0 Regulatory Authority
- 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program.
- 1.02 The State Board of Education promulgated these Rules pursuant to ~~implementation of~~ Ark. Code Ann. §§ 6-11-105, 6-15-401 et seq., 6-15-2009, and 25-15-204 and Acts 600, 1073, 1081 and 1429 of 2013.
- 1.03 These Rules ~~have been amended to~~ reflect the decision of the United States Department of Education (~~USDOE~~ US Ed) to grant flexibility to the Arkansas Department of Education (ADE) from certain provisions of the Elementary and Secondary Education Act (ESEA). As indicated throughout these Rules, certain provisions of these Rules shall only apply during time periods designated by the ~~USDOE~~ US Ed for which the ADE receives flexibility from certain provisions of ESEA.
- 1.04 These Rules include the applicable requirements formerly contained within the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.
- 2.0 Purposes of Rules
- 2.01 To develop a single comprehensive testing, assessment and accountability program, which applies to and governs all public schools and public school districts in Arkansas.
- 2.02 To develop a single comprehensive testing, assessment and accountability program which utilizes the most current and effective testing, evaluation, and assessment research information designed to achieve the following purposes:
- 2.02.1 Set clear academic standards that are periodically reviewed and revised;
- 2.02.2 Establish professional development standards for all administrators, teachers and instructional support personnel;
- 2.02.3 Establish expected achievement levels;
- 2.02.4 Report on student achievement and other indicators;
- 2.02.5 Provide evaluation data;

- 2.02.6 Recognize academic success and failure;
- 2.02.7 Apply awards and sanctions; and
- 2.02.8 Comply with current federal and state law and State Board rules and regulations.
- 2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level and subject area academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.
- 2.04 To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
- 2.05 To require point-in-time intervention when it is determined that a student(s) is not performing at grade level or subject area academic proficiency.
- 2.06 To outline testing and assessment security and confidentiality requirements.
- 2.07 To establish a program to identify, evaluate, assist and advise public schools and public school districts in academic distress.
- 3.0 Definitions – For the purpose of these Rules, the following terms mean:
 - 3.01 “Academic Content Standards” – standards that are approved by the State Board of Education and that set the skills to be taught and mastery level for each grade and content area.
 - 3.02 “Academic Distress:”
 - 3.02.1 A classification assigned to any public school district:
 - 3.02.1.1 In which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; or
 - 3.02.1.2 Has a Needs Improvement (Priority) school within the school district that has not made the progress required under the school’s Priority Improvement Plan (PIP).

3.02.2 A classification assigned to any public school:

3.02.2.1 In which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; or

3.02.2.2 Is a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP).

3.02.23 The ADE shall re-establish the thresholds listed in Sections 3.02.1-4 and 3.02.2 of these Rules when the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become fully operational.

3.03 "Academic Improvement Plan (AIP)" – a plan detailing supplemental or intervention and remedial instruction, or both, in deficient academic areas for any student who is not proficient on a portion or portions of the state-mandated Arkansas Comprehensive Assessment Program. Academic improvement plans shall be created and implemented by appropriate teachers, counselors, and any other pertinent school personnel. All academic improvement plans shall be reviewed annually and revised to ensure an opportunity for student demonstration of proficiency in the targeted academic areas on the next state-mandated Arkansas Comprehensive Assessment Program. A cumulative review of all academic improvement plans shall be part of the data used by the school in creating and revising its comprehensive school improvement plan. All academic improvement plans shall be subject to review by the Department of Education.

NOTE: For the purposes of these Rules, "Academic Improvement Plan (AIP)" and "Individualized Academic Improvement Plan (IAIP)" may be used interchangeably.

3.04 "ACT" – the ACT assessment for college placement administered by ACT, Inc.

3.045 "Adequate Yearly Progress" – the level of academic performance required of public schools or school districts on the state-mandated augmented criterion-referenced, or norm-referenced assessments and other indicators as required in the Arkansas Comprehensive Testing, Assessment, and Accountability Program, which shall comply with the Elementary and Secondary Education Act as reauthorized in the No Child Left Behind Act of 2001.

3.06 "Advanced Placement Test" – the test administered by the College Board for a high school preparatory course that incorporates the topics specified by the College Board on its standard syllabus for a given subject area and is approved by the College Board.

- ~~3.05~~ “~~Alternative Education Intervention Program~~” – A special instructional program for students who have been retained for two consecutive years. The program shall include research-based learning opportunities and instructional strategies.
- 3.067 “Approved Early Reading Assessments” – Those assessments that identify students’ strengths and weaknesses in all of the elements of reading as described in the Report of the National Reading Panel.
- 3.078 “Approved Intensive Reading Program” – Programs of high-quality instruction that include the essential elements of reading described in the Report of the National Reading Panel.
- 3.089 “Annexation” – The joining of an affected school district or part of the school district with a receiving district under Ark. Code Ann. § 6-153-1401 et seq. or § 6-13-1601 et seq.
- ~~3.09~~10 “Arkansas Comprehensive Assessment Program” –The testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of: (1) developmentally appropriate, augmented, criterion-referenced, or norm-referenced assessments in kindergarten through grade twelve (K-12) as determined by the State Board; (2) Any other assessments as required by the State Board; 3)other assessments that are based on researched best practices as determined by qualified experts that would be in compliance with federal and state law; and (4) end-of-course examinations for designated grades and content areas, and the high school literacy assessment.
- 3.4011 “Arkansas Comprehensive Testing, Assessment and Accountability Program” – a system of measurement and reporting designed to ensure that all students in the public schools of this state demonstrate academic achievement through the application of knowledge and skills in core academic subjects consistent with state curriculum frameworks and performance standards. During the time periods designated by the ~~USD OE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules, the measurement system will ensure that all students in the public schools of Arkansas demonstrate performance and growth toward College and Career Readiness.
- 3.4412 “Arkansas Comprehensive School Improvement Plan (ACSIP)” – the individual school’s comprehensive plan developed by a local school team and based on priorities indicated by assessment and other pertinent data and designed to provide an opportunity for all students to demonstrate proficiency on all portions of the state-mandated Arkansas Comprehensive Assessment Program. This plan shall be reviewed annually by the district and monitored by the Arkansas Department of Education in accordance with Ark. Code Ann. § 6-15-426.

- 3.13 “Assessment” means an examination instrument designed to measure certain levels of knowledge; as measured by established requisite scale scores, for those academic courses that are the subject of end-of-course testing as required by these Rules.
- ~~3.42~~14 “Augmented Test” – An assessment required by state statute, rule or regulation which combines both criterion-referenced and norm-referenced instruments.
- ~~3.43~~15 “Awards” – financial or other recognition of a public school structured to recognize schools that demonstrate and maintain high performance over time and to recognize schools that demonstrate growth on the state-mandated indicators. Awards also can be used to highlight individual schools so that their practices can be adopted in other schools and districts across the state.
- ~~3.44~~16 “Benchmarks/Grade-Level Benchmarks” – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.
- ~~3.45~~17 “Board” or “State Board” – The Arkansas State Board of Education.
- 3.18 “College and career readiness” means the acquisition of the knowledge and skills a student needs to be successful in future endeavors, including:
- 3.18.1 Successfully completing credit-bearing, first-year courses at a postsecondary institution; and
- 3.18.2 Embarking on a chosen career.
- 3.19 “College and career readiness assessment” means a set of criterion-referenced assessments of a student’s acquisition of the knowledge and skills the student needs to be successful in future endeavors, including credit-bearing, first-year courses at a postsecondary institution, such as two-year or four-year college, trade school, or technical school, or to embark on a career.
- ~~3.46~~20 “Consolidation” – The joining of two (2) or more school districts or parts of the school districts to create a new single school district under Ark. Code Ann. § 6-153-1401 et seq. or § 6-13-1601 et seq.
- ~~3.47~~21 “Criterion-Referenced Test (CRT)” – an assessment required by state statute, rule or regulation which is designed by the State to measure student performance/achievement on the State’s Academic Content Standards.
- ~~3.48~~22 “Department” or “ADE” – The Arkansas Department of Education.

- 3.1923 “District Improvement Plan” – a district-wide plan coordinating the actions of the various comprehensive school improvement plans within a school district. The main focus of the district improvement plan shall be to ensure that all students demonstrate proficiency on all portions of state-mandated Arkansas Comprehensive Assessment Program.
- 3.2024 “Early Intervention” – short-term, intensive, focused, individualized instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is in the initial, kindergarten through grade one (K -1), stages of learning early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor problem-solving habits that become difficult to change. The goal is to maintain a student’s ability to function proficiently at grade level.
- 3.2425 “Elementary School” – public school(s) having some combination of grades kindergarten through four (K – 4).
- ~~3.22 “End-of-Course Exam” – a criterion-referenced assessment taken upon the successful completion of a course of study to determine whether a student demonstrates, according to a requisite scale score established by rule of the Board, attainment of necessary knowledge and skills. End-of-Course exams include both general end-of-course assessments and high-stakes end-of-course assessments as further defined herein and as further explained in the Arkansas Department of Education Rules Governing End-of-Course Assessments and Remediation.~~
- 3.2326 “Essential Elements – Early Reading” Comprehension – Ability to understand and communicate; Decoding and Word Recognition (Phonics) – Ability to match the letters of written language and the individual sounds of spoken language in order to read and write words; Fluency – Ability to read text accurately, and with expression, volume, phrasing, smoothness and appropriate pace; Phonemic Awareness – Ability to hear and manipulate the sounds of spoken language; Vocabulary – Ability to understand words and their meanings in order to communicate and comprehend effectively.
- 3.2427 “Grade Level” – appropriate grade classification indicated by the performance of a student (or group of students) at the proficient or advanced level on state-mandated Arkansas Comprehensive Assessment Program tests.
- 3.2528 ~~“General End-of-Course Assessment” – a criterion-referenced assessment taken upon successful completion of~~ “General End-of-Course Assessment” – a criterion-referenced assessment taken upon successful completion of during a course of study set by the State Board of Education:
- (a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory mastery of the subject level content in that end-of-course assessment; and

(b) for which failure to meet that requisite scale score requires sufficient remediation before a student is entitled to receive full academic credit for the course.

~~(c) Further guidance concerning the administration and remediation of general end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.~~

~~3.2629~~ “High School” –grades nine through twelve (9-12).

~~3.2730~~ “High School Literacy Assessment” – an end-of-level literacy assessment given to all students in grade eleven (11).

~~3.28~~ —“High Stakes End-of-Course Assessment”—a criterion-referenced assessment taken upon the successful completion of both the Algebra I and the English II course of study under Ark. Code Ann. § 6-15-433(b)(3)(A)(iii):

~~(a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory passing standard of the subject level content in that particular end-of-course assessment; and~~

~~(b) for which failure to meet the requisite scale score requires that the student shall not receive academic credit for the course of study for which the assessment was taken until the student meets the requisite scale score on the initial, a subsequent, or an alternative high-stakes end-of-course assessment as allowed or required by Arkansas law or by State Board rules.~~

~~(c) Further guidance concerning the administration and remediation of high-stakes end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.~~

3.31 “Individualized Academic Improvement Plan (IAIP)” – a written plan detailing supplemental or intervention and remedial instruction, or both, in deficient areas for any student who has not met the requisite scale score on an end-of-course assessment.

NOTE: For the purposes of these Rules, “Academic Improvement Plan (AIP)” and “Individualized Academic Improvement Plan (IAIP)” may be used interchangeably.

3.32 “Individualized Education Program (IEP)” – a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 C.F.R. 300.320 through 300.324.

- 3.2933 “Intensive Reading Improvement Plan (IRI)” – An intervention program for any K-2 student identified with substantial reading difficulties.
- 3.34 “International Baccalaureate Assessment” – an assessment administered by the International Baccalaureate Organization for a course offered under the International Baccalaureate Diploma Program.
- 3.3035 “Longitudinal Tracking” –tracking individual student yearly academic achievement gains based on scheduled and annual assessments.
- 3.3436 “Middle School” or “Middle Level”– grades five through eight (5 – 8).
- 3.3237 “No Child Left Behind Act” – the No Child Left Behind Act of 2001 as signed into federal law on January 8, 2002.
- 3.3338 “Norm-Referenced Test (NRT)” – an assessment required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm or standardization group for a particular commercial instrument, including which may include the assessments developed under the Partnership for Assessment of Readiness for College and Careers (PARCC).
- 3.3439 “Parent” – a parent, parents, legal guardian, a person standing in loco parentis, or legal representative, as appropriate, of a student, or the student if the student is eighteen (18) years of age or older.
- 3.3540 “Participation in Remediation” - The amount of student involvement required in a student academic improvement plan that addresses those deficiencies for that student.
- 3.3641 “Pass Rate” – The pass rate for the Benchmark Exams and the developmental appropriate assessments for K – 2 shall be proficiency. ~~However, the pass rate for end-of-course and high school literacy shall be those scores established and independently approved by the State Board of Education. (See 6.04 for the proficiency definition)~~
- 3.3742 “Point-in-Time Intervention and Remediation” – intervention and remediation applied during the academic year upon the discovery that a student is not performing at grade level.
- 3.3843 “Public School District/Public School” – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program specifically excluding those schools or educational programs created by or receiving authority to exist under §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law.
- 3.3944 “Reconstitution” – a reorganization intervention in the administrative unit or governing body of a public school district, including without limitation the suspension, reassignment, replacement, or removal of a current

superintendent or the suspension, removal, or replacement of some or all of the current school board members, or both.

- 3.4045 “Remediation” – a process of using diagnostic instruments to provide corrective, specialized supplemental instruction to help a student in grades two through four (2-4) overcome academic deficiencies. For students in grades five through twelve (5-12), remediation shall be a detailed, sequential set of instructional strategies, implemented to remedy any academic deficiencies indicated by below-basic or basic performance on the state-mandated augmented, criterion-referenced, or norm-referenced assessments. Remediation shall not interfere with or inhibit student mastery of current grade level academic learning expectations.
- 3.4446 “Safe Harbor” – An alternate method of demonstrating Adequate Yearly Progress under the No Child Left Behind Act determined by decreasing the percent of students not performing at the proficient level on the Criterion Referenced Assessments by at least ten percent. Safe Harbor can only be applied if the school meets the secondary indicator condition and tests 95% or more of eligible students. Safe harbor shall not apply during the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules.
- 3.4247 “Sanction” – intervention by the state to assist teaching and learning at a public school or a public school district that fails to meet expected performance goals on the state-mandated criterion-referenced assessments and/or other indicators.
- 3.48 “SAT” – the standardized college entrance examination administered by the College Board.
- 3.4349 “School Improvement” – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years. During the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA, the classifications and interventions for schools in need of improvement shall be as set forth in Section 13.00 of these Rules.
- 3.4450 “Secure Examination or Assessment” – an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on the testing/assessment calendar developed by the Commissioner of the Department.
- 3.4551 “Starting Point” – a specific figure for grade-level clusters K- 5, 6-8, and 9-12 in the content areas of literacy and mathematics which was derived by determining the school at the 20th percentile in the state based on total enrollment, among all schools ranked by the percentage of students at the proficient level, using data for the 2001-2002 school year or subsequent year for which there is a recalculation.

3.4652 “Substantial Reading Deficiency” – a determination for first and second grade students who score in the Below Basic Category on the State Reading Assessment in the previous school year and for kindergarten students who are rated as Delayed in both oral communication and written language on the Uniform Reading Scale (URS).

3.4753 Uniform School Readiness Screening” - uniform, objective evaluation procedures that are geared to either kindergarten or first grade, as appropriate, and developed by the State Board and specifically formulated for children entering public school for the first time.

~~3.48 “Value-Added Computations of Student Gains” – statistical analyses of the educational impact of the school’s instructional delivery system on individual student learning using a comparison of previous and post student achievement gains against a national cohort.~~

4.0 Academic Content Standards

4.01 The Board shall establish clear, specific, challenging academic content standards, which define what students shall know and be able to do in each content area. Instruction in all public schools shall be based on these academic content standards.

4.02 The Board shall establish a schedule for periodic review and revision of academic content standards to ensure that Arkansas academic content standards are rigorous and equip students to compete in the global workforce. For each review, the Department will provide the following:

4.02.1 Study and consideration of academic content standards from across the nation and international levels as appropriate;

4.02.2 Study and consideration of evaluations from national groups or organizations as appropriate;

4.02.3 Revisions by committees composed of Arkansas teachers and instructional supervisory personnel from public schools, assisted by teachers from institutions of higher education;

4.02.4 Review and input by the Departments of Higher Education and Career Education as well as community members; and

4.02.5 Public dissemination of revised academic content standards at the Board meeting and on the Department web site.

4.03 The Board shall provide for external review of academic content standards by nationally recognized content experts in the discipline/area under consideration.

4.04 The Board shall establish a clear, concise system of reporting the academic performance of each school on the state’s mandated

augmented criterion-referenced or norm-referenced assessments, that conform with the requirements of current state and federal law.

- 4.05 Academic standards for every level of the grades kindergarten through twelve (K-12) education system and education financial resources shall be aligned with student performance expectations at each level of the grades kindergarten through twelve (K-12) education system.
- 4.06 The State Board voted to participate in the Common Core State Standards for English Language Arts (ELA) and Mathematics in July 2010. The Common Core State Standards can be found at:

<http://www.corestandards.org/the-standards>

The Common Core State Standards for ELA and Mathematics, as they existed on July 9, 2012, are hereby incorporated into these Rules by reference.

5.0 Arkansas Comprehensive Assessment Program

The Board shall establish a statewide assessment system for grades K through 12 to be implemented in each public school in the State by the Department. All districts shall comply with the requirements of the assessment system. Failure to do so shall result in a recommendation to the Board for Probationary status or loss of accreditation as set out in the Standards for Accreditation, or for other intervention or sanction as allowed or required by these rules, state or federal law. The Arkansas Department of Education shall transition to the PARCC assessments by the 2014-2015 school year.

School district boards of directors shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

Every student attending an Arkansas public school shall participate in the statewide program of educational assessments required in Ark. Code Ann. §§ 6-15-419, 6-15-433, 6-15-2009 and established by the State Board.

5.01 Kindergarten, Grade One and Grade Two

5.01.1 The Board shall adopt and the Department shall implement a developmentally appropriate uniform school readiness screening to validate a child's school readiness as part of a comprehensive evaluation design. The Department shall require that all school districts administer the uniform school readiness-screening to each kindergarten student in the district upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening developed for use in the first grade.

5.01.2 Kindergarten, Grades 1 and 2: The Department shall select a developmentally appropriate assessment to be administered to all

students in first grade and second grade in reading and mathematics.

5.02 Criterion-Referenced Tests - Grades three through eight and high school

5.02.1 The Department shall develop and implement an augmented, criterion-referenced, or norm-referenced assessment as follows: (1) Grades three (3) through eight (8) which measures application of knowledge and skills in ~~reading and writing literacy~~ English language arts and mathematics and science in Grades 5 and 7; (2) End-of-Course testing in Algebra I, Geometry and Biology; (3) High school literacy that measures application of knowledge and skills in ~~reading and writing literacy~~ English language arts; and (4) social studies as funds are available and approved by the State Board of Education; ~~and (5) for the 2014-2015 school year and thereafter, End-of-Course testing in English II.~~

5.02.2 All criterion-referenced assessments shall be based on the Arkansas Curriculum Frameworks and Academic Content Standards.

5.02.3 All students in Grades 3 – 8 as well as all students enrolled in courses for which End-of-Course assessments are administered, shall take the criterion-referenced assessments on the testing dates established by the Department. This requirement includes the high school literacy assessment. This authority shall include field testing and any other requirements needed to establish fully-developed assessment instruments and methodologies.

5.02.4 Each school district shall administer augmented criterion-referenced assessments to its students according to procedures established by the Commissioner of Education and specified in the applicable assessment administration materials.

5.02.5 Accounting for Students with Disabilities and Limited English Proficient Students

5.02.5.1 Each student in the specified grades or courses shall participate as outlined in the test coordinator's handbook. A student shall participate in the Arkansas Alternate Assessment Program only upon the formal determination of the student's individual education program (IEP) committee, as documented in the student's individual educational program.

5.02.5.2 The Individual Education Program (IEP) committee shall determine whether participation in the standard state assessment program is appropriate for students with IEPs. Students with disabilities for whom it is deemed inappropriate to take the

standard state assessments (augmented benchmarks, ~~General and High-Stakes~~ End-of-Course, and High School Literacy) with the established accommodations shall participate in the Arkansas Alternate Assessment Program following the guidelines established by the Board.

- 5.02.5.3 Scores for students with disabilities shall be reported with other assessment results from the school.
- 5.02.5.4 ~~LEP~~ English Learners (ELs) ~~students~~ shall participate in all required criterion referenced assessments. ~~LEP students~~ ELs may access state approved accommodations provided such accommodations have been recommended by the language proficiency assessment committee and are used regularly in classroom instruction and assessment.
- 5.02.5.5 ~~LEP students~~ ELs with less than one year in a U.S. school will not be required to take the State required literacy benchmark test or the High School Literacy Assessment. Districts may exercise this option. ~~LEP students~~ ELs must take the appropriate mathematics and science tests.

5.02.6 End-of-Course Assessments

- 5.02.6.1 Every student attending an Arkansas public school in Arkansas shall participate in the actual course and statewide program of end-of-course assessments as designated by the State Board.
- 5.02.6.2 Every student required to participate in the statewide program of educational assessments required by Ark. Code Ann. § 6-15-2009 shall not receive credit on his or her transcript for Algebra, Geometry, Biology, or any other course that requires an end-of-course assessment for which the student has not received the requisite scale score on a general end-of-course assessment, until the student is identified as having participated in remediation through an individual academic improvement plan.
- 5.02.6.3 The individual academic improvement plan shall include remediation activities focuses on those areas for need for students who failed to meet the requisite score on an end-of-course assessment.

- 5.02.6.4 For the purpose of an end-of course assessment, remediation does not require that a student retake a subsequent end-of-course assessment in order to receive academic credit for a course.
- 5.02.6.5 The end-of-course assessment program shall be maintained in such a manner as to meet the requirements of state and federal law, including the full range of students with disabilities.
- 5.02.6.6 The superintendent of each public school district shall be responsible for the proper administration of Ark. Code Ann. § 6-15-2009 and these Rules to implement the requirements of Ark. Code Ann. § 6-15-2009.
- 5.02.6.7 To the extent that a public school district is determined to have knowingly failed to administer the provisions of applicable law or these Rules, the superintendent's license shall be subject to probation, suspension, or revocation under Ark. Code Ann. § 6-17-410.
- 5.02.6.8 The ADE shall establish and publish by Commissioner's Memo each school year an end-of-course assessment cycle for end-of-course assessments that shall be strictly followed by school districts unless a school district has received a written waiver from the ADE because of a catastrophic occurrence.
- 5.02.6.9 The ADE shall prepare and develop the form of end-of-course assessments along with any and all documents, manuals, forms and protocols necessary for the proper administration, completion, submission and scoring of the assessment. The assessment shall be composed of sections that may include both multiple choice and open-response test items.
- 5.02.6.10 All Arkansas laws and ADE rules governing test administration, security and confidentiality that apply to examinations given to Arkansas public schools from K-12 grade shall apply in full to all end-of-course assessments and alternative assessments set forth under Ark. Code Ann. § 6-15-2009.
- 5.02.6.11 The ADE shall take steps to ensure that the end-of-course assessments are properly aligned with state standards and that professional development

training is available for teachers teaching courses for which an end-of-course assessment is required.

5.02.6.12 In administering the assessments under Ark. Code Ann. § 6-15-2009 and these Rules, the school district shall provide state-approved accommodations for students with state-recognized disabilities and for English language learners as allowed by law and ADE rules.

5.02.6.13 The ADE shall establish and promulgate by way of these Rules the requisite scale score requirement for any Arkansas public school student taking each end-of-course assessment and alternative assessment.

5.03 Norm-Referenced Tests

5.03.1 The Board shall adopt a norm-referenced test to be administered in grade 3 through grade 9 in mathematics and reading and in science at grades 5 and 7, which shall be administered by the Department annually.

5.03.2 Each school district shall administer the norm-referenced tests to its students according to procedures established by the Department and specified in the applicable test administration materials.

5.04 National Assessment of Educational Progress

5.04.1 Selected schools shall participate in any and all components of the National Assessment of Educational Progress (NAEP).

5.04.2 Any school that fails to participate in the administration of any NAEP assessment shall be reported to the Board and may be subject to probationary status as set out in the Standards for Accreditation.

5.05 Test Administration

5.05.1 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school personnel to ensure understanding of the administration of assessments and effective use of assessment reporting data to improve classroom instruction and learning to provide program evaluation;

5.05.2 The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities including:

- 5.05.2.1 Scheduling testing times of all affected campuses according to the testing calendar developed by the Department;
 - 5.05.2.2 Ensuring that security is maintained as specified in the appropriate testing administration materials;
 - 5.05.2.3 Ensuring that all district personnel involved in the testing have been properly trained as specified by the Department;
 - 5.05.2.4 Ensuring that all testing instruments are administered to all students according to the procedures established by the Commissioner of Education and specified in the applicable assessment administration materials;
 - 5.05.2.5 Ensuring that all assessment documents and student identification information are properly and accurately coded;
 - 5.05.2.6 Attesting whether ALL students have participated in the appropriate grade-level assessment(s); and
 - 5.05.2.7 Recommending for adoption by local school boards a school calendar that in no way jeopardizes or limits the valid testing and comparison of students' learning gains.
- 5.05.3 The appropriate test administration materials shall specify any allowable accommodations available to students participating in the administration of standard state assessments.
- 5.05.4 All students enrolled in a State-tested grade shall be accounted for in the Arkansas Comprehensive Assessment Program.
- 5.06 A Technical Advisory Committee composed of nationally-recognized testing experts and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the assessment system.
- 5.07 Test Security and Confidentiality
- 5.07.1 Violation of the security or confidential integrity of any test or assessment is prohibited.
 - 5.07.2 The Board shall sanction a person who engages in conduct prohibited by this section. Sanctions shall be considered and imposed in compliance with the Department's rules Governing Alleged Testing Improprieties or in the Department's Rules Governing Background Checks and License Revocation, as appropriate. Additionally, the Board may sanction a school district or school, or both, in which conduct prohibited in this section occurs. Sanctions imposed by the Board may include without limitation one (1) or more of the following:

- 5.07.2.1 Revocation, suspension, or probation of an individual's license,
 - 5.07.2.2 Issuance of a letter of reprimand to a licensed individual to be placed in his or her state ~~personnel~~ professional licensure file;
 - 5.07.2.3 Additional training or professional development to be completed by a licensed individual within the time specified;
 - 5.07.2.4 Additional professional development to be administered by the school district or open-enrollment public charter school to all licensed school district personnel involved in test administration within the time specified;
 - 5.07.2.5 Issuance of a letter of warning to the school district or open-enrollment public charter school; and
 - 5.07.2.6 Establishment of a school district or open-enrollment public charter school plan containing strict test security guidelines that will implement procedures to ensure the security and confidential integrity of all assessment instruments.
 - 5.07.2.7 Professional development required pursuant to this section as a result of violating test security or confidentiality may be in addition to professional development required for licensure.
- 5.07.3 Procedures for maintaining the security and confidential integrity of all testing and assessment instruments and procedures shall be specified in the appropriate test or assessment administration instructions. Conduct that violates the security or confidential integrity of a test or assessment is defined as any departure from either the requirements established by the Commissioner of Education for the administration of the assessment or from the procedures specified in the applicable test administration materials. Conduct of this nature may include, but is not limited to, the following acts and omissions:
- 5.07.3.1 Viewing secure assessment materials;
 - 5.07.3.2 Duplicating secure assessment materials;
 - 5.07.3.3 Disclosing the contents of any portion of secure assessment materials;

- 5.07.3.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;
- 5.07.3.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;
- 5.07.3.6 Changing or altering any response or answer of an examinee to a secure assessment item;
- 5.07.3.7 Failing to follow the specified testing procedures or to proctor students;
- 5.07.3.8 Failing to administer the assessment on the designated testing dates;
- 5.07.3.9 Encouraging or assisting an individual to engage in the conduct described herein;
- 5.07.3.10 Failing to report to the appropriate authority that an individual has engaged in conduct set forth in this section;
- 5.07.3.11 Failing to follow the specified procedures and required criteria for alternate assessments; or
- 5.07.3.12 Failing to return the secured test booklets to the testing company in a timely manner.

5.07.4 The superintendent of each school district shall develop procedures to ensure the security and confidential integrity of all assessment instruments and test items. The superintendent shall be responsible for immediately notifying the Department in writing of conduct that violates the security or confidential integrity of an examination or assessment.

6.0 Student Performance Levels

- 6.01 The Board shall establish four (4) performance levels for each criterion-referenced assessment administered as part of ACTAAP. The Board shall establish five (5) performance levels for the Alternate Assessment for Students with Disabilities as part of ACTAAP. Those performance levels shall be: (1) Not Evident; (2) Emergent; (3) Supported Independence; (4) Functional Independence; and (5) Independent. Performance levels shall be established for mathematics, reading/language arts and science independently. Additionally, the Board shall establish a pass/proficiency rate for each ~~high-stakes~~ end-of-course assessment.
- 6.02 The Board shall establish four (4) performance levels for Grades K-2 for the norm-referenced assessment administered as part of the Arkansas

Comprehensive Assessment Program for reading and mathematics. The following numerical scores define those performance levels.

Mathematics Norm Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-120	121-128	129-136	137-400
1	0-134	135-146	147-159	160-400
2	0-148	149-164	165-181	182-400

*Lowest possible standard score value is 80

Reading Norm-Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-119	120-127	128-137	138-400
1	0-136	137-145	146-158	159-400
2	0-153	154-165	166-182	183-400

*Lowest possible standard score value is 80

- 6.03 All ~~initial high-stakes~~ end-of course assessments for Algebra I shall be administered by grade ten (10). Beginning with the 2014-2015 school year, all ~~initial high-stakes~~ end-of-course assessments for English II shall be administered by grade ten (10). The Board shall establish a requisite scale score of student performance on the ~~High-Stakes~~ End-of-Course Algebra I Examination. The following numerical scores define that performance level.

High-Stakes End-of-Course Algebra I Pass Scale Score	
Not Pass	Pass
158 and Below	159 and Above

- 6.04 The following numerical scores define the performance levels on the criterion-referenced assessments and on the Alternate Assessments for Students with Disabilities for Not Evident, Emergent, Supported Independence, Functional Independence and Independent. Functional Independence and Independent are considered to be grade level.

Mathematics Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 408	409 – 499	500 - 585	586 & above
4	0 - 494	495 – 558	559 - 639	640 & above
5	0 - 543	544 – 603	604 - 696	697 & above
6	0 - 568	569 – 640	641 - 721	722 & above
7	0 - 621	622 – 672	673 - 763	764 & above
8	0 - 654	655 – 699	700 - 801	802 & above

Literacy Criterion Referenced Assessments (Augmented Benchmark Exams)				
Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 329	330 - 499	500 - 653	654 & above
4	0 - 353	354 - 558	559 - 747	748 & above
5	0 - 381	382 - 603	604 - 798	799 & above
6	0 - 416	417 - 640	641 - 822	823 & above
7	0 - 425	426 - 672	673 - 866	867 & above
8	0 - 506	507 - 699	700 - 913	914 & above

Science Criterion Referenced Assessments (Augmented Benchmark Exams)				
Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
5	0 - 153	154 - 199	200 - 249	250 & above
7	0 - 151	152 - 199	200 - 249	250 & above

General-End-of-Course Algebra I			
Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Geometry			
Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Biology			
Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 145	146 - 199	200 - 249	250 & above

Grade 11 Literacy			
Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 168	169 - 199	200 - 249	250 & above

Mathematics Alternate Assessment for Students with Disabilities					
Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	520 - 672	673 - 703	704 - 708	709 - 723	724 - 733
4	523 - 673	674 - 707	708 - 712	713 - 721	722 - 736
5	545 - 674	675 - 708	709 - 713	714 - 725	726 - 733
6	535 - 677	678 - 708	709 - 714	715 - 722	723 - 731
7	478 - 675	676 - 705	706 - 713	714 - 720	721 - 731
8	484 - 697	698 - 717	718 - 725	726 - 727	728 - 738

Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	487- 663	664 - 685	686 – 710	711 - 730	731 - 734
4	503 - 672	673 - 692	693 – 712	713 - 727	728 - 733
5	545 - 664	665 - 692	693 – 717	718 - 730	731 - 735
6	518 - 637	638 - 684	685 – 709	710 - 721	722 - 732
7	464 - 620	621 - 674	675 – 708	709 - 722	723 - 736
8	442 - 622	623 - 690	691 – 719	720 - 726	727 - 742

Science Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
5	563 - 700	701 - 718	719 - 723	724 - 730	731 - 736
7	490 - 670	671 - 688	689 - 705	706 - 720	721 - 733

Grade 9 Mathematics Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
0 - 99	100 -149	150 -199	200 - 249	250 - 300

Science Grade 10 Alternate Assessment Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
486 - 600	601 - 664	665 - 692	693 - 715	716 - 742

Grade 11 Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
483 - 595	596 - 655	656 – 680	681 - 692	693 - 740

7.0 Student Accountability

- 7.01 By the year 2013-2014 all students are expected to perform at the proficient level or above.
- 7.02 Students identified as failing to achieve at the proficient level on a) the state mandated CRT (as referenced in Section 6.04 tables: Mathematics Criterion Referenced Assessments, Science Criterion Referenced Assessments, Literacy Criterion Referenced Assessments), b) students in grade K scoring delayed on either written language or oral communications and scoring delayed in mathematics on the state mandated uniform readiness screening (as referenced in Section 3.46 Uniform School Readiness Screening); and c) students in grades 1 and 2 not scoring proficient on the state mandated NRT(as referenced in

Section 6.02 tables, Mathematics Norm Referenced Assessment standard score cut scores and Reading Norm-Referenced Assessment standard score cut scores), shall be evaluated by school personnel, who shall jointly develop a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will assist the student in achieving the expected standard and will describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.

- 7.02.1 The AIP shall be prepared using the format designed by the Department of Education. However, the local school may adjust the format as deemed necessary.
- 7.02.2 The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan. The plan shall be signed by the appropriate school administrator and the parent/guardian.
- 7.02.3 The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day etc.
- 7.02.4 The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessment.
- 7.02.5 The AIP shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies.
- 7.02.6 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP.
- 7.02.7 The AIP should contain an implementation timeline that assures the maximum time for remedial instruction.
- 7.02.8 AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction.
- 7.02.9 In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an Individualized Education Program (IEP) that already addresses

any academic area or areas in which the student is not proficient on state-mandated augmented, criterion-referenced, or norm-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.

7.03 Retention for failure to participate in the Academic Improvement Plan

7.03.1 The public school district where the student is enrolled shall notify the student's parent, guardian, or caregiver of the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. This notice may be provided via student handbooks issued to students.

7.03.2 A student in grades three (3) through eight (8), identified as not ~~passing a benchmark assessment~~ meeting the requisite scale score on the criterion-referenced assessment and failing to participate in the subsequent AIP shall be retained and shall not be promoted to the next appropriate grade until the student is deemed to have participated in the AIP or the student passes the benchmark assessment for the current grade level in which the student is retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.

7.03.3 Any student required to take an ~~general~~ end-of-course assessment who is identified as not meeting the requisite scale score for a particular assessment shall participate in the remediation activities as required by the student's individualized AIP in the school year that the assessment results are reported in order to receive academic credit on his or her transcript for the course related to the end-of-course assessment.

7.03.3.1 The individualized AIP shall include remediation activities focused on those areas in which a student failed to ~~pass a general~~ meet the requisite scale score of an end-of-course assessment.

7.03.3.2 A student who is identified as not meeting the requisite scale score for a ~~general~~ an end-of-course assessment shall not receive academic credit on his or her transcript for the courses related to the ~~general~~ end-of-course assessment until the student is identified as having participated in remediation through an individualized AIP. ~~For the purpose of a general end-of-course assessment, remediation does not require that a student pass a subsequent end-of-course assessment in order to receive academic credit for a course.~~

7.03.4 Remedial activities and instruction provided during high school ~~may~~ shall not be in lieu of English language arts, mathematics, science, history or ~~social studies~~, or other core subjects courses required for graduation.

- 7.03.5 Any student who does not score at the Proficient level on the criterion-referenced assessments in reading, writing English language arts and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.
- 7.03.6 Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.
- 7.03.7 Students not proficient on the High School Literacy Test shall participate in a remediation program.
- ~~7.03.8 A student who does not meet the requisite scale score on the relevant high-stakes end-of-course assessment shall participate in an individualized academic improvement plan.~~
- ~~7.03.8.1 An individualized academic improvement plan shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.~~
- ~~7.03.8.2 If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite scale score on the initial high-stakes end-of-course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the department before taking a third or subsequent high-stakes end-of-course assessment.~~
- ~~7.03.8.3 Subsequent high-stakes end-of-course assessments and associated remediation programs may be administered in electronic format.~~
- 7.03.8 The State Board may require remediation activities and an individualized academic improvement plan for a student in grade eleven (11) or below who does not meet the requisite scale score for a particular college and career readiness measurement.
- 7.03.8.1 The State Board may require that the individualized academic improvement plan include one (1) or more opportunities for a student to retake the measurement.
- 7.03.8.2 For the purpose of a college and career readiness measurement, remediation shall not require that a student pass a subsequent college and career readiness measurement in order to graduate from an Arkansas high school.
- 7.04 The results of ~~general and high-stakes~~ end-of-course assessments shall become a part of each student's transcript or permanent record. Each

course for which a student completes the ~~general~~ end-of-course assessment shall be recorded with the performance level (advanced, proficient, basic or below-basic). ~~Each course for which a student completes the high-stakes end-of-course assessment shall be recorded with the pass level (pass, not pass) and by performance level (Below Basic, Basic, Proficient, Advanced).~~

- 7.05 Each year the ADE shall make public item and task prototypes for the English language arts and mathematical assessments required by these rules or a selection of actual items and tasks from the most recent assessments.
- 7.056 The Department shall implement a statistical system that shall provide the best analysis of classroom, school, and school district effects on student progress based on established, value-added longitudinal calculations, which shall measure the difference in a student's previous year's achievement compared to the current year achievement for the purposes of improving student achievement, accountability, and recognition.
- 7.067 The approach used by the Department shall be in alignment with federal statutes and developed in 2004-2005 to collect data to allow research and evaluation of student achievement growth models.
- 7.078 The approach shall include value-added longitudinal calculations with sufficient transparency in the model's conception and operation to allow others in the field to validate or replicate the results and an assessment of the model's accurateness in relation to other models.
- 7.089 Reading Deficiency for Students in Kindergarten through Grade Two
- 7.089.1 Any student who exhibits a substantial deficiency in reading, based upon statewide assessments conducted in grades kindergarten through two (K-2), or through teacher observations, shall be provided intensive reading instruction utilizing a scientifically-based reading program. The intensive instruction shall systematically, explicitly, and coherently provide instruction in the five essential elements of reading as defined in Section 3.23. The student shall continue to be provided with intensive reading instruction until the reading deficiency is corrected.
- 7.089.2 The State Board of Education established performance levels for kindergarten, grade 1 and grade 2 that define substantial difficulties in reading based on the state-mandated, developmentally appropriate assessment. The state-mandated Uniform Screening Readiness (USR) instrument shall be used to determine substantial reading difficulty for kindergarten students.
- 7.089.3 All kindergarten students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. This evaluation will occur within 30 days of receiving the USR results.

- 7.089.4 Within 30 days of the beginning of school, grade 1 and grade 2 students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. However, in those school years in which the State Board of Education shall revise the performance levels schools shall be allowed 30 days from the date of the final approval to conduct the evaluation.
- 7.089.5 The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- 7.089.6 School personnel shall develop an Intensive Reading Improvement plan (IRI) that describes the intervention program for any student identified with substantial reading difficulty. The IRI shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for remediation.
- 7.089.7 The IRI shall contain an implementation timeline that assures the maximum time for remedial instruction. The intervention shall occur during the regular school day whenever possible, but may include extended day when appropriate. The intervention shall supplement, and not supplant, core classroom instruction.
- 7.089.8 The IRI shall include valid and reliable progress monitoring assessments to measure student growth toward the grade level benchmarks in each essential element of reading.
- 7.089.9 The intensive reading instruction provided under the IRI shall utilize strategies that are aligned with scientifically-based reading research.
- 7.089.9.1 The intensive instruction shall systematically, explicitly and coherently provide instruction in the five essential areas of reading. The intensity and focus of the instruction shall be based on the evaluation results, teacher observation, and data from progress monitoring assessments. The intervention plan shall be revised periodically to reflect student needs as indicated on progress monitoring assessments.
- 7.089.9.2 The IRI should be individualized; however, similar deficiencies may be remediated through group instruction.
- 7.089.9.3 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instruction under the IRI.

~~7.089~~.9.4 The intervention shall continue until the child has reached grade level benchmarks in all essential areas of reading.

~~7.089~~.10 Student achievement in each of the essential elements shall be monitored monthly after students complete the intervention. Students who are not meeting current expectations shall be provided additional interventions.

~~7.089~~.11 In any instance where a student with disabilities identified under the Individuals with Disabilities Act has an IEP that already addresses reading deficiencies, the individual education program shall serve to meet the requirements of the IRI.

~~7.0910~~ The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing to include the following:

~~7.0910~~.1 That the child has been identified as having a substantial deficiency in reading;

~~7.0910~~.2 A description of the current services that are provided to the child; and,

~~7.0910~~.3 A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

8.0 School Accountability

NOTE: Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the ~~USDOE~~ US Ed on June 29, 2012.

8.01 The Department of Education shall provide analyses of data produced by the Arkansas Comprehensive Assessment Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

8.02 Student performance trend data shall be included in the components used in developing objectives of the school improvement plan, internal evaluations of instructional and administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and assignment of students into educational programs of the local school program.

8.03 Each school shall develop one (1) Arkansas Comprehensive, School Improvement Plan (ACSIP) focused on student achievement. This requirement is intended to focus the school and school district annually on the school's performance rate data for the purposes of improving student performance based on data and the performance of students on the state assessment system.

- 8.04 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance rate levels established by the Board on all State assessments.
- 8.05 Consistent with the No Child Left Behind Act, each school must make adequate yearly progress (AYP), based primarily on the administration of the criterion-referenced assessments described in Section 5.02. In order to make AYP, a school or school district must—
- Demonstrate that at least 95 percent of all students and of students in each applicable subgroup, as provided in Section 8.06, at the tested grade levels, participated in the assessments;
 - Meet or exceed the annual measurable performance levels described in Section 9.0, based on the percentages of students scoring proficient or above on the assessments, overall and for each applicable subgroup; or alternatively, if the total group or any subgroup does not meet the annual measurable performance levels, demonstrate that the percentage of students in that subgroup who did not meet the proficient level for that year decreased by 10 percent of that percentage from the preceding school year and that the subgroup made progress on one additional academic indicator; and
 - Show progress for all students on an additional academic indicator, which shall be graduation rate for high schools and percent attendance for elementary and middle schools.
- 8.06 The following subgroups must be included in the school/school district data disaggregation:
- 8.06.1 Students with Disabilities;
 - 8.06.2 Students who are English Language Learners;
 - 8.06.3 Economically Disadvantaged Students; and
 - 8.06.4 Ethnic Subgroups;
 - 8.06.4.1 Caucasian
 - 8.06.4.2 African American
 - 8.06.4.3 Hispanic
- 8.07 A school must meet AYP criteria overall and for each of these subgroups that meets the minimum group size as determined by the Department of Education and approved by the U.S. Department of Education.
- 8.08 The Department will determine AYP separately for mathematics and literacy, using appropriate statistical treatments. Based on the single statewide starting point described in this section, annual performance

levels assure that ALL students will reach proficient by school year 2013-2014.

- 8.09 The Department will determine for each school in the state the percent of students performing at the proficient or advanced levels. This percentage will be determined by computing the sum of students proficient or advanced for the current year or the most recent three years across each grade for which there is a criterion-referenced assessment. That sum is divided by the total number of students assessed for that year or across those three years and grades. This number shall include students taking alternate assessments. The percentage shall be determined separately for mathematics and reading/literacy.
- 8.10 The AYP starting point regarding percent proficient on state assessments will be determined for grade-level clusters K- 5; 6 – 8; and 9 – 12 and separately for mathematics and reading/literacy.
- 8.11 The AYP starting point will be determined by ranking each school within the grade-level by the percent proficient. Additionally, the ranking will include the total student enrollment for those grades using October 1, 2002, data or October 1 of a subsequent year for which there is a recalculation.
- 8.12 The goal of NCLB is for all students to be proficient in language arts and math by 2014. Therefore, the Department of Education will determine the “starting point” for AYP as set forth in Section 3.44 above.
- 8.13 The following table establishes the starting point and projected performance level for each year of the twelve years addressed by the No Child Left Behind Act.

Calculating AYP and Annual Expected Performance Levels

	K-5 Math	K-5 Literacy	6-8 Math	6-8 Literacy	9-12 Math	9-12 Literacy
Year 05-06	40.00	42.40	29.10	35.20	29.20	35.50
Year 06-07	47.50	49.60	37.96	43.30	38.05	43.56
Year 07-08	55.00	56.80	46.83	51.40	46.90	51.63

Year 08-09	62.50	64.00	55.69	59.50	55.75	59.69
Year 09-10	70.00	71.20	64.55	67.60	64.60	67.75
Year 10-11	77.50	78.40	73.41	75.70	73.45	75.81
Year 11-12	85.00	85.60	82.28	83.80	82.30	83.88
Year 12-13	92.50	92.80	91.14	91.90	91.15	91.94
Year 13-14	100.00	100.00	100.00	100.00	100.00	100.00

- 8.14 Each year, in determining whether a school has met the target of percent proficient for that school year as listed on the chart, the Department shall compare the school's percent proficient in the appropriate grade-level cluster and content area with the statewide projected goal for that year. A school shall be deemed to have met AYP for a particular year for a particular grade-level cluster and content area as long as the school attains at least the statewide projected goal.
- 8.15 Individual Schools identified by the Department as failing to meet established levels of academic achievement shall be subject to sanctions as specified in school improvement or academic distress.
- 8.16 Schools/School Districts exemplifying exceptional performance levels and/or growth patterns shall be recognized for exemplary performance and will be eligible to participate in the rewards program.

9.0 Accountability

NOTE: Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the USDOE US Ed on June 29, 2012. Sections 9.13 ~~through 9.24~~ and 9.14 of these Rules continue to apply along with Section 13.00 of these Rules.

Schools failing to meet Adequate Yearly Progress as determined under these Rules shall be classified subject to the following consequences.

- 9.01 A school will be identified in alert status if it has not made AYP in the same subject (Mathematics or Literacy) for one year.
- 9.02 A school will be identified as in Improvement Status if it has not made AYP in the same subject (Mathematics or Literacy) for two consecutive years.
- 9.03 A school in Alert Status or Improvement Status that fails to make AYP, but does not fail to make AYP in the same subject for two consecutive years, will remain in its existing status for the following school year.

- 9.04 The first year a school fails to meet expected performance levels, that school shall be classified as on Alert Status. Any school classified on Alert Status shall be required to review and/or revise the school's ACSIP Plan with special attention given to State designated subgroup(s) which failed to meet expected performance levels.
- 9.05 The local school board president and the superintendent of a public school or school district identified by the Department in school improvement shall be notified in writing by the Department, via certified mail, return receipt requested, and the school district shall have a right to appeal to the Commissioner of the Department. The written appeal must be received in the Office of the Commissioner of Education within thirty (30) calendar days of the receipt of notice.
- 9.06 The second year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 1 of School Improvement. Any school classified in Year 1 of School Improvement shall offer eligible students choice options to another school in the district not in school improvement.
- 9.07 The third year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified in Year 2 of School Improvement shall offer eligible students supplementary educational services in keeping with federal guidelines in addition to continued consequences from Year 1 of School Improvement.
- 9.08 Should a school fail to make Adequate Yearly Progress in the fourth year, the Board shall advance that school into corrective action. Schools in corrective action must continue to offer consequences from School Improvement Year 2, and the school must implement a plan, with the approval of the Department, having specified corrective actions.
- 9.09 Should a school fail to make Adequate Yearly Progress in the fifth year, the Board shall advance that school into restructuring. In restructuring the Department may require the school to dismiss staff and administrators, annex the school to another school that is not in school improvement, and/or take other such action as deemed necessary by the Department and the Board.
- 9.10 Once a school has been identified in school improvement, that school must meet the standard(s) for which it failed to meet for two consecutive years to be considered for removal.
- 9.11 Schools that receive Title I funds must meet all funding requirements as specified by federal guidelines. Schools that do not receive Title I funds must implement programming in keeping with the school's ACSIP Plan as revised.
- 9.12 Schools designated in year two or greater of school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

- 9.12.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning for inclusion in the comprehensive school improvement plan.

~~9.13—School Performance Rating System and Performance Category Levels~~

~~9.13.1—The Department of Education shall prepare an annual report, which shall describe the school rating system. The annual report shall designate two (2) category levels for each school. The first category, annual performance, is based on the performance from the prior year on the criterion-referenced test and end-of-course exams. The second category, growth, shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment~~

~~9.13.2—The initial annual report shall identify schools as being in one (1) of the following annual performance category levels, based on the criterion-referenced Benchmark exams, as defined in 6-15-404(g)(1), and defined according to rules of the State Board of Education:~~

- ~~(1) —“Level 5”, schools of excellence;~~
- ~~(2) —“Level 4”, schools exceeding the standards;~~
- ~~(3) —“Level 3”, schools meeting the standards;~~
- ~~(4) —“Level 2”, schools on alert; or~~
- ~~(5) —“Level 1”, schools in need of immediate improvement.~~

~~9.14—For the years 2004-2005 through 2008-2009, school will not be assigned annual school performance category levels, unless an annual performance category levels is requested by the school.~~

~~9.15—Annual School Performance Rating: Weighted Average Approach~~

~~9.15.1—Since the ACTAAP testing program in Arkansas was designed as a criterion-referenced assessment system with performance standards, the standards for student performance can be used to develop a rating index of school performance.~~

~~9.15.2—Numerical values to be used as weighting factors can be assigned to each student's performance category (Advanced = 4; Proficient = 3; Basic = 2; Below Basic = 1)~~

~~9.15.3—With these weights assigned to the performance levels, a performance index for the school can be computed by multiplying the weights of the performance levels times the number of students scoring in the performance category.~~

~~9.15.4—The sum of the weighted student performance for each subject~~

~~and grade in the school is divided by the total number of students testing the subjects and grades. The resulting average for the school is an index of performance that will range between 1.0 and 4.0.~~

9.16—Achievement Rating Weighted Average Approach

9.16.1 Assigned the following points:

~~4 points per student scoring in the advanced category,
3 points per student scoring in the proficient category;
2 points per student scoring in the basic category,
1 point per student scoring in the below basic category.~~

~~Points = Number of student scoring in category X points assigned to categories~~

9.16.2 Example

Number of Students	Scoring Category	Points Assigned to Categories	Total
10	Advanced	4	40
30	Proficient	3	90
40	Basic	2	80
20	Below Basic	1	20
Total points for the school for all categories			230

9.17—Achievement Rating: Weighted Average Approach Calculation

~~9.17.1 To calculate the rating score for each school, divide the total point for the school by the number of students in the school.~~

Points Received	Number of Students	Rating
230	100	2.3

~~9.17.2 At the direction of the state board, a panel of stakeholders was convened to review the statewide performance of schools and conduct the standard setting process. In the school standard setting process, stakeholders representing administrators, teachers, business, parents, and school board members served as panelists to decide on the quality level represented by various points within the distribution of school index scores. The state board reviewed and adopted the following standards recommended by the stakeholder's advisory panels for the annual performance rating.~~

Standard Setting Recommendations Stakeholder Advisory Panels				
Cut Scores	Cut 1/2	Cut 2/3	Cut 3/4	Cut 4/5
Administrators	1.7	2.19	2.76	3.02
Teachers	1.6	2.25	3.0	3.5

Business	1.735	2.145	2.7	3.365
Parents	1.75	2.2	2.65	3.0
School Board	1.81	2.30	2.87	3.30
Median	1.735	2.2	2.755	3.300
Average	1.719	2.21	2.79	3.23

9.17.3 After the rating score has been calculated for each school, schools may calculate their annual performance level by locating the established performance standard (cut score) for placing each school in one of five performance categories.

9.17.4 In the example below, if the rating score of the school is between 3.5 and 4.0, it will be in the “schools of excellence” performance category level.

Expert Panel Cut Scores	Performance Categories
3.23 – 4.0	Schools of excellence
2.79 – 3.22	Schools exceeding the standards
2.21 – 2.78	Schools meeting standards
1.719 – 2.20	Schools approaching the standards (alert)
1.0 – 1.718	Schools in need of immediate improvement

9.17.5 The second category, growth shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment. The working taskforce shall continue to assist in the rating system during the establishment of the second category.

9.18 School Choice

9.18.1 For all schools that have received an annual performance category levels of Level 1 for two (2) consecutive years, the students in these schools shall be offered the opportunity public school choice option with transportation provided pursuant to A.C.A. § 6-18-227 et seq.

9.19 Supplemental Educational Services

9.19.1 In addition, the school district board shall provide supplemental educational services, approved by the State Board, to affected students.

9.2013 Recognition Awards

9.2013.1 Schools that receive an annual performance category level of Level 5 or Level 4 are eligible for school recognition awards and performance-based funding pursuant to Ark. Code Ann. §§ 6-15-421 and 6-15-2107. Pursuant to Ark. Code Ann. § 6-15-2107m schools performing at the top twenty percent (20%) of all public schools in Arkansas in combined student performance,

student academic growth, and, for a secondary school, graduate rate, are eligible for Arkansas School Recognition Program rewards and performance-based funding.

9.2414 Sanctions

- 9.2414.1 Any school or district that is involved in substantiated test security violations will not be eligible to receive the “school of excellence” performance rating.

10.0 School District Accountability

NOTE: During the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA, the school district accountability provisions found in Section 13.00 of these Rules shall apply. Sections 10.04 through 10.087 of these Rules shall remain in place even during time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA.

- 10.01 The Department annually reviews each district to determine whether the district is making AYP in the following way.
- 10.01.1 Determine the collective status for all the schools within a district within each grade-level grouping (K-5; 6-8 and 9-12);
 - 10.01.2 Determine the district percent of participation across each grade level group; and
 - 10.01.3 Determine the district status on secondary indicator across each grade-level group.
 - 10.01.4 A district shall be in school improvement when all levels within a district fail to meet performance standards for two consecutive years in the same subject. A district having status of School Improvement shall be removed from that status when any one level meets the performance standard for two consecutive years in that subject.
- 10.02 Before identifying a district for district improvement, the Department will provide the district with an opportunity to review the data on which the identification is based. The district may appeal the identification, and the Department will decide the appeal within 30 days.
- 10.03 Each district identified for district improvement shall within three months of identification develop or revise a district improvement plan that complies with the requirements of the No Child Left Behind Act, including the requirement that it spend not less than 10% of its Part A, Title I funds on professional development for each fiscal year in which the district is identified for improvement. The district shall initiate implementation of the plan expeditiously, but not later than the beginning of the next school year after the school year in which the district was identified for improvement.

The Department will provide technical assistance to districts in developing and implementing improvement plans under this section.

- 10.04 Academic Distress – Procedures for Identification, Classification and Appeal of Public School and Public School Districts in Academic Distress
- 10.04.1 A public school or public school district which meets the definition of “Academic Distress” set forth in Section 3.02 of these rules shall be designated in Academic Distress.
- 10.04.2 Within thirty calendar days (30) after the release of the state assessment results by the Department or upon making a determination that a school district has a Needs Improvement –Priority school within the school district that has not made the progress required under the school’s Priority Improvement Plan (PIP), the Department shall identify all public schools and public school districts in Academic Distress and shall notify in writing each school district superintendent and board president of the public school and public school districts via certified mail, return receipt requested.
- 10.04.3 ~~A school district may appeal a determination of the Department identifying the district as an Academic Distress school district by filing an appeal in writing in the Office of the Commissioner of Education within (30) calendar days after receiving the notification, justifying why the district should not be identified as being in Academic Distress.~~ Any school district identified or in which a public school is identified in academic distress may appeal to the State Board by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of the written notice of academic distress status from the Department.
- 10.04.4 ~~The Board shall render a written decision of a classification on a district’s appeal of identification as an Academic Distress school district within sixty (60) calendar days of the district’s written request.~~ The State Board shall hear the appeal of the school district within sixty (60) days of receipt of the written appeal in the Commissioner’s office.
- 10.04.5 ~~The decision of the Board~~ State Board’s determination shall be final with no further right of appeal, except that a school district may appeal to the Circuit Court of Pulaski County pursuant to Pulaski County Circuit Court under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201, et seq. ~~the Administrative Procedures Act, A.C. A. §25-15-201 et seq.~~
- 10.04.6 A school district or public school identified by the Department as being in academic distress shall be classified as a school

district or public school in academic distress upon final determination by the State Board.

10.05 Time Limitation of Academic Distress Status

- 10.05.1 A Except as otherwise set forth in these Rules and Ark. Code Ann. § 6-15-429 and § 6-15-430, a public school or public school district identified as in academic distress shall have no more than ~~two (2)~~ five (5) consecutive school years beginning on July 1 following the date of notice of identification to be removed from academic distress status from the date of classification of academic distress status to be removed from academic distress status.
- 10.05.2 The State Board may at any time take enforcement action on any school district in academic distress status ~~including, but not limited to~~ including without limitation, annexation, consolidation, or reconstitution of a school district pursuant to A.C.A. Ark. Code Ann. § 6-13-1401 et seq. and the authority of Title 6, Chapter 15, Subchapter 4 of the Arkansas Code.
- ~~10.05.3 If a public school district fails to be removed from academic distress status within the allowed two (2) year time period, the Board shall annex, consolidate or reconstitute the academic distress school district prior to July 1 of the next school year unless the 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 academic distress during the relevant time period due to external forces beyond the school district's control.~~
- 10.05.3 The State Board may take enforcement action at any time on a public school in academic distress under these Rules and Title 6, Chapter 15, Subchapter 4 of the Arkansas Code.
- 10.05.4 Except as otherwise set forth in these Rules and Ark. Code Ann. § 6-15-429 and §6-15-430(d), a public school or school district shall not be allowed to remain in academic distress status for a time period greater than five (5) consecutive school years from the date of the classification of academic distress status.
- 10.05.5 The State Board may grant additional time for a public school or school district to remove itself from academic distress by issuing a written finding supported by a majority of the State Board explaining in detail that the public school or school district could not remove itself from academic distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.

10.05.6 If a public school or school district classified as being in academic distress fails to be removed from academic distress status within the allowed five-year time period and has not been granted additional time under these Rules or Ark. Code Ann. § 6-15-429, the State Board shall annex, consolidate, or reconstitute the public school or school district before July 1 of the next school year.

10.06 Procedures for assisting school districts in academic distress

- 10.06.1 Within thirty (30) calendar days of classification by the State Board, each ~~Academic Distress~~ public school and public school district in academic distress shall develop and file with the Department a modified Comprehensive School Improvement Plan (District Plan) to target and address any area in which the public school or public school district is experiencing academic distress.
- 10.06.2 Within fifteen (15) calendar days of classification by the State Board, the Department shall assign a team of educators to evaluate the public school or public school district and determine the need for on-site technical assistance or technical assistance via distance technology.
- 10.06.3 The team of educators shall evaluate and make recommendations to the public school or public school district superintendent within sixty (60) calendar days following the school's or district's classification as an ~~Academic Distress school district~~ being in academic distress.
- 10.06.4 Public schools and public school ~~School~~ districts classified as ~~Academic Distress~~ being in academic distress shall provide access to all school and district assessment, instruction, personnel and academic records and reports to assist the team in the formulation of the recommendations for improvement.
- 10.06.5 The Department, with assistance from the team of educators, shall review the data relative to the academic status and performance of students in the ~~Academic Distress~~ academically distressed public school or public school district.
- 10.06.6 Following the on-site review, the team of educators will submit a written set of recommendations to the ~~Academic Distress school district~~ academically distressed public school or public school district.
- 10.06.7 The Department shall provide relevant technical assistance to each identified public school or public school district based upon the needs identified in the Comprehensive School Improvement Plan.

10.087 Procedures for evaluating and removal of public schools and public school districts from academic distress status

10.087.1 The Department shall review and annually report to the Board the academic conditions existing in each ~~Academic Distress school district~~ academically distressed public school or public school district.

10.087.2 A public school or public school district designated in Academic Distress shall be removed from Academic Distress only upon vote of a majority of the quorum present of the State Board and only after the Department has certified in writing to the State Board that the school district has corrected all criteria for being classified as in academic distress.

11.0 State Board Authority

11.01 The Board shall have the following authority regarding any public school district in academic distress:

~~11.01.1 Require the superintendent of the school district to relinquish all authority with respect to the district and to appoint an individual to administratively operate the school district under the supervision of the Commissioner of Education, with the cost to be paid from school district funding;~~

~~11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new school board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.~~

~~11.01.3 Allow the school district to operate without the local school board of directors under the supervision of the local school district administration or an administration chosen by the Commissioner of Education.~~

~~11.01.4 Waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983, A.C.A. § 6-17-1501 et seq., and the Public School Employee Fair Hearing Act, A.C.A. § 6-17-1701 et seq., or Department Rules.~~

~~11.01.5 Require the annexation, consolidation, or reconstitution of the public school district.~~

~~11.01.6 The Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liability of the district.~~

- ~~11.01.7 Take any other necessary and proper action as determined by the Board that is allowed by law.~~
- ~~11.01.8 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the Board or the Board on its own motion, at any time, may take action pursuant to this section 11.0 as allowed by Act 1467 of 2003, in order to secure and protect the best interest of students in the public school district or to secure and protect the best interest of the educational resources of the state.~~
- ~~11.01.9 The School District shall have a right of appeal to a public hearing before the Board after filing a written notice of appeal with the office of the Commissioner of the Department at least thirty (30) calendar days prior to the appeal hearing.~~
- ~~11.01.10 The State Board shall consolidate, annex or reconstitute a school district that fails to remove itself from the classification of a school district in academic distress within two (2) consecutive school years of receipt of notice of identification unless the 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 academic distress due to impossibility caused by external forces beyond the school district's control.~~
- ~~11.01.11 After a public hearing, the Board shall consolidate, annex, or reconstitute the school district in academic distress to another non-academic distress school district upon a majority vote of a quorum of the members of the Board as permitted or required by this subchapter.~~
- ~~11.01.12 The Board's classification of a school district in Academic Distress shall be final except that the school district shall have a right of appeal to the Circuit Court of Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201 et seq.~~
- 11.01.1 Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district and:
- 11.01.1.1. Appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the Commissioner of Education; and
- 11.01.1.2 Compensate from school district funds the individual appointed to operate the school district;

- 11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;
- 11.01.3 Require the school district to operate without a board of directors under the supervision of the superintendent or an individual or panel appointed by the Commissioner of Education;
- 11.01.4 Waive the application of Arkansas law, with the exception of The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., and the Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq., or the corresponding State Board rules and regulations;
- 11.01.5 Require the annexation, consolidation, or reconstitution of the school district;
- 11.01.6 In the absence of a board of directors, direct the Commissioner to assume all authority of the board of directors as may be necessary for the day-to-day governance of the school district;
- 11.01.7 Return the administration of the school district to the former board of directors or to a newly elected board of directors if:
- 11.01.7.1 The Department of Education certifies in writing to the State Board and to the school district that the school district has corrected all issues that caused the classification of academic distress; and
- 11.01.7.2 The State Board determines that the school district has corrected all issues that caused the classification of academic distress; and
- 11.01.8 Take any other necessary and proper action, as determined by the State Board, that is allowed by law.
- 11.02 The State Board shall have the following authority regarding any public school in academic distress:
- 11.02.1 Require the reorganization of the public school or reassignment of the administrative, instructional, or support staff of the public school;
- 11.02.2 Require the public school to institute and fully implement a student curriculum and professional development for teachers and administrators that are based on state academic content

and achievement standards, with the cost to be paid by the school district in which the public school is located;

- 11.02.3 Require the principal of the public school to relinquish all authority with respect to the public school;
- 11.02.4 Waive the application of Arkansas law or the corresponding State Board rules, with the exception of:
- 11.02.4.1 The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; and
- 11.02.4.2 The Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq.;
- 11.02.5 Under The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., reassign or remove some or all of the licensed personnel of the public school and replace them with licensed personnel assigned or hired under the supervision of the Commissioner;
- 11.02.6 Remove the public school from the jurisdiction of the school district in which the public school is located and establish alternative public governance and supervision of the public school;
- 11.02.7 Require closure or dissolution of the public school;
- 11.02.8 Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district in which the public school is located. If the State Board takes an action under Section 11.02.8 of these Rules, it may appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the commissioner and compensate the appointed individual;
- 11.02.9 Take one (1) or more of the actions under Section 11.01 of these Rules concerning the public school district where the school is located;
- 11.02.10 Return the administration of the school district to the former board of directors or to a newly elected board of directors if:
- 11.02.10.1 The Department certifies in writing to the State Board and to the school district that the public school has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and

11.02.10.2 The State Board determines the public school has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and

11.02.11 Take any other appropriate action allowed by law that the State Board determines is needed to assist and address a public school classified as being in academic distress.

11.03 If the State Board or the Commissioner assumes authority over a public school district in academic distress under Sections 11.01 or 11.02 of these Rules, the State Board may pursue the following process for returning a public school district to the local control of its residents:

11.03.1 During the second school year following a public school's or school district's classification of academic distress status, the State Board shall determine the extent of the public school or school district's progress toward correcting all criteria for being classified as in academic distress;

11.03.2 If the State Board determines that sufficient progress has been made by a public school or school district in academic distress toward correcting all issues that caused the classification of academic distress, but the public school or school district has not yet resolved all issues that caused the classification of academic distress, the Commissioner, with the approval of the State Board, may appoint a community advisory board of either five (5) or seven (7) members to serve under the supervision and direction of the Commissioner.

11.03.2.1 The members of the community advisory board shall be residents of the school district and shall serve on a voluntary basis without compensation.

11.03.2.2 The Department shall cause to be provided to the community advisory board technical assistance and training in, at a minimum, the areas required in Ark. Code Ann. § 6-13-629.

11.03.2.3 The duties of a community advisory board include without limitation:

11.03.2.3.1 Meeting monthly during a regularly scheduled public meeting with the state-appointed administrator regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress;

- 11.03.2.3.2 Seeking community input from the residents of the school district regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress;
- 11.03.2.3.3 Conducting hearings and making recommendations to the Commissioner regarding personnel and student discipline matters under the appropriate district policies;
- 11.03.2.3.4 Working to build community capacity for the continued support of the school district; and
- 11.03.2.3.5 Submitting quarterly reports to the Commissioner and the State Board regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress.
- 11.03.2.3.6 The members of the community advisory board shall serve at the pleasure of the Commissioner until the school district is returned to local control and a permanent board of directors is elected and qualified; or the State Board annexes, consolidates, or reconstitutes the school district under Ark. Code Ann. § 6-15-430 or under another provision of law;
- 11.03.2.4 By April 1 of each year following the appointment of a community advisory board under 11.03.2 of these Rules, the State Board shall determine the extent of the public school or school district's progress toward correcting all issues that caused the classification of academic distress and shall:
- 11.03.2.4.1 Allow the community advisory board to remain in place for one (1) additional year;
- 11.03.2.4.2 Return the school district to local control by calling for the election of a newly elected board of directors if the Department certifies in writing to

the State Board and to the school district that the public school or school district has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and the State Board determines the public school or school district has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; or

11.03.2.4.3 Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.

11.03.2.5 If the State Board calls for an election of a new school district board of directors, the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.

11.03.2.6 If the State Board calls for an election of a new school district board of directors, the Commissioner, with the approval of the State Board, may appoint an interim board of directors to govern the school district until a permanent school district board of directors is elected and qualified.

11.03.2.6.1 The interim board of directors shall consist of either five (5) or seven (7) members.

11.03.2.6.2 The members of the interim board of directors shall be residents of the school and otherwise eligible to serve as school district board members under applicable law.

11.03.2.6.3 The members of the interim board of directors shall serve on a voluntary basis without compensation.

11.04 If, by the end of the fifth school year following the public school or public school district's classification of academic distress status, the public school or school district in academic distress has not corrected all issues that caused the classification of academic distress, the State Board, after

a public hearing, shall consolidate, annex, or reconstitute the school district pursuant to Ark. Code Ann. § 6-15-430.

11.04.1 The State Board may grant additional time for a public school or school district to remove itself from academic distress by issuing a written finding supported by a majority of the State Board explaining in detail that the public school or school district could not remove itself from academic distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.

11.05 Nothing in these Rules shall be construed to prevent the Department or the State Board from taking any of the actions listed in these Rules or in Ark. Code Ann. § 6-15-430 at any time to address public schools and school districts in academic distress.

11.026 To transition to and implement the Common Core State Standards, the Board shall have the authority to:

11.026.1 Modify curriculum and assessment requirements;

11.026.2 Adopt new curriculum and assessment requirements; and

11.026.3 Direct the Department of Education to:

11.026.3.1 Propose to the state board rules and procedures; and

11.026.3.2 Develop the professional development needed to train educators on the transition and implementation.

12.0 School Choice and Academic Distress

12.01 Any student attending a public school or public school district classified as being in academic distress ~~shall~~ is automatically be eligible and entitled pursuant to ~~A.C.A. § 6-18-206, the "Arkansas Public School Choice Act",~~ under the Public School Choice Act of 2013, Ark. Code Ann. § 6-18-1901 et seq., or the Arkansas Opportunity Public School Choice Act of 2004, Ark. Code Ann. § 6-18-227, to transfer to another ~~geographically contiguous public school or public school district~~ not in academic distress during the time period that ~~a~~ the resident public school or public school district is classified as being in academic distress, ~~and therefore, not be required to file a petition by July 1 but shall meet all other requirements and conditions of the Arkansas Public School Choice Act.~~

12.02 The cost of ~~student transportation~~ transporting the student from the resident district to the nonresident district shall be borne by the cost of the resident district pursuant to under the Arkansas Opportunity Public School Choice Act of 2004, Ark. Code Ann. § 6-18-227.

~~12.03 The nonresident district shall count the student for average daily membership purposes.~~

13.00 Elementary and Secondary Education Act (ESEA) Flexibility Provisions

On June 29, 2012, the United States Department of Education (~~USDOE~~ US Ed) approved the Arkansas Department of Education's (ADE) request for flexibility from certain provisions of the ESEA. The approved ESEA flexibility request can be found at:

~~<http://www.arkansased.org/public/userfiles/Flexibility/AR%20Final%206.18.12%20Revised%20.pdf>~~

http://www.arkansased.org/public/userfiles/ESEA/AR_ESEA_Flexibility_Amended_1025_2012.pdf

The ADE's ESEA flexibility request, as it existed on July 9, 2012, is hereby incorporated into these Rules by reference. Key components of the ESEA flexibility requirements are noted below.

13.01 The ~~USDOE~~ US Ed approved the following waivers of ESEA for the State of Arkansas:

- 13.01.1 The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. Arkansas requested this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 13.01.2 The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. Arkansas requested this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 13.01.3 The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. Arkansas requested this waiver so that it need not comply with these requirements with respect to its LEAs.
- 13.01.4 The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School

Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. Arkansas requested this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

- 13.01.5 The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. Arkansas requested this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 13.01.6 The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. Arkansas requested this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.
- 13.01.7 The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. Arkansas requested this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 13.01.8 The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. Arkansas requested this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
- 13.01.9 The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. Arkansas requested this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

- 13.01.10 The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. Arkansas requested this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.
- 13.02 ~~USDOE~~ US Ed Flexibility Principle 1: College and Career-Ready Expectations for All Students
- 13.02.1 Definition of College and Career Ready: The acquisition of the knowledge and skills a student needs to be successful in all future endeavors including credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) or to embark successfully on a chosen career. The State Board will make its determination of the requisite scale score of student performance on college and career readiness measurements used for college placement in conjunction with the Arkansas Higher Education Coordinating Board.
- 13.02.1 The State Board voted to participate in the Common Core State Standards for English Language Arts (ELA) and Mathematics in July 2010.
- 13.02.2 The following timeline will lead to full implementation of the Common Core State Standards during the 2013-2014 school year:
- 13.02.2.1 Grades K-2 implemented the Common Core State Standards during the 2011-2012 school year.
- 13.02.2.2 Grades 3-8 will implement the Common Core State Standards during the 2012-2013 school year.
- 13.02.2.3 Grades 9-12 will implement the Common Core State Standards during the 2013-2014 school year.
- 13.03 ~~USDOE~~ US Ed Flexibility Principle 2: State-Developed Differentiated Recognition, Accountability and Support
- 13.03.1 The requirements contained within Section 13.03 of these rules shall comprise the Arkansas Differentiated Accountability, Recognition and Tiered-Support System (DARTSS).
- 13.03.2 The goals of DARTSS are, without limitation:
- 13.03.2.1 To move toward a unified federal and state accountability system beginning in 2012-2013; and

- 13.03.2.2 To establish the flexibility and opportunity to direct additional resources to schools with the lowest achieving students.
- 13.03.3 DARTSS differs from the current ESEA accountability system in the following ways:
 - 13.03.3.1 The ESEA goal of 100 percent (100%) proficient by 2013-2014 is hereby replaced with a new goal of reducing proficiency gaps by half by the 2016-2017 school year.
 - 13.03.3.2 Traditional ESEA accountability status labels are replaced by accountability and assistance levels for all schools.
 - 13.03.3.3 Adequate Yearly Progress (AYP) is replaced with accountability levels based upon Annual Measurable Objectives (AMOs) for public schools and school districts.
 - 13.03.3.4 Performance (proficiency), growth and graduation rate indicators will now use a minimum N, or sample size, of 25 students for accountability purposes.
 - 13.03.3.5 DARTSS will place enhanced focus on subgroups through the Targeted Achievement Gap Group (TAGG)
 - 13.03.3.6 Federal SES and school choice requirements are replaced by supports and interventions responsive to identified needs of students and schools.
- 13.04 The following groups of students will be included in DARTSS for the purposes of determining accountability status for school districts and schools:
 - 13.04.1 All Students Group: All students in the school and school district.
 - 13.04.2 Targeted Achievement Gap Group (TAGG), which includes the following students:
 - 13.04.2.1 Economically Disadvantaged;
 - 13.04.2.2 English Learners (EL); and
 - 13.04.2.3 Students with Disabilities (SWD).

- 13.05 The following groups of students will be included in DARTSS for the purposes of ACSIP and ESEA reporting:
- 13.05.1 African-American;
 - 13.05.2 Hispanic;
 - 13.05.3 White;
 - 13.05.4 Economically Disadvantaged;
 - 13.05.5 English Learners; and
 - 13.05.6 Students with Disabilities.
- 13.06 Each group of students shall be measured according to the following Annual Measurable Objectives (AMOs):
- 13.06.1 Math Proficiency;
 - 13.06.2 Math Growth (Grades 4-8);
 - 13.06.3 Literacy Proficiency;
 - 13.06.4 Literacy Growth (Grades 4-8); and
 - 13.06.5 Graduation Rate (High School).
- 13.07 AMO Calculations
- 13.07.1 The ADE shall give schools and school districts full credit for meeting a particular AMO when the growth, performance or graduation rate meets or exceeds ninety-four percent (94%).
 - 13.07.2 The ADE shall initially calculate performance (proficiency) and growth AMOs based upon 2011 test results.
 - 13.07.3 The ADE shall use a lagging graduation rate in its annual accountability determination.
 - 13.07.3.1 The ADE shall calculate graduation rate AMOs using 2010 four-year cohort graduation rates in accordance with its flexibility proposal.
 - 13.07.4 AMO calculations will be based upon a minimum N of 25. For schools with too few students to calculate the AMO in 2011, the AMO calculations shall be based on a two (2)-year weighted average.

13.07.5 In order to be eligible to be classified as Achieving or Exemplary, schools and school districts must test ninety-five percent (95%) of students in the All Students and TAGG groups.

13.08 DARTSS Accountability Labels

13.08.1 School districts shall be broadly classified as either:

13.08.1.1 Achieving; or

13.08.1.2 Needs Improvement.

13.08.1.3 School districts will be broadly classified based upon criteria similar to that used for the classification of individual schools. To be classified as “Achieving,” a school district must meet performance or growth AMOs for math and literacy for All Students and the TAGG, as well as graduation rate AMOs for All Students and the TAGG.

13.08.2 ADE engagement and school district autonomy shall be determined by the extent of the needs identified within the district. The extent of needs will be identified based upon the presence of identified Needs Improvement Focus and Needs Improvement Priority schools in the district, the number and type of AMOs not met for performance, growth, and graduation rate, and the number of district AMOs not met for performance, growth and graduation rate.

13.08.3 Individual schools within school districts shall be classified as one of the following:

13.08.3.1 Exemplary;

13.08.3.2 Achieving;

13.08.3.3 Needs Improvement;

13.08.3.4 Needs Improvement (Focus); or

13.08.3.5 Needs Improvement (Priority).

13.08.3.5.1 Within a time period determined by the ADE, a school classified as a Needs Improvement (Priority) school must develop and file with the ADE a Priority Improvement Plan (PIP) that is integrated into the school’s ACSIP plan.

13.08.3.5.2 A school district with a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP) may be identified by the ADE as a school district in academic distress.

13.08.4 The following table lists the ADE engagement and district autonomy associated with school accountability status:

Status	Description	ADE Engagement/District Autonomy
Exemplary	<ul style="list-style-type: none"> • High Performance • High Progress • High TAGG high performance • High TAGG high progress 	<ul style="list-style-type: none"> • Very low ADE engagement • Very high district autonomy
Achieving	<ul style="list-style-type: none"> • Three-year ACSIP – Meet all performance, graduate rate and growth AMOs for All Students Group and TAGG • One-year ACSIP – Meet all performance and graduation rate AMOs for All Students Group and TAGG, but miss growth AMOs for All Students Group or TAGG 	<ul style="list-style-type: none"> • Very low ADE engagement • High district autonomy
Needs Improvement	<ul style="list-style-type: none"> • Does not meet performance, graduation rate or growth AMOs for All Students and TAGG 	<ul style="list-style-type: none"> • Low to moderate ADE engagement • Moderate district autonomy
Needs Improvement – Focus	<ul style="list-style-type: none"> • Schools with largest, persistent gaps between non-TAGG and TAGG students • Graduation rates less than sixty percent (60%) over a period of several years and 	<ul style="list-style-type: none"> • High ADE engagement • Low district autonomy

	which are not classified as Needs Improvement – Priority schools.	
Needs Improvement – Priority	<ul style="list-style-type: none"> Schools with persistently lowest achievement in math and literacy over three years for the All Students Group Graduation rates less than sixty percent (60%) over a period of several years. 	<ul style="list-style-type: none"> Very high ADE engagement Low district autonomy

13.09 Strategic Use of Title I Funds

- 13.09.1 School districts may use the flexibility granted by the USDOE US Ed to help lowest performing schools make targets by:
- 13.09.1.1 Serving the lowest performing schools with Title I and/or NSLA funding using the most appropriate methods aligned to identified student and adult learning needs;
- 13.09.1.2 Designating any Needs Improvement (Focus) or Needs Improvement (Priority) school as a Title I schoolwide program school, even if the school does not have a poverty percentage of forty percent (40%) or more; and
- 13.09.1.3 Transferring up to one hundred percent (100%) of the school district's Title II-A funds into Title I and using them for Title I purposes.
- 13.09.2 School districts have the following continuing obligations for the use of Title I-A Funds:
- 13.09.2.1 Prioritize the school district's lowest achieving students in its lowest performing schools;
- 13.09.2.2 Allocate Title I-A funds equal to the scope of the problem; and
- 13.09.2.3 Demonstrate alignment of federal and NSLA allocations sufficient to support implementation of interventions.

13.10 Process for Notification and Review

- 13.10.1 Prior to the first possible day of school, as defined by Ark. Code Ann. § 6-10-106, the Arkansas Department of Education shall notify the school board president and superintendent of each public school district of the following in writing, via certified mail, return receipt requested:
- 13.10.1.1 The school district's preliminary classification under Section 13.08.1 of these rules; and
- 13.10.1.2 The preliminary classification of each individual school within a school district under Section 13.08.3 of these rules.
- 13.10.2 Contemporaneous with the notice required by Section 13.10.1 of these rules, the Arkansas Department of Education shall make available to the school board president and superintendent the data upon which the preliminary classifications of school districts and individual public schools were based.
- 13.10.3 School districts shall have thirty (30) days from receipt of the notification required by Section 13.10.1 of these rules to review the data upon which the preliminary classifications of school districts and individual public schools were based, to submit to the Arkansas Department of Education any requests for corrections to the data, and to submit any other reason(s) for which the preliminary classifications should be modified. School districts may request revisions to the preliminary classifications for school districts and individual public schools during the same thirty (30) day period.
- 13.10.4 Prior to January 1 of each school year, the Arkansas Department of Education shall review the information submitted by school districts pursuant to Section 13.10.3 of these rules and publish a final classification for each school district and individual public school.

13.11 ~~USDOE~~ US Ed Flexibility Principle 3: Supporting Effective Instruction and Leadership

Arkansas's requirements for supporting effective instruction and leadership may be found in the Teacher Excellence and Support System (Ark. Code Ann. § 6-17-2801 et seq.) and the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC SCHOOL
END-OF-COURSE ASSESSMENTS AND REMEDIATION**

March 1, 2012

~~1.0 AUTHORITY~~

~~1.01 These Rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-419, 6-15-433, 6-15-2009, and § 25-15-201 et seq.~~

~~2.0 PURPOSE~~

~~2.01 The purpose of these Rules is to execute the requirements of the Arkansas End-Of-Course Assessments and Remediation Program as required by Ark. Code Ann. § 6-15-2009.~~

~~3.0 DEFINITIONS For the purpose of these Rules, the following terms mean:~~

~~3.01 ACT means the ACT assessment for college placement administered by ACT, Inc;~~

~~3.02 Advanced placement test means the test administered by the College Board for a high school preparatory course that incorporates the topics specified by the College Board on its standard syllabus for a given subject area and is approved by the College Board;~~

~~3.03 Arkansas Department of Education (ADE) means that certain state agency, established pursuant to Ark. Code Ann. § 25-6-102, that is responsible for administering the statewide assessment system in Arkansas K-12 grade public schools, including but not limited to those assessments set forth in Ark. Code Ann. §§ 6-15-419, 6-15-433, and 6-15-2009.~~

~~3.04 Assessment means an examination instrument designed to measure certain levels of knowledge; as measured by established requisite scale scores, for those academic courses that are the subject of End-of-Course testing as required by these Rules.~~

~~3.05 General end-of-course assessment means a criterion-referenced assessment taken upon successful completion of a course of study set by the State Board of Education (SBE);~~

~~3.05.1 To determine whether a student demonstrates, according to a requisite scale score established by ADE Rules, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory mastery of the subject level content in that end-of-course assessment; and~~

~~3.05.2 For which failure to meet that requisite scale score requires sufficient remediation before a student is entitled to receive full academic credit for the course.~~

~~3.06 High stakes end of course assessment means a criterion referenced assessment taken upon the successful completion of both the Algebra I and the English II course of study under § 6-15-433 (b)(3)(A)(iii):~~

~~3.06.1 To determine whether a student demonstrates, according to a requisite scale score established by rule of the SBE, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory passing standard of the subject level content in that particular end of course assessment; and~~

~~3.06.2 For which failure to meet the requisite scale score requires that the student shall not receive academic credit for the course of study for which the assessment was taken until the student meets the requisite scale score on the initial, a subsequent, or an alternative high stakes end of course assessment as allowed or required by Arkansas law or by ADE Rules.~~

~~3.07 Individualized Education Program (IEP) means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 CFR 300.320-300.324.~~

~~3.08 Individualized Academic Improvement Plan (IAIP) means a written plan detailing supplemental or intervention and remedial instruction, or both, in deficient areas for any student who has not met the requisite scale score on a high stakes end of course assessment. The requirements for an IAIP are set forth in detail in §§ 5.12 and 5.15 of these Rules.~~

~~3.09 International Baccalaureate assessment means an assessment administered by the International Baccalaureate Organization for a course offered under the International Baccalaureate Diploma Program.~~

~~3.10 SAT means the standardized college entrance examination administered by The College Board.~~

~~4.0 GENERAL END OF COURSE ASSESSMENTS~~

~~4.01 Each and every student attending an Arkansas public school shall participate in the statewide program of educational assessments required in §§ 6-15-419, 6-15-433, and 6-15-2009 and established by the SBE.~~

~~4.02— Each and every student shall participate in the actual course and the statewide program of general end of course assessments as designated by the SBE.~~

~~4.03— Each and every student required to participate in the statewide program of educational assessments required by § 6-15-2009 shall not receive credit on his/her transcript for Biology, Geometry, or any other course that requires a general end of course assessment under §§ 4.01 and 4.02 of these Rules for which that student has not received the requisite scale score on a general end of course assessment(s), until the student is identified as having participated in remediation through an individual academic improvement plan.~~

~~4.04— The individualized academic improvement plan shall include remediation activities focused on those areas of need for students who failed to meet the requisite score on a general end of course assessment.~~

~~4.05— For the purpose of a general end of course assessment, remediation does not require that a student retake a subsequent end of course assessment in order to receive academic credit for a course.~~

~~5.0— HIGH STAKES END OF COURSE ASSESSMENTS— DISTRICT OBLIGATIONS~~

~~5.01— All initial high stakes end of course assessments for Algebra I shall be administered by grade ten (10).~~

~~5.02— Beginning with the 2014-2015 school year and each school year thereafter, all initial high stakes end of course assessments for English II shall be administered by grade ten (10).~~

~~5.03— A student from an Arkansas public school who completed and received academic credit on an end of course assessment for Algebra I before the 2009-2010 school year or for English II before the 2014-2015 school year is not required to participate in and receive academic credit from a high-stakes end of course assessment on or after the 2009-2010 school year for Algebra I or on or after the 2014-2015 school year for English II.~~

~~5.04— A student transferring into an Arkansas public school on or after 2009-2010 for Algebra I or 2014-2015 for English II whose official transcript from an out of state public, private, or home school, or an Arkansas private or home school demonstrates that he or she has previously obtained academic credit for Algebra I or English II is not required to participate in and receive academic credit from an initial high stakes end of course assessment unless the public school district assesses the~~

~~student's educational status and determines that the student does not possess the requisite passing knowledge of Algebra I or English II.~~

- ~~5.05—An Arkansas public school student who is not in grade ten (10), grade eleven (11), or grade twelve (12) in an Arkansas public school, and has not previously received proper academic credit on his or her transcript for Algebra I but has successfully completed an Algebra I course, is required to complete and successfully meet the requisite passing level scale score on the high stakes end of course assessment for Algebra I before the student is entitled to receive academic credit on his or her transcript for Algebra I.~~
- ~~5.06—Only a student who was in grade ten (10), grade eleven (11), or grade twelve (12) in an Arkansas public school in the 2009-2010 school year is exempt from the requirement of taking a high stakes Algebra I end of course assessment under § 5 of this rule, but the student shall meet appropriate general end of course assessment requirements for Algebra I in § 4 of this rule.~~
- ~~5.07—Any other student, regardless of the school year or the grade level in which he or she completes an Algebra I course or, beginning with the 2014-2015 school year, the English II course shall successfully complete an Algebra I and English II high stakes end of course assessment and meet the requisite passing scale score in order to be entitled to receive academic credit for Algebra I or English II on the student's transcript, unless because of the nature of his or her disabilities the student demonstrates alternative levels of competency as contained in the student's IEP.~~
- ~~5.08—The Arkansas public school providing course instruction in Algebra I and English II shall ensure that such instruction is provided in complete compliance with all required and approved frameworks, and shall be prepared to provide documentation of such compliance to the ADE upon request.~~
- ~~5.09—A student transferring into an Arkansas public school district without having obtained academic credit on his or her transcript in or after the 2009-2010 school year for Algebra I and in or after the 2014-2015 school year for English II is not exempt from the requirements of § 5.07 of these Rules.~~
- ~~5.10—Beginning with the 2014-2015 school year, an Arkansas public school student who is in grade ten (10) and who has not previously received academic credit under §§ 5.01 through 5.04 of these Rules for English II shall successfully complete the course and meet the requisite passing scale score on the English II high stakes end of course assessment in order for~~

~~the student to be entitled to receive academic credit for English II on the student's transcript.~~

- ~~5.11—A student who does not meet the requisite scale score on the relevant high-stakes end-of-course assessment shall participate in an IAIP.~~
- ~~5.12—An IAIP shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.~~
- ~~5.13—If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite passing scale score on the high-stakes end-of-course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the ADE before taking a third subsequent high-stakes end-of-course assessment.~~
- ~~5.14—Subsequent high-stakes end-of-course assessments and associated remediation programs may be administered in an electronic format.~~
- ~~5.15—For a student required to participate in an IAIP in § 5.11 of these Rules, the IAIP shall identify the student's specific areas of deficiency on the high-stakes end-of-course assessment, the desired levels of performance necessary for the student to meet the requisite passing scale score established by rule of the SBE, and the instructional and support services to be provided to meet the desired levels of performance. The IAIP is to be provided in an electronic format of a type specified by the ADE at a site specified by the ADE.~~
- ~~5.16—A public school shall also provide frequent monitoring of the student's progress in meeting the desired levels of performance.~~
- ~~5.17—Remedial activities and instruction provided during high school shall not be in lieu of English, mathematics, science, history, or other core courses required for graduation.~~
- ~~5.18—Beginning with the 2009-2010 school year for Algebra I and the 2014-2015 school year for English II, a student identified as not passing an initial high-stakes end-of-course assessment shall not receive an academic credit on his or her transcript for the course related to the end-of-course assessment and is not entitled to graduate from an Arkansas public high school until:

 - ~~5.18.1—The student has received remediation and is identified as meeting the requisite passing scale score on a subsequent high-stakes end-of-course assessment; or~~~~

~~5.18.2 The student has received remediation and is identified as meeting the requisite score established by state board rule on an alternative assessment.~~

~~(i) An alternative assessment shall be limited to ACT assessment, SAT assessment, advanced placement test, or International Baccalaureate test.~~

~~5.19 A student identified as having not met the satisfactory pass levels for a high stakes end of course assessment shall not receive academic credit on his or her transcript for the related course until the student meets the requirements of § 5.18 of these Rules.~~

~~6.0 HIGH STAKES END OF COURSE ASSESSMENT STATE OBLIGATIONS~~

~~6.01 If a student does not meet the requisite scale score on an end of course assessment and does not satisfy the remedial requirements of § 4.0 of these Rules for general end of course assessments and § 5.18 of these Rules for high stakes end of course assessments, the student shall not be entitled to graduate with a high school diploma from an Arkansas public high school or public charter school.~~

~~6.02 The SBE shall establish the high stakes end of course assessment program required in §§ 5.01 through 5.17 of these Rules for Algebra I beginning in the 2009 2010 school year and for English II beginning in the 2014 2015 school year.~~

~~6.03 Throughout this process, the end of course assessment program shall be maintained in such a manner as to meet the requirements of state and federal law, including the full range of students with disabilities.~~

~~6.04 The superintendent of each public school district shall be responsible for the proper administration of § 6-15-2009 and these Rules promulgated by the ADE to implement the requirements of § 6-15-2009.~~

~~6.05 To the extent that a public school district is determined to have knowingly failed to administer these provisions of applicable law or these Rules, the superintendent's license shall be subject to probation, suspension, or revocation under § 6-17-410.~~

~~6.06 Each year the ADE shall make public at least fifty percent (50%) of the test questions on the most recent initial end of course assessments.~~

~~7.0 — END OF COURSE & ALTERNATIVE EXAM TESTING CYCLE~~

- ~~7.01 — The ADE shall establish and publish by Commissioner’s Memo each school year an end of course assessment cycle for general end of course assessments and high stakes end of course assessments that shall be strictly followed by school districts unless a district has received a written waiver from the ADE because of a catastrophic occurrence.~~
- ~~7.02 — The end of course assessment cycle published by the ADE shall include an assessment cycle for those students who do not meet the requisite scale score for high stakes end of course assessment and are required by § 6-15-2009 to take and pass a subsequent end of course assessment before receiving academic credit on the student’s transcript for the course that corresponds to the initial end of course assessment.~~
- ~~7.03 — The ADE shall prepare and develop the form of the end of course assessments and subsequent end of course assessments, along with any and all documents, manuals, forms and protocols necessary for the proper administration, completion, submission and scoring of the assessment. The assessment shall be composed of sections that may include both multiple choice and open response test items.~~
- ~~7.04 — Any and all Arkansas laws and ADE Rules covering test administration, security and confidentiality that apply to examinations given in Arkansas public schools from K-12 grade shall apply in full to all end of course assessments and Alternative Assessments set forth under § 6-15-2009.~~
- ~~7.05 — The ADE shall take steps to ensure that the end of course assessments are properly aligned with state standards and that professional development training is available for teachers teaching courses for which an end of course assessment is required.~~
- ~~7.06 — In administering the assessments under § 6-15-2009, the district shall provide state approved accommodations for students with state recognized disabilities and for English language learners as allowed by law and ADE Rules.~~

~~8.0 — END OF COURSE & ALTERNATIVE ASSESSMENT PASS REQUIREMENTS~~

- ~~8.01 — Each school year the ADE shall establish and promulgate by way of these Rules the requisite scale score requirement for any Arkansas public school student taking each general or high stakes end of course assessment and Alternative Assessment.~~

- ~~8.02—The requisite scale score for any high stakes end of course assessment and Alternative Assessment shall be set only at the cut score necessary to demonstrate the minimum satisfactory passing level of the subject assessed.~~
- ~~8.03—Upon the failure of a student to meet the requisite scale score on an initial or subsequent end of course assessment required by § 6-15-2009, the school district that the student attends shall provide written notice of such failure to the student's parent or guardian within fifteen (15) business days from the date that the district receives the student's score.~~
- ~~8.04—If a student with disabilities identified under the Individuals with Disabilities Act, 20 U.S.C. §1400 et seq., is unable to meet the requirements of § 6-15-2009 because of the nature of his/her disabilities, the student may graduate from high school by demonstrating alternative levels of competency as contained in the student's IEP.~~

ARKANSAS DEPARTMENT OF EDUCATION
RULES IDENTIFYING AND GOVERNING
THE ARKANSAS FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM
~~October 2012~~

1.00 AUTHORITY

- 1.01 The Arkansas State Board of Education enacted these rules pursuant to Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 6-20-1901 et seq., ~~and~~ Ark. Code Ann. § 25-15-201 et seq. and Act 600 of 2013.
- 1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Fiscal Assessment and Accountability Program.

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 school districts in fiscal distress.

3.00 DEFINITIONS

- 3.01 “Annexation”– the joining of an affected school district or part of an affected school district with a receiving district pursuant to Ark. Code Ann. § 6-13-1401 et seq.
- 3.02 “Capital Outlay Expenditures” – 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 to create a new 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 conducts 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.
- 3.08 “Declining Balance” – balance resulting when current year expenditures exceed current year revenues.
- 3.09 “Department” - the Arkansas Department of Education.
- 3.10 “The Fiscal Distress Financial Improvement Plan (Plan)” - the written plan submitted by a district classified in fiscal distress and approved by the Department to be implemented by the district addressing each indicator of fiscal distress identified by the Department and the State Board with a specific corrective action plan and timeline.
- 3.11 “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.
- 3.12 “Fiscal Integrity” - to comply with financial management, accounting, auditing, and reporting procedures and facilities management procedures as required by state and federal laws and regulations in a forthright and timely manner.
- 3.13 “Jeopardize” - to expose to loss or injury or peril.
- 3.14 “Material Failure, Violation, Default, or Discrepancies” – an act, omission, event, circumstances or combination thereof that directly jeopardizes the fiscal integrity of a school district.
- 3.15 “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, but without intervention could place the school district in fiscal distress.
- 3.16 “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 Ark. Code Ann. § 6-15-501; Ark. Code Ann. § 9-28-205 and Ark. Code Ann. § 12-29-301 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;
- 3.18 “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).
- 3.19 “School Year” - a school year beginning July 1 of one calendar year and ending June 30 of the following calendar year.
- 3.20 “State Board” - the Arkansas State Board of Education.

4.00 INDICATORS OF FISCAL DISTRESS

- 4.01 A school district 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. 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, 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
- 4.01.3 Any other fiscal condition of a school district deemed to have a material detrimental negative impact on the continuation of educational services by that school district.

5.00 CLASSIFICATION OF FISCAL DISTRESS STATUS

- 5.01 Those school districts 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 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 The provisions of subsections 5.01 and 5.02 of these rules are effective after the school district's appeal rights in Ark. Code Ann. § 6-20-1905 and section 6.00 of these rules have been exhausted.

6.00 NOTIFICATION 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 of each school district identified as being in fiscal distress.
- 6.01.1 The Department shall provide the notice 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 Department shall immediately provide the same notice described in section 6.01 of these rules.
- 6.02 Any school district 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) 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) days of receipt of the written notice of appeal from the school district.
- 6.04 The written appeal shall state in clear terms the reason why the school 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, no appeal shall stay the Department's authority to take action to protect the fiscal integrity of any school district 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

- 7.01 Those school districts classified by the State Board as being in fiscal distress shall file, with the Department within ten (10) 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.
 - 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.
 - 7.01.2 The Department is authorized to review and amend the plan submitted by the school district.
 - 7.01.3 The Department may edit, amend, update, or replace the plan at any time deemed appropriate.

- 7.01.4 The school district shall be given notice of the edited, amended, updated, or replacement plan criteria.
- 7.01.5 The district 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) 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 shall seek and obtain approval of its plan from the Department and shall describe how the school district will remedy those areas in which the school district is experiencing fiscal distress and shall establish the time period by which the school district will remedy all criteria which placed the school district in fiscal distress status.
- 7.03 A school district 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 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 Except as set forth in Ark. Code Ann. § 6-20-1910(d) and Section 10.05 of these Rules, a ~~No~~ school district shall not be allowed to remain in fiscal distress status for more than ~~two (2)~~ five (5) consecutive school years from the date that the school district was classified as being in fiscal distress status.
- 7.05 Any school district 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 written recommendations to the district superintendent regarding staffing and fiscal practices of the school district.
- 7.07 The written recommendations of the Department shall be binding on the school district, the superintendent and the school district board of directors.
- 7.08 Every six (6) months, the Department shall submit a written evaluation on the status of each school district 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 Except as set forth in Ark. Code Ann. § 6-20-1910(d) and Section 10.05 of these Rules, The 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)~~ five (5) consecutive school years of receipt of notice of identification classification 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

- 8.01 No school district identified in fiscal distress may incur any debt without the prior written approval of the Department.

9.00 DEPARTMENT FISCAL DISTRESS ACTIONS

- 9.01 In addressing school districts in fiscal distress, the ~~Department~~ Commissioner of Education may take any number of the following actions:

- 9.01.1 ~~Require the superintendent to relinquish all administrative authority with respect to the school district~~ Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district and;

9.01.1.1 Appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the Commissioner; and

9.01.1.2 Compensate nondepartment agents operating the school district from school district funding;

- ~~9.01.2 Appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the Commissioner of Education, and to compensate non-department agents operating the school district from school district funding;~~

- ~~9.01.3 Call for the temporary suspension of the local school board of directors;~~

9.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise recognized by law;

- ~~9.01.43~~ 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;

9.01.4 Waive the application of Arkansas law or the corresponding State Board of Education rules with the exception of:

9.01.4.1 The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; and

9.01.4.2 The Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq;

9.01.5 Petition the State Board of Education for the annexation, consolidation, or reconstruction of the school district;

9.01.6 In the absence of a school district board of directors, assume all authority of the board of directors as designated by the State Board of Education as may be necessary for the day-to-day operation of the school district;

9.01.57 ~~Place~~ Return the administration of the school district ~~over~~ to the former board of directors or to a newly elected ~~school~~ board of directors; ~~or~~ if:

9.01.7.1 The Department certifies in writing to the State Board of Education and to the school district that the school district has corrected all issues that caused the classification of fiscal distress; and

9.01.7.2 The State Board of Education determines the school district has corrected all issues that caused the classification of fiscal distress.

9.01.7.3 If the Commissioner calls for an election of a new school district board of directors, the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;

9.01.8 Otherwise reconstitute the school district; or

9.01.69 Take any other action allowed by law that is deemed necessary to assist a school district in removing ~~criteria~~ the classification of fiscal distress.

9.02 The Department may impose various reporting requirements on the school district. The Department may review any and all school district records and documents.

9.03 The Department shall monitor the fiscal operations and accounts of the school district.

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.

10.00 STATE BOARD ACTIONS

- 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. Code 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.
- 10.05 If the Commissioner of Education assumes authority over a public school district in fiscal distress as set forth in Ark. Code Ann. § 6-20-1910(a) or Section 9.00 of these Rules, the State Board of Education may pursue the following process for returning a public school district to the local control of its residents.
- 10.05.1 During the second school year following a school district's classification as being in fiscal distress status, the State Board shall determine the extent of the school district's progress toward correcting all issues that caused the classification of fiscal distress;

10.05.2 If the State Board determines that sufficient progress has been made by a school district toward correcting all issues that caused the classification of fiscal distress, but the school district has not yet resolved all issues that caused the classification of fiscal distress, the Commissioner, with the approval of the State Board, may appoint a community advisory board of either five (5) or seven (7) members to serve under the supervision and direction of the commissioner.

10.05.2.1 The members of the community advisory board shall be residents of the school district and shall serve on a voluntary basis without compensation.

10.05.2.2 The Department of Education shall cause to be provided to the community advisory board technical assistance and training in, at a minimum, the areas required in Ark. Code Ann. § 6-13-629.

10.05.2.3 The duties of the community advisory board include without limitation:

10.05.2.3.1 Meeting monthly during a regularly scheduled public meeting with the state-appointed administrator regarding the progress of the public school or school district toward correcting all issues that caused the classification of fiscal distress;

10.05.2.3.2 Seeking community input from the patrons of the school district regarding the progress of the public school or school district toward correcting all issues that caused the classification of fiscal distress;

10.05.2.3.3 Conducting hearings and making recommendations to the Commissioner regarding personnel and student discipline matters under the appropriate district policies;

10.05.2.3.4 Working to build community capacity for the continued support of the school district; and

- 10.05.2.3.5 Submitting quarterly reports to the Commissioner and the State Board regarding the progress of the public school or school district toward correcting all issues that caused the classification of fiscal distress.
- 10.05.2.4 The members of the community advisory board shall serve at the pleasure of the Commissioner until:
- 10.05.2.5 The school district is returned to local control and a permanent board of directors is elected and qualified;
or
- 10.05.2.6 The State Board annexes, consolidates, or reconstitutes the school district under Ark. Code Ann. § 6-20-1910 or under another provision of law;
- 10.05.2.5 By April 1 of each year following the appointment of a community advisory board under Ark. Code Ann. § 6-20-1910(d)(2) and Section 10.05 of these Rules, the State Board shall determine the extent of the school district's progress toward correcting all issues that caused the classification of fiscal distress and shall:
- 10.05.2.6 Allow the community advisory board to remain in place for one (1) additional year;
- 10.05.2.7 Return the school district to local control by calling for the election of a newly elected board of directors if the Department of Education certifies in writing to the State Board and to the school district that the school district has corrected all criteria for being placed into fiscal distress; and the State Board determines the school district has corrected all criteria for being placed into fiscal distress; or

- 10.05.2.8 Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.
- 10.05.2.6 If the State Board or Commissioner calls for an election of a new school district board of directors, the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;
- 10.05.2.7 If the State Board calls for an election of a new school district board of directors pursuant to Ark. Code Ann. § 6-20-1910 (d)(3)(A)(ii) or these Rules, the Commissioner, with the approval of the State Board, may appoint an interim board of directors to govern the school district until a permanent school district board of directors is elected and qualified.
- 10.05.2.7.1 The interim board of directors shall consist of either five (5) or seven (7) members.
- 10.05.2.7.2 The members of the interim board of directors shall be residents of the school district and otherwise eligible to serve as school district board members under applicable law.
- 10.05.2.7.3 The members of the interim board of directors shall serve on a voluntary basis without compensation.
- 10.05.3 If, by the end of the fifth school year following the school district's classification of fiscal distress status, the school district in fiscal distress has not corrected all issues that caused the classification of fiscal distress, the State Board, after a public hearing, shall consolidate, annex, or reconstitute the school district under Ark. Code Ann. § 6-20-1910 and these Rules.
- 10.05.3.1 The State Board may grant additional time for a public school or school district to remove itself from fiscal distress by issuing a written finding supported by a majority of the State Board explaining in detail that the

public school or school district could not remove itself from fiscal distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.

10.05.4 Nothing in Ark. Code Ann. § 6-20-1910 or these Rules shall be construed to prevent the Department of Education or the State Board from taking any of the actions listed in Ark. Code Ann. § 6-20-1909 or Ark. Code Ann. § 6-20-1910 at any time to address a school district in fiscal distress.

12.00 EARLY INDICATORS OF FISCAL DISTRESS

- 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 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 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.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC CHARTER SCHOOLS
October 2013

1.00 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Public Charter Schools.
- 1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-23-101 et seq., 25-15-201 et seq., and Act 509 of 2013.

2.00 LEGISLATIVE AND REGULATORY INTENT

- 2.01 It is the intent of the Arkansas General Assembly, and of these rules, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:
- 2.01.1 Improve student learning;
- 2.01.2 Increase learning opportunities for all students, with special emphasis on expanding learning experiences for students who are identified as low-achieving;
- 2.01.3 Encourage the use of different and innovative teaching methods;
- 2.01.4 Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- 2.01.5 Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and
- 2.01.6 Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

Source: Ark. Code Ann. § 6-23-102

3.00 DEFINITIONS

- 3.01 “Academic Eligibility” means qualified for selection or admission based upon academic performance.
- 3.02 “Affected School District” means each public school district from which an open-enrollment public charter school is expected to draw students for the purposes of enrollment; the public school district in which the open-enrollment public charter school will be located; and each public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.
- 3.03 “Athletic Eligibility” means qualified for selection or admission based upon athletic performance or upon athletic eligibility requirements set forth by the Arkansas Activities Association.
- 3.04 “Application” means the proposal by a public school district or eligible entity for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status. *Source: Ark. Code Ann. § 6-23-103(1)*
- 3.05 “Authorizer” means an entity that authorizes a charter, which may be either the:
- 3.05.1 Department of Education; or
- 3.05.2 State Board of Education acting under Ark. Code Ann. § 6-23-703 and Section 10.0 of these rules. *Source: Act 509 of 2013*
- 3.06 “Average daily membership” means the total number of days of school attended plus the total number of days absent by students in kindergarten through grade twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth. Open-enrollment public charter school students who are enrolled in a curriculum that fulfills the requirements established by the State Board of Education under the Standards for Accreditation of Arkansas Public Schools and School Districts may be counted for average daily membership. *Source: Current rule as modified by Ark. Code Ann. § 6-20-2303(3).*

- 3.07 “Charter,” or “charter contract” means a performance-based contract for an initial five-year period between the authorizer and an approved applicant for public charter school status that exempts the public charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of Title 6 of the Arkansas Code specified in the contract. *Source: Ark. Code Ann. § 6-23-103(2)*. The initial charter or charter contract may be renewed as set forth in these rules. For the purposes of these rules, the initial five-year period of a charter begins to run on the July 1 following approval of the charter unless otherwise specified by the authorizer. The period for any subsequent renewal of an initial charter shall begin to run on the July 1 following approval of the renewal.
- 3.08 “Conversion public charter school” means a public school that has converted to operating under the terms of a charter approved by the local school board and the authorizer. *Source: Ark. Code Ann. § 6-23-103(3)*.
- 3.09 “Debt” means any financial obligation incurred by a public charter school which will not be paid in full within 365 days from the date on which the financial obligation is incurred. *Source: Current rule as modified herein*.
- 3.10 “Eligible entity” means:
- 3.10.1 A public institution of higher education;
 - 3.10.2 A private nonsectarian institution of higher education;
 - 3.10.3 A governmental entity; or
 - 3.10.4 An organization that:
 - 3.10.4.1 Is nonsectarian in its program, admissions policies, employment practices, and operations, and
 - 3.10.4.2 Has applied for tax-exempt status under § 501(c)(3) of the Internal Revenue Code of 1986. The eligible entity must obtain status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-103(4).

- 3.11 “Founding member” means any individual who is either:
- 3.11.1 A member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school; or
 - 3.11.2 A member of the initial governing nonadvisory board of the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-103(5).

- 3.12 “Letter of Intent” means a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. The letter of intent shall be submitted by the established deadline on forms provided by the Department of Education.

Source: Current rule.

- 3.13 “Limited Public Charter School” means a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the authorizer. *Source: Ark. Code Ann. § 6-23-103(6).*

- 3.14 “License” means the authority granted by the authorizer to an already-existing open-enrollment public charter sponsoring entity for the purpose of establishing another open-enrollment public charter school(s) provided the applicant for a charter license(s) meets the following minimum conditions: (1) maintains an existing open-enrollment public charter school charter from the authorizer; and (2) meets the requirements of Section 6.05 of these rules. *Source: Current rule and Ark. Code Ann. § 6-23-304.*

- 3.15 “Local school board” means a board of directors exercising the control and management of a public school district. For the purposes of these rules, “local school board” also refers to the board of directors of a school district where a public charter school will be physically located. *Source: Current rule and Ark. Code Ann. § 6-23-103(7).*

- 3.16 “Net assets” refers to the status of particular items upon the occurrence of the dissolution, nonrenewal, or revocation of the charter, with the purpose being to identify publicly-funded unencumbered assets as property of the state at that point. Specifically, “net assets” refer to any unencumbered asset for which public funds were spent. *Source: Attorney General Opinion No. 2007-204*

- 3.17 “Open-enrollment public charter school” means a public school that:
- 3.17.1 Is operating under the terms of a charter granted by the authorizer on the application of an eligible entity;
 - 3.17.2 May draw its students from any public school district in this state; and
 - 3.17.3 Is a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7801, as it existed on April 10, 2009.
 - 3.17.4 “Open-enrollment public charter school” also possesses the same meaning as given the term “charter school” in the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7221i, as it existed on April 10, 2009.

Source: Ark. Code Ann. § 6-23-103(8).

- 3.18 “Parent” means any parent, legal guardian, or other person having custody or charge of a school-age child. *Source: Ark. Code Ann. § 6-23-103(9).*
- 3.19 “Public school” means a school that is part of a public school district under the control and management of a local school board. *Source: Ark. Code Ann. § 6-23-103(10).*
- 3.20 “Public charter school” means a conversion public charter school, an open-enrollment public charter school, or a limited public charter school. *Source: Ark. Code Ann. § 6-23-103(11).*
- 3.21 “Sectarian” means of or relating to a particular religious sect. *Source: Black’s Law Dictionary, 8th Ed., 2004.*
- 3.22 “Short-term Line of Credit” means any financial obligation or obligations incurred by a public charter school as the result of an agreement by a lender or potential creditor to advance funds of ten thousand dollars (\$10,000.00) or more in the form of:

- 3.22.1 A loan (or combination of loans) that is payable in full in less than three hundred sixty-five (365) days from the date on which the financial obligation is incurred; or
- 3.22.2 A loan (or combination of loans) that does not define a date certain at which the loan is payable in full.

4.00 RULES APPLICABLE TO ALL PUBLIC CHARTER SCHOOLS

4.01 Charter Form for Public Charter Schools – Requirements – Revision

4.01.1 A charter for a public charter school shall:

- 4.01.1.1 Be in the form of a written contract signed by the Commissioner of Education and the chief operating officer of the public charter school;
- 4.01.1.2 Satisfy the requirements of Title 6, Chapter 23 of the Arkansas Code and of these rules; and
- 4.01.1.3 Ensure that the information required under Ark. Code Ann. § 6-23-404 is consistent with the information provided in the application and any modification that the authorizer may require.

4.01.2 Any revision or amendment of the charter for a public charter school may be made only with the approval of the authorizer.

Source: Ark. Code Ann. § 6-23-104

4.02 Authorizer Hearing Notice Requirements

- 4.02.1 For applications for a public charter school, the public charter school applicant shall submit its application according to a schedule set forth by the State Board of Education.
- 4.02.2 For renewal requests for a public charter school, the public charter school applicant shall submit its renewal request according to a schedule set forth by the State Board of Education.

4.02.3 Requests seeking amendments to current charters will be heard at the authorizer meetings in February and October of each year.

~~4.02.3~~ 4.02.4 For requests seeking authorizer approval for a change in the physical location of a public charter school, the public charter school applicant shall submit such request not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. For open-enrollment public charter schools, each such request shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school is located.

~~4.02.3~~ 4.02.4.1 For the purposes of these rules, a change in the physical location of a public charter school means a relocation of a public charter school from its present location.

~~4.02.3~~ 4.02.4.2 Requests for a change in the physical location of a public charter school shall include maps of the present and proposed future locations of the charter school, and shall identify the local public school district in which the proposed future location will be located.

~~4.02.3~~ 4.02.4.3 Not later than seven (7) days after receipt of the request to change the physical location of a public charter school, the Commissioner of Education may, in writing, require the public charter school, the local school district and the Department of Education to submit additional information, including without limitation a desegregation analysis, concerning the proposed change in the physical location of the public charter school. Should the Commissioner of Education require the submission of such additional information, he or she shall modify the deadlines contained in Sections 4.04.4, 4.04.5, 4.04.6 of these rules accordingly.

~~4.02.4~~ 4.02.5 For requests seeking authorizer approval for other amendments to a public school charter, the public charter school applicant shall submit such request not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. For open-enrollment public charter schools, each such request shall be

contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school will be located.

~~4.02.54.02.6~~ 4.02.64.02.6 For requests seeking authorizer approval for licenses for an existing open-enrollment public charter school, the open-enrollment public charter school applicant shall submit such request for license not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. Each such request shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school will be located.

~~4.02.64.02.7~~ 4.02.64.02.7 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education or his or her designee may waive the thirty-five (35) day deadline set forth in Sections ~~4.02.2~~ 4.02.3 through Sections ~~4.02.5~~ 4.02.6 of these rules. The decision of whether to grant such a waiver is within the sole discretion of the Commissioner of Education or his or her designee. If the Commissioner of Education, or his or her designee, grants such a waiver, he or she shall also adjust the resulting deadlines for local school districts and Department of Education staff contained in Sections 4.04.5 and 4.04.6 of these rules.

4.03 Basis and Procedure for Public Charter School Probation or Charter Modification, Revocation or Denial of Renewal

4.03.1 The authorizer may place a public charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the public charter school:

4.03.1.1 Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;

4.03.1.2 Failed to satisfy generally accepted accounting standards of fiscal management;

4.03.1.3 Failed to comply with this Title 6, Chapter 23 of the Arkansas Code or other applicable law or regulation; or

- 4.03.1.4 Failed to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the authorizer.
- 4.03.1.5 Pursuant to the federal mandate contained in P.L. 111-117, 123 Stat. 3264, the authorizer will consider increases in student academic achievement for all groups of students described in Section 1111 (b)(2)(C)(v) of the Elementary and Secondary Education Act as a primary factor in determining whether to non-renew or revoke a public charter school's charter. However, any one of the circumstances listed in Sections 4.03.1.1 through 4.03.1.4 of these rules may be reason enough to non-renew or revoke a public charter school's charter.
- 4.03.2 Any action the authorizer may take under Ark. Code Ann. § 6-23-105 and Section 4.02 of these rules shall be based on the best interests of the public charter school's students, the severity of the violation, and any previous violation the public charter school may have committed.
- 4.03.3 The authorizer's procedures for placing a public charter school on probation or modifying, revoking, or denying renewal of the school's charter can be found in these rules as follows:
 - 4.03.3.1 Conversion public charter schools: Section 5.07
 - 4.03.3.2 Open-enrollment public charter schools: Section 6.24
 - 4.03.3.3 Limited public charter schools: Section 7.12
- 4.03.4 There is no further right of appeal beyond the determination of the authorizer except as set forth in Sections 9.00 and 10.00 of these Rules.
- 4.03.5 The Arkansas Administrative Procedure Act, § 25-15-201 et seq., shall not apply to any hearing concerning a public charter school.

Source: Ark. Code Ann. § 6-23-105.

4.04 Impact on School Desegregation Efforts

- 4.04.1 The applicants for a public charter school, the local school board for the district in which the proposed public charter school would be located, and the authorizer shall carefully review the potential impact of an application for a public charter school 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.
- 4.04.2 The authorizer shall attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.
- 4.04.3 The authorizer shall not approve any public charter school under Title 6, Chapter 23, or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.
- 4.04.4 A public charter school or applicant shall provide to the Department of Education, with a copy to the local school board for the school district in which the public charter school is or will be located, a desegregation analysis carefully reviewing the potential impact of the public charter school's application or request 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:
- 4.04.4.1 In its application for a public charter school charter;
 - 4.04.4.2 In its renewal request for its existing public charter school charter;
 - 4.04.4.3 In its request to change the physical location of its existing charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;
 - 4.04.4.4 In any request to amend its existing charter to increase its enrollment cap or add grade levels; and

4.04.4.5 For an existing open-enrollment public charter school, in any request for a license.

4.04.5 The local school board of the school district in which the proposed public charter school is or will be located may provide to the Department of Education, with a copy to the public charter school or applicant, a desegregation analysis carefully reviewing the potential impact of an application for a public charter school, or a request under Section 4.04.4 above, 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:

4.04.5.1 Not later than twenty (20) days prior to the authorizer's consideration of an application of a public charter school;

4.04.5.2 Not later than twenty (20) days prior to the authorizer's consideration of a proposed renewal of a public charter school;

4.04.5.3 Not later than twenty (20) days prior to the authorizer's consideration of a change in the physical location of a public charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

4.04.5.4 Not later than twenty (20) days prior to the authorizer's consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels; and

4.04.4.5 Not later than twenty (20) days prior to the authorizer's consideration of a proposed license for an existing open-enrollment public charter school.

4.04.5.6 Failure of the local school board of the district in which the proposed public charter school will be located to submit to the Department of Education 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 authorizer.

- 4.04.6 In accordance with Section 4.04 of these rules, the Department of Education staff shall submit to the authorizer, with copies to the public charter school or applicant and the local school board of the school district in which the public charter school is or will be located, a desegregation analysis:
- 4.04.6.1 Not later than ten (10) days prior to the authorizer’s consideration of an application of a public charter school;
 - 4.04.6.2 Not later than ten (10) days prior to the authorizer’s consideration of a proposed renewal of a public charter school;
 - 4.04.6.3 Not later than ten (10) days prior to the authorizer’s consideration of a change in physical location of a public charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;
 - 4.04.6.4 Not later than ten (10) days prior to the authorizer’s consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels;
 - 4.04.6.5 Not later than ten (10) days prior to the authorizer’s consideration of a proposed license for an existing open-enrollment public charter school; and
 - 4.04.6.5 At any other time as directed by the authorizer or the Commissioner of Education.
 - 4.04.6.6 The Department of Education’s desegregation analysis will include as attachments the desegregation analyses provided by the applicant or public charter school and the local school board in which the public charter school is or will be located.

Source: Ark. Code Ann. § 6-23-106.

4.05 Observance of Anti-Discrimination Laws

- 4.05.1 All public charter schools shall observe and comply with all anti-discrimination laws, both federal and state, except where otherwise exempted under federal charter school law.
- 4.05.2 All public charter schools are responsible for meeting the requirements of the Individuals with Disabilities Act (IDEA) and these rules.
- 4.05.3 All public charter schools are responsible for meeting the requirements of Section 504 of the Rehabilitation Act.

Source: Current rules as modified.

4.06 Reporting Requirements

- 4.06.1 Within ten (10) calendar days of the close of the first quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:
 - 4.06.1.1 The number of applications for enrollment received;
 - 4.06.1.2 The number of applicants with a disability identified under the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq.; and
 - 4.06.1.3 The number of applications for enrollment the public charter school denied and an explanation of the reason for each denial.
- 4.06.2 Within ten (10) calendar days of the close of the fourth quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:
 - 4.06.2.1 The number of students in each of the following categories:
 - 4.06.2.1.1 Students who dropped out of the public charter school during the school year;
 - 4.06.2.1.2 Students who were expelled during the school year by the public charter school;

- 4.06.2.1.3 Students who were enrolled in the public charter school but for a reason other than those cited under Sections 4.06.2.1.1 and 4.06.2.1.2 did not complete the school year at the public charter school;
 - 4.06.2.1.4 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to another open-enrollment public charter school;
 - 4.06.2.1.5 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a private school;
 - 4.06.2.1.6 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a home school;
 - 4.06.2.1.7 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a school outside of Arkansas; and
 - 4.06.2.1.8 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a traditional public school district within Arkansas.
 - 4.06.2.1.9 The report shall identify the dates of transfer for all students identified in Section 4.06.2.1.8.
- 4.06.2.2 For all students enrolled in the public charter school, the scores for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., including without limitation benchmark assessments and end-of-course assessments

- 4.06.2.3 If there is any discrepancy in the number of students for whom scores are reported under Section 4.06.2.2 of these rules, and the number of students enrolled at the beginning of the school year, the public charter school shall explain in the report the reason for the discrepancy.
- 4.06.3 The Department of Education shall not exempt a public charter school from the reporting required under Section 4.06 of these rules.
- 4.06.4 The Department of Education shall publish a copy of each report on the department's website.
- 4.06.5 If a public charter school fails to comply with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules, the Department of Education shall note the failure in the annual evaluation of the public charter school.
- 4.06.6 Every public charter school shall furnish any other information, record, or report requested by the Department of Education Charter School Office unless disclosure of the information, record, or report is explicitly prohibited by court order or by federal or state law.
- 4.06.7 The Department of Education Charter School Office shall, at least annually, post on the Department of Education's website a list of deadlines for which legally required reports are due from the public charter school to the Department of Education.

Source: Ark. Code Ann. § 6-23-107 – Act 993 of 2011.

- 4.07 Public Charter Schools Receiving Federal Dissemination Grants from the Arkansas Department of Education
- 4.07.1 Public Charter Schools that receive federal dissemination grant funds from the Department of Education shall, by July 1 of each year, provide the Department of Education Charter School Office with a list of the public charter school's best or promising practices in accordance with their approved dissemination grant applications.
- 4.07.2 By August 1 of each year, the Department of Education Charter School Office will post a link of each public charter school's best or promising practices on the Department of Education's website.

4.08 Application Process, Schedule and Forms

- 4.08.1 A procedure for establishing a public charter school shall be published by the Department of Education as approved by the State Board.
- 4.08.2 All dates and requirements listed in the procedures for establishing a public charter school shall be strictly followed by the public charter school applicant.
- 4.08.3 If all dates and requirements listed in the procedures for establishing a public charter school are not strictly followed by the public charter school applicant, the authorizer may refuse to consider the application.
- 4.08.4 Application forms and other documents needed for the public charter school application process shall be provided by the Arkansas Department of Education Charter School Office and are incorporated into these rules as if fully set forth herein.
- 4.08.5 Any requests for technical assistance by a charter applicant shall be made to the Arkansas Department of Education Charter School Office.
- 4.08.6 Letter of Intent: Each public charter school letter of intent shall be submitted by the potential applicant by certified mail, hand delivery or by electronic means and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any letter of intent not received by the established deadline.
- 4.08.7 Charter Application: Each public charter school application shall be submitted by the applicant by certified mail, hand delivery or by electronic means and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any application not received by the established deadline.
- 4.08.8 The Department of Education shall review the application for a public charter school and present to the authorizer a written evaluation of the application. The Department's evaluation shall be sent to the public charter school applicant.

4.08.9 The public charter school applicant shall be allowed an opportunity to submit a written response to the Arkansas Department of Education's evaluation by an established deadline.

4.08.10 The Department of Education may require additional information from a charter applicant to be delivered by the charter applicant in oral or written form, or both.

5.00 RULES APPLICABLE TO CONVERSION PUBLIC CHARTER SCHOOLS

5.01 Application for Conversion Public Charter School Status

5.01.1 Any public school district may apply to the authorizer for conversion public charter school status for a public school in the public school district in accordance with a schedule approved by the State Board. The authorizer shall not approve an application for conversion public charter school status that has not first been approved by the school district's board of directors.

5.01.2 A public school district's application for conversion public charter school status for the public school may include, without limitation, the following purposes:

5.01.2.1 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;

5.01.2.2 Addressing school improvement status resulting from sanctions listed in Ark. Code Ann. §§ 6-15-207(c)(8) and 6-15-429(a) and (b); or

5.01.2.3 Partnering with other public school districts or public schools to address students' needs in a geographical location or multiple locations.

5.01.3 An application for a conversion public charter school shall:

- 5.01.3.1 Describe the results of a public hearing called by the local school board for the purpose of assessing support of an application for conversion public charter school status.
- 5.01.3.2 Notice of the public hearing shall be:
 - 5.01.3.2.1 Distributed to the community, licensed personnel, and the parents of all students enrolled at the public school for which the public school district initiated the application; and
 - 5.01.3.2.2 Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting;
- 5.01.3.3 Describe a plan for school improvement that addresses how the conversion public charter school will improve student learning and meet the state education goals;
- 5.01.3.4 Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the conversion public charter school in improving student learning and meeting or exceeding the state education goals;
- 5.01.3.5 Describe how the licensed employees and parents of the students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria;
- 5.01.3.6 Describe how the concerns of licensed employees and parents of students enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan; and
- 5.01.3.7 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the

State Board from which the public charter school will be exempt.

- 5.01.4 A licensed teacher employed by a public school in the school year immediately preceding the effective date of a charter for a public school conversion within that public school district may not be transferred to or be employed by the conversion public charter school over the licensed teacher's objection, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.
- 5.01.5 If the transfer of a teacher within the public school district is not possible because only one (1) public school exists for that teacher's certification level, then the local school board shall call for a vote of the licensed teachers in the proposed conversion public charter school site and proceed, at the local school board's option, with the conversion public charter school application if a majority of the licensed teachers approve the proposal.

Source: Ark. Code Ann. § 6-23-201.

5.02 Authorization for Conversion Public Charter School Status

- 5.02.1 As requested by the conversion public charter school applicant, the authorizer shall review the application for conversion public charter school status and may approve any application that:
- 5.02.1.1 Provides a plan for improvement at the school level for improving student learning and for meeting or exceeding the state education goals;
 - 5.02.1.2 Includes a set of performance-based objectives and student achievement objectives for the term of the charter and the means for measuring those objectives on at least a yearly basis;
 - 5.02.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the conversion public charter school, as well as the licensed employees and the

broader community, in the process of carrying out the terms of the charter; and

- 5.02.1.4 Includes an agreement to provide a yearly report to parents, the community, the local school board, and the authorizer that indicates the progress made by the conversion public

charter school in meeting the performance objectives during the previous year.

Source: Ark. Code Ann. § 6-23-202.

5.03 Resubmission of Conversion Public Charter School Applications

5.03.1 The authorizer may allow applicants to resubmit applications for conversion public charter school status if the original application was, in the opinion of the authorizer, deficient in one (1) or more respects.

5.03.2 The Department of Education may provide technical assistance to the conversion public charter school applicants in the creation or modification of these applications.

Source: Ark. Code Ann. § 6-23-203

5.04 **Public Conversion Charter School Renewal:** The authorizer is authorized to renew charters of conversion public charter schools on a one-year or multiyear basis, not to exceed five (5) years, after the initial five-year period if the renewal is approved by the local school board.

Source: Ark. Code Ann. § 6-23-204

5.05 **Teacher Hires when Charter Revoked:** If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the charter is employed by a conversion public charter school and the charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the public school district where the licensed teacher was formerly employed.

5.06 Authorizer Hearing Procedures Related to Conversion Public Charter Schools (Application, Renewal, or Request for Charter Amendment)

5.06.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

5.06.2 The conversion public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed

conversion public charter school, renewal, or amendment. The Chair of authorizing body may grant additional time, if necessary.

- 5.06.3 Parties opposed to the conversion public charter school application, renewal, or amendment, if any, shall have twenty (20) minutes to present their case to the authorizer for disapproval of the proposed conversion public charter school, renewal, or amendment. The Chair of the authorizing body may grant additional time, if necessary.
- 5.06.4 The conversion public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the conversion public charter school application, renewal, or amendment. The Chair of the authorizing body may grant additional time, if necessary.
- 5.06.5 The authorizer will follow the presentation with discussion of the conversion public charter school application or request and questions, if any, to the conversion public charter school or applicant, opposing parties, or both.
- 5.06.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.
- 5.06.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or amendment in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application or request.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

5.07 Authorizer Hearing Procedures Related to Conversion Public Charter Schools (Modification, Probation or Revocation of Charter)

- 5.07.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the conversion public charter school.

- 5.07.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.
- 5.07.3 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the authorizer for modification, probation, or revocation of a conversion public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.
- 5.07.4 The conversion public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the conversion public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.
- 5.07.5 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the conversion public charter school, or both.
- 5.07.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

6.00 RULES APPLICABLE TO OPEN-ENROLLMENT PUBLIC CHARTER SCHOOLS

6.01 Application for an Open-Enrollment Public Charter School

- 6.01.1 Pursuant to Title 6, Chapter 23 of the Arkansas Code and these rules, an eligible entity may apply to the authorizer to grant a charter for an open-enrollment public charter school to operate in a facility of a commercial or nonprofit entity or a public school district. As noted in Section 6.17.11 of these Rules, an open-enrollment public charter school shall have the right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a

public school district from which it draws students if the public school district decides to sell or lease the public school facility.

- 6.01.2 The authorizer shall adopt an application form, schedule, and a procedure that must be used to apply for an open-enrollment public charter school. The State Board shall adopt any applications, forms, schedules and procedures that are required to be promulgated through the Administrative Procedure Act.
- 6.01.3 The authorizer shall adopt, in conjunction with the application form adopted under section 6.01.2 of these Rules, a scoring rubric that shall constitute criteria to inform the authorizer's approval of a program for which an open-enrollment public charter may be granted. The State Board shall adopt any rubric that is required to be promulgated through the Administrative Procedure Act.
- 6.01.4 The application to the authorizer for an open-enrollment public charter school shall be made in accordance with a schedule approved by the authorizer. The State Board shall adopt any schedule that is required to be promulgated through the Administrative Procedure Act.
- 6.01.5 The application form must provide space for including all information required under Title 6, Chapter 23 and these rules to be contained in the charter.
- 6.01.6 The application for an open-enrollment public charter school shall:
- 6.01.6.1 Describe the results of a public hearing called by the applicant for the purpose of assessing support for an application for an open-enrollment public charter school.
 - 6.01.6.1.1 Notice of the public hearing shall be published one (1) time a week for three (3) consecutive weeks in a newspaper having general circulation in the public school district in which the open-enrollment public charter school is likely to be located.
 - 6.01.6.1.1.1 The last publication of notice shall be no less than seven (7)

days before the public meeting.

6.01.6.1.1.2 The notice shall not be published in the classified or legal notice section of the newspaper.

6.01.6.1.2 Within seven (7) calendar days following the first publication of notice required under Section 6.01.6.1.1 of these rules, letters announcing the public hearing shall be sent to the superintendent of each of the public 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 public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

6.01.6.1.3 An affected school district may submit written comments concerning the application to the authorizer to be considered at the time of the authorizer's review of the application.

6.01.6.2 Describe a plan for academic achievement that addresses how the open-enrollment public charter school will improve student learning and meet the state education goals;

6.01.6.3 Outline the proposed performance criteria that will be used during the initial five-year period of the open-enrollment public charter school operation to measure its progress in improving student learning and meeting or exceeding the state education goals;

6.01.6.4 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the

State Board from which the open-enrollment public charter school seeks to be exempted;

6.01.6.5 Describe the facility to be used for the open-enrollment public charter school and state the facility's current use.

6.01.6.5.1 If the facility to be used for an open-enrollment public charter school is a public school district facility, the open-enrollment public charter school must operate in the facility in accordance with the terms established by the local school board of the public school district in an agreement governing the relationship between the open-enrollment public charter school and the public school district.

6.01.6.5.2 If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the authorizer.

6.01.6.6 Include a detailed budget and a governance plan for the operation of the open-enrollment public charter school.

6.01.7 Review and Approval by the Local School Board:

6.01.7.1 The application may be reviewed and approved by the local school board of the public school district in which the proposed open-enrollment public charter school will operate.

6.01.7.2 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.

- 6.01.7.3 The applicant may submit to the authorizer for expedited review an application approved by the local school board under Section 6.01.7.1 of these rules.
 - 6.01.7.4 If the local school board disapproves the application, or if the local school board takes no action in the time allowed by Section 6.01.7.2 of these Rules, the applicant shall have an immediate right to proceed with a written notice of appeal to the authorizer.
 - 6.01.7.5 The authorizer shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal or a request for review, unless the applicant and the local school board agree to a later date.
 - 6.01.7.6 All interested parties may appear at the hearing and present relevant information regarding the application.
- 6.02 A licensed teacher employed by a public school district in the school year immediately preceding the effective date of a charter for an open-enrollment public charter school operated at a public school facility may not be transferred to or be employed by the open-enrollment public charter school over the licensed teacher's objections.

Source: Ark. Code Ann. §§ 6-23-301 and 6-23-302 as amended by Act 993 of 2011

6.03 Authorization for an Open-Enrollment Public Charter School

- 6.03.1 As requested by the applicant for an open-enrollment public charter school, the authorizer shall review the application for an open-enrollment public charter school and may approve any application that:
 - 6.03.1.1 Provides a plan for academic achievement that addresses how the open-enrollment public charter school proposes to improve student learning and meet the state education goals;
 - 6.03.1.2 Includes a set of performance criteria that will be used during the initial five-year period of the open-enrollment

public charter school's operation to measure its progress in meeting its academic performance goals;

- 6.03.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the open-enrollment public charter school, the licensed employees, and the broader community in carrying out the terms of the open-enrollment charter;
- 6.03.1.4 Includes an agreement to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the open-enrollment public charter school during the previous academic year in meeting its academic performance objectives;
- 6.03.1.5 Includes a detailed budget, a business plan, and a governance plan for the operation of the open-enrollment public charter school; and
- 6.03.1.6 Establishes the eligible entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-303

6.04 Other Application Requirements – Preference for Certain Districts

6.04.1 The authorizer may approve or deny an application based on:

- 6.04.1.1 Criteria provided by law;
- 6.04.1.2 Criteria provided by rule adopted by the authorizer under section 6.01.3 of these Rules;
- 6.04.1.3 Findings of the authorizer relating to improving student performance and encouraging innovative programs; and

- 6.04.1.4 Written findings or statements received by the authorizer from any public school district likely to be affected by the open-enrollment public charter school.
- 6.04.2 The authorizer shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:
 - 6.04.2.1 When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;
 - 6.04.2.2 When the district has been classified by the State Board as in academic distress under Ark. Code Ann. § 6-15-428; or
 - 6.04.2.3 When the district has been classified by the Department of Education as in some phase of school improvement status under Ark. Code Ann. § 6-15-426 or some phase of fiscal distress under the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.
- 6.04.3 The Department of Education, State Board, or a combination of the department and the State Board may grant no more than a total of twenty-four (24) charters for open-enrollment public charter schools except as provided under Section 6.04.3.1 below.
 - 6.04.3.1 If the cap on the number of charters available for an open-enrollment public charter schools is within two (2) charters of meeting any existing limitation or cap on available open-enrollment charters, the number of available charters shall automatically increase by five (5) slots more than the most recent existing limitation or cap on open-enrollment charters.
 - 6.04.3.2 By March 1 each year, the Department of Education shall issue a Commissioner's Memo stating the existing limitation on the number of charters available for open-enrollment public charter schools and the number of

charters available for open-enrollment public charter schools during the next application cycle.

- 6.04.4 An open-enrollment public charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 6.05 of these rules.
- 6.04.5 An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized under Ark. Code Ann. § 6-13-1601 et seq., until after the third year of the administrative reorganization.
- 6.04.6 A private or parochial elementary or secondary school shall not be eligible for open-enrollment public charter school status.

Source: Ark. Code Ann. § 6-23-304 as amended by Act 987 of 2011

6.05 Open-Enrollment Public Charter School Licenses

- 6.05.1 A charter applicant that receives an approved open-enrollment public charter may petition the authorizer for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas if the applicant meets the following conditions:
 - 6.05.1.1 The approved open-enrollment public charter applicant has demonstrated academic success as defined by the State Board for all public schools;
 - 6.05.1.2 The approved open-enrollment public charter applicant has not:
 - 6.05.1.2.1 Been subject to any disciplinary action by the authorizer;
 - 6.05.1.2.2 Been classified as in academic or fiscal distress;
 - 6.05.1.2.3 Had its open-enrollment public charter placed on charter school probation or suspended or revoked under Ark. Code Ann.

§ 6-23-105 or Section 4.03 of these rules;
and

- 6.05.1.2.4 The authorizer determines in writing by a majority of a quorum present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in Section 6.05 of these rules.

Source: Ark. Code Ann. § 6-23-304 as amended by Act 993 of 2011

6.06 Resubmission of Open-Enrollment Public Charter School Applications

- 6.06.1 If the authorizer disapproves an application for an open-enrollment public charter school, the authorizer shall notify the applicant in writing of the reasons for such disapproval.
- 6.06.2 The authorizer may allow the applicant for an open-enrollment public charter school to resubmit its application if the original application was found to be deficient by the authorizer.
- 6.06.3 The Department of Education may provide technical assistance to the applicant for an open-enrollment public charter school in the creation or modification of its application.

Source: Ark. Code Ann. § 6-23-305

6.07 Contents of Open-Enrollment Public Charters

- 6.07.1 An open-enrollment public charter granted by the authorizer shall:
- 6.07.1.1 Describe the educational program to be offered;
- 6.07.1.2 Specify the period for which the open-enrollment public charter or any renewal is valid;
- 6.07.1.3 Provide that the continuation or renewal of the open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and on compliance with any accountability

provision specified by the open-enrollment public charter, by a deadline, or at intervals specified by the open-enrollment public charter;

- 6.07.1.4 Establish the level of student performance that is considered acceptable for the purposes of Section 6.07.1.3 of these rules;
- 6.07.1.5 Specify any basis, in addition to a basis specified by Title 6, Chapter 23 of the Arkansas Code or Section 4.03 of these rules, on which the open-enrollment public charter school may be placed on probation or its charter revoked or on which renewal of the open-enrollment public charter school may be denied;
- 6.07.1.6 Prohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows:
 - 6.07.1.6.1 The open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools;
 - 6.07.1.6.2 Consistent with the requirements of Section 6.07.1.14.3 of these rules, the open-enrollment public charter school may allow a weighted lottery to be used in the student selection process when necessary to comply with Title VI of the federal civil rights act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation; and
 - 6.07.1.6.3 The open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public

school district in accordance with Title 6 of the Arkansas Code.

- 6.07.1.7 Specify the grade levels to be offered;
- 6.07.1.8 Describe the governing structure of the program;
- 6.07.1.9 Specify the qualifications to be met by professional employees of the program;
- 6.07.1.10 Describe the process by which the persons providing the program will adopt an annual budget;
- 6.07.1.11 Describe the manner in which the annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the persons providing the program will provide information necessary for the public school district in which the program is located to participate;
- 6.07.1.12 Describe the facilities to be used, including the terms of the facility utilization agreement if the facility for the open-enrollment public charter school is owned or leased from a sectarian organization;
- 6.07.1.13 Describe the geographical area, public school district, or school attendance area to be served by the program;
- 6.07.1.14 Specify the methods for applying for admission, enrollment criteria, and student recruitment and selection processes.
 - 6.07.1.14.1 Except as provided in Section 6.07.1.14.2 of these rules, if more eligible students apply for a first-time admission than the open-enrollment public charter school is able to accept by the annual deadline that the open-enrollment public charter school has established for the receipt of applications for the next school year, the open-enrollment public charter must require the open-

enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

6.07.1.14.1.1 If there are still more applications for admissions than the open-enrollment public charter school is able to accept after the completion of the random, anonymous student selection method, then the open-enrollment public charter school shall place the applicants on a waiting list for admission.

6.07.1.14.1.2 The waiting list is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection.

6.07.1.14.2 However, an open-enrollment public charter school may allow a preference for:

6.07.1.14.2.1 Children of the founding members of the eligible entity. The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school; and

6.07.1.14.2.2 Siblings of students currently enrolled in the open-enrollment public charter school.

6.07.1.14.3 The open-enrollment public charter may use a weighted lottery in the student selection process only when necessary to comply with a:

6.07.1.14.3.1 Federal court order; or

6.07.1.14.3.2 Federal administrative order issued by an appropriate federal agency having proper authority to enforce remedial measures necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972 and the equal protection clause of the Fourteenth Amendment to the United States Constitution.

6.07.1.15 Include a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.

Source: Ark. Code Ann. § 6-23-306 as amended by Act 993 of 2011

6.08 Renewal of an Open-Enrollment Charter: After the initial five-year period of an open-enrollment public charter, the authorizer may renew the open-enrollment public charter on a one-year or multiyear basis, not to exceed twenty (20) years.

Source: Ark. Code Ann. § 6-23-307 as amended by Act 993 of 2011

- 6.09 **Priority Hiring for Teachers:** If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the open-enrollment public charter is employed by an open-enrollment public charter school and the open-enrollment public charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the school district where the licensed teacher was formerly employed.

Source: Ark. Code Ann. § 6-23-308

- 6.10 **Status Report:** The authorizer shall report on the status of the open-enrollment public charter school programs to the General Assembly each biennium and to the House Committee on Education and the Senate Committee on Education during the interim between regular sessions of the General Assembly.

Source: Ark. Code Ann. § 6-23-310

- 6.11 **Authority under a Charter for Open-Enrollment Public Charter Schools**

6.11.1 **An open-enrollment public charter school:**

- 6.11.1.1 Shall be governed by an eligible entity that is fiscally accountable under the governing structure as described by the charter;
- 6.11.1.2 Shall provide instruction to students at one (1) or more elementary or secondary grade levels as provided by the charter;
- 6.11.1.3 Shall retain the authority to operate under the charter contingent on satisfactory student performance as provided by the charter in accordance with Title 6, Chapter 23 of the Arkansas Code and these rules;
- 6.11.1.4 Shall have no authority to impose taxes;
- 6.11.1.5 Shall not incur any debts without the prior review and approval of the Commissioner of Education;

- 6.11.1.5.1 Requests for approval of debt must be submitted to the Commissioner of Education by the open-enrollment public charter school no later than thirty (30) days prior to the date upon which the debt will be incurred.
- 6.11.1.5.2 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education may waive the thirty (30) day deadline set forth in Section 6.11.1.5.1 of these rules. The decision of whether to grant such a waiver is within the sole discretion of the Commissioner of Education.
- 6.11.1.6 Shall not enter into any short-term line of credit, or receive any funds from a short-term line of credit, without prior notice to the Commissioner of Education;
 - 6.11.1.6.1 Notice of a short-term line of credit must identify the lender or creditor, the principal amount, the interest rate, and the payment terms;
 - 6.11.1.6.2 No public funds may be used to repay any short-term line of credit unless prior notice of the line of credit was given to and received by the Commissioner of Education;
- 6.11.1.7 Shall not charge students tuition or fees that would not be allowable charges in the public school districts; and
- 6.11.1.8 Shall not be religious in its operations or programmatic offerings.

- 6.11.2 An open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation promulgated by the State Board under Title 6 of the Arkansas Code relating to:
- 6.11.2.1 Monitoring compliance with Title 6 of the Arkansas Code, as determined by the Commissioner;
 - 6.11.2.2 Public school accountability under Title 6 of the Arkansas Code;
 - 6.11.2.3 High school graduation requirements as established by the State Board;
 - 6.11.2.4 Special education programs as provided by Title 6 of the Arkansas Code;
 - 6.11.2.5 Conducting criminal background checks for employees as provided by Title 6 of the Arkansas Code;
 - 6.11.2.6 Health and safety codes as established by the State Board and local governmental entities; and
 - 6.11.2.7 Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest.

Source: Ark. Code Ann. § 6-23-401

6.12 Enrollment Numbers and Deadline:

- 6.12.1 An open-enrollment public charter school may enroll a number of students not to exceed the number of students specified in its charter.
- 6.12.2 Any student enrolling in an open-enrollment public charter school shall enroll in that school by the deadline established in Ark. Code Ann. § 6-23-402 for the upcoming school year during which the student will be attending the open-enrollment public charter school.

6.12.3 However, if a student enrolled by the deadline established in Ark. Code Ann. § 6-23-402 should no longer choose to attend the open-enrollment public charter school or if the open-enrollment public charter school has not yet met its enrollment cap, the open-enrollment public charter school may enroll a number of replacement or additional students not to exceed the enrollment cap of the open-enrollment public charter school.

6.12.4 Open-enrollment public charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

Source: Ark. Code Ann. § 6-23-402 as amended by Acts 989 and 993 of 2011

6.13 Annual Audit of Open-Enrollment Public Charter School Required:

6.13.1 Any other provision of the Arkansas Code or these rules notwithstanding, an open-enrollment public charter school shall be subject to the same auditing and accounting requirements as any other public school district in the state.

6.13.2 An open-enrollment public charter school shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 each year in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and containing any other data as determined by the State Board for all public schools.

6.13.3 If the school is an open-enrollment public charter school in its first year of operation, the Legislative Auditor shall prepare the required annual financial audit for the school unless:

6.13.3.1 The open-enrollment public charter school chooses to retain the services of a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; and

6.13.3.2 The authorizer approves the open-enrollment public charter school's use of an entity other than the Legislative Auditor to prepare the annual financial audit.

- 6.13.4 No open-enrollment public charter school shall engage an accountant or accounting firm to conduct any audit if the accountant or accounting firm is listed on any ineligibility list maintained by the Department of Education or the Division of Legislative Audit.

Source: Ark. Code Ann. §§ 6-23-403, 6-23-505, and 10-4-413 as amended by Act 993 of 2011.

6.14 Evaluation of Open-Enrollment Public Charter Schools:

- 6.14.1 The Department of Education shall cause to be conducted an annual evaluation of open-enrollment public charter schools.

- 6.14.2 An annual evaluation shall include, without limitation, consideration of:

- 6.14.2.1 Student scores under the statewide assessment program described in Ark. Code Ann. § 6-15-433;
- 6.14.2.2 Student attendance;
- 6.14.2.3 Student grades;
- 6.14.2.4 Incidents involving student discipline;
- 6.14.2.5 Socioeconomic data on students' families;
- 6.14.2.6 Parental satisfaction with the schools;
- 6.14.2.7 Student satisfaction with the schools; and
- 6.14.2.8 The open-enrollment public charter school's compliance with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules.

- 6.14.3 The authorizer may require the charter holder to appear before the authorizer to discuss the results of the evaluation and to present further information to the authorizer as the authorizer deems necessary.

Source: Ark. Code Ann. § 6-23-404 as amended by Act 993 of 2011

- 6.15 Monthly Reports: An open-enrollment public charter school in its initial school year of operation shall provide monthly reports on its enrollment status and compliance with its approved budget for the current school year to the Department of Education.

Source: Ark. Code Ann. § 6-23-405 as added by Act 993 of 2011

- 6.16 Department of Education Review: The Department of Education shall:
- 6.16.1 Conduct an end-of-semester review of each open-enrollment public charter school that is in its initial school year of operation at the end of the first semester and at the end of the school year; and
 - 6.16.2 Report to the State Board and the Commissioner of Education on the open-enrollment public charter school's:
 - 6.16.2.1 Overall financial condition; and
 - 6.16.2.2 Overall condition of student enrollment.

Source: Ark. Code Ann. § 6-23-406 as added by Act 993 of 2011

- 6.17 Funding for Open-Enrollment Public Charter Schools
- 6.17.1 An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under Ark. Code Ann. § 6-20-2305(a) and (b) as well as any other funding that a public charter school is entitled to receive under law or under rules promulgated by the State Board.
 - 6.17.2 For the first year of operation and any year the open-enrollment public charter school adds a new grade, the foundation funding for an open-enrollment public charter school is determined as follows:
 - 6.17.2.1 The initial funding estimate shall be based on enrollment as of the deadline established by Ark. Code Ann. § 6-23-501;
 - 6.17.2.2 In December, funding will be adjusted based upon the first quarter average daily membership; and

- 6.17.2.3 A final adjustment will be made after the current three-quarter average daily membership is established.
- 6.17.3 For the second year and each school year thereafter, the previous year's average daily membership will be used to calculate foundation funding amounts.
- 6.17.4 National school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4) shall be provided to an open-enrollment public charter school as follows:
- 6.17.4.1 For the first year of operation and in any year when a grade is added, free or reduced-price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding; and
- 6.17.4.2 For the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.
- 6.17.5 Professional development funding under Ark. Code Ann. § 6-20-2305(b)(5) shall be provided to an open-enrollment public charter school for the first year of operation and in any year in which a grade is added as follows:
- 6.17.5.1 In the first year of operation and in any year when a grade is added, the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of the date required by Ark. Code Ann. § 6-23-501 multiplied by the per-student professional development funding amount under Ark. Code Ann. § 6-20-2305(b)(5) for that school year.

- 6.17.5.2 For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily membership multiplied by the per-student professional development funding amount for that school year.
- 6.17.6 The Department of Education shall distribute other categorical funding under Ark. Code Ann. § 6-20-2305(a) and (b) for which an open-enrollment public charter school is eligible as provided by state law and rules promulgated by the State Board.
- 6.17.7 An open-enrollment public charter school shall not be denied foundation funding or categorical funding in the first year or any year of operation provided that the open-enrollment public charter school submits to the Department of Education the number of students eligible for funding as specified in applicable rules.
- 6.17.8 Foundation funding for an open-enrollment public charter school shall be paid in twelve (12) installments each fiscal year.
- 6.17.9 An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.
- 6.17.10 Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.
- 6.17.11 An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws students if the public school district decides to sell or lease the public school facility.
- 6.17.11.1 The public school district may not require lease payments that exceed the fair market value of the property.
- 6.17.11.2 The application of this Section 6.17.11 is subject to the rights of a repurchase under Ark. Code Ann. § 6-13-103 regarding property taken by eminent domain.

- 6.17.11.3 A public school district is exempt from the requirements of this Section 6.17.11 if the public school district, through an open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open-enrollment public charter school for an amount that exceeds the fair market value.
- 6.17.11.4 The purposes of this Section 6.17.11 are to:
- 6.17.11.4.1 Acknowledge that taxpayers intended a public school facility to be used as a public school; and
- 6.17.11.4.2 Preserve the option to continue that use.
- 6.17.11.5 Nothing in this Section 6.17.11 is intended to diminish the opportunity for an Arkansas Better Chance program to bid on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-501 as amended by Acts 989 and 993 of 2011

6.18 Source of Funding for Open-Enrollment Public Charter Schools

- 6.18.1 Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.
- 6.18.2 The amount set aside shall be determined by the State Board.

Source: Ark. Code Ann. § 6-23-502

6.19 Use of Funding by Open-Enrollment Public Charter Schools

- 6.19.1 An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.
- 6.19.2 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.

- 6.19.3 Every contract or lease into which an open-enrollment public charter school enters shall include the wording of Section 6.19.2 of these rules.

Source: Ark. Code Ann. § 6-23-503

- 6.20 Employee Benefits: Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

Source: Ark. Code Ann. § 6-23-504

6.21 Deposit and Management of Charter School Funds

- 6.21.1 All charter school funds, including state foundation funding, other state funding, federal funding, and grants and private donations received directly by a charter school, shall be deposited into a bank account titled in the name of the charter school.

- 6.21.2 Non-charter school funds of the sponsoring entity shall be deposited in a separate bank account titled in the name of the sponsoring entity and shall not be commingled with charter school funds.

- 6.21.3 If the charter school operates an approved federal child nutrition program, food service revenues shall be deposited and managed as required by federal law and by any regulations promulgated by the Arkansas Department of Education Child Nutrition Unit or the Arkansas Department of Human Services.

- 6.21.4 Charter schools may, but are not required to, secure bank accounts as detailed in Ark. Code Ann. § 6-20-222.

6.22 Assets of Open-Enrollment Public Charter School as Property of State

- 6.22.1 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.

- 6.22.2 If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the Department of Education may require that the property be sold.
- 6.22.3 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.

Source: Ark. Code Ann. § 6-23-506

6.23 Authorizer Hearing Procedures Related to Open-Enrollment Public Charter Schools (Application, Renewal, or Request for Charter Amendment)

- 6.23.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.
- 6.23.2 The open-enrollment public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.
- 6.23.3 Parties opposed to the open-enrollment public charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the authorizer for disapproval of the proposed open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.
- 6.23.4 The open-enrollment public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.
- 6.23.5 The authorizer will follow the presentation with discussion of the open-enrollment public charter school application, renewal, or request, and

questions, if any, to the open-enrollment public charter school or applicant, opposing parties, or both.

- 6.23.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.
- 6.23.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or request in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application, renewal, or request.
- 6.23.8 During the roll call vote on each open-enrollment public charter initial application, if a particular member of the authorizing body votes against the initial application, that member should state his or her reasons for disapproval as necessary to comply with Ark. Code Ann. § 6-23-305.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

6.24 Authorizer Hearing Procedures Related to Open-Enrollment Public Charter Schools (Modification, Probation or Revocation of Charter)

- 6.24.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the open-enrollment public charter school.
- 6.24.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.
- 6.24.3 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the authorizer for modification, probation, or revocation of an open-enrollment public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

- 6.24.4 The open-enrollment public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the open-enrollment public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.
- 6.24.5 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the open-enrollment public charter school, or both.
- 6.24.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

6.25 Charter School Facilities

An open-enrollment public charter school shall not commence operations with students in any new or renovated facility unless the school has obtained for the new construction or renovation:

- 6.25.1 A certificate of occupancy issued by a local code official approved by the state fire marshal;
- 6.25.2. A certificate of occupancy or other approval of the state fire marshal; or
- 6.25.3 A certificate of substantial completion issued by a licensed architect.

7.00 RULES APPLICABLE TO LIMITED PUBLIC CHARTER SCHOOLS

- 7.01 Any public school may apply to the Department of Education for limited public charter school status for alternative comprehensive staffing and compensation programs designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives, to be known as a “limited public charter school.” The authorizer shall not approve an application for limited public charter school status that has not first been approved by the school district’s board of directors.

- 7.02 A limited public charter school shall be for the purpose of instituting alternative staffing practices in accordance with a schedule approved by the authorizer.
- 7.03 A limited public charter school shall be initially established for no more than five (5) years and may be renewed on a one-year or multiyear basis, not to exceed five (5) years per charter renewal.
- 7.04 The application for a limited public charter school shall:
- 7.04.1 Contain the provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the limited public charter school will be exempt.
- 7.04.1.1 The provisions from which the public school district may be exempt for the limited public charter school only shall be limited to the following:
- 7.04.1.1.1 The duty-free lunch period requirements set forth in Ark. Code Ann. § 6-17-111;
- 7.04.1.1.2 The daily planning period requirements set forth in Ark. Code Ann. § 6-17-114;
- 7.04.1.1.3 The committee on personnel policies requirements set forth in Ark. Code Ann. § 6-17-201 et seq., and
- 7.04.1.1.4 Standards for accreditation set forth in the Arkansas Code, set forth by the Department of Education, or set forth by the State Board of Education.
- 7.04.1.2 No limited public charter school may be allowed an exemption that would allow a full-time licensed employee to be paid less than the salary provided in the public school district's salary schedule for that employee;
- 7.04.2 Describe a plan for school improvement that addresses how the limited public charter school will improve student learning and meet the state education goals;

- 7.04.3 Describe how the licensed employees at the limited public charter school will be involved in developing and implementing the school performance plan set forth in Section 7.04.2 of these rules and in identifying performance criteria;
- 7.04.4 Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited public charter school in improving student learning and meeting or exceeding the state education goals; and
- 7.04.5 Be reviewed as a regular agenda item and approved after sufficient public comment by the local school board and the authorizer.
- 7.05 Any application to obtain limited public charter school status approved by a local school board shall be forwarded by the local school board to the authorizer.
- 7.06 If a local school board does not approve a public school's application, the local school board shall inform the applicants and faculty of the public school of the local school board's reasons for not approving the application.
- 7.07 A licensed teacher employed by a public school in the year immediately preceding the effective date of a limited public charter for a limited public charter school within that public school district may not be transferred to or be employed by the limited public charter school over the licensed teacher's objections, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.
- 7.08 If the transfer of a teacher within a public school district is not possible because only one (1) public school exists for the teacher's certification level, then the local school board shall call for a vote of the licensed teachers in the proposed limited public charter school site and proceed, at the local school board's option, with the limited public charter school application if a majority of the licensed teachers approve the proposal.
- 7.09 A licensed teacher choosing to join the staff of a limited public charter school shall be employed by the district by a written contract as set forth in Ark. Code Ann. § 6-13-620(5), with the contract being subject to the provisions of the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

- 7.09.1 The licensed teacher shall also enter into a separate supplemental contract specifically for the teacher's employment in the limited public charter school, with the supplemental contract being exempt from the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., and from Ark. Code Ann. § 6-17-807.
- 7.09.2 Termination of the supplemental contract shall not be used as a basis to deny continued employment of the teacher within the public school district in another public school at a similar grade level.
- 7.10 Limited public charter schools shall be evaluated annually by the Department of Education based on criteria approved by the authorizer, including without limitation:
 - 7.10.1 Student performance data in order to determine progress in student achievement that has been achieved by the limited public charter school; and
 - 7.10.2 The limited public charter school's compliance with Ark. Code Ann. § 6-23-107 and Section 4.05 of these rules.
 - 7.10.3 The Department of Education shall annually report its evaluation to the State Board and the Commissioner of Education.
 - 7.10.4 Based upon that evaluation, the authorizer may revoke a limited public charter.

Source: Ark. Code Ann. § 6-23-601 as amended by Act 993 of 2011

- 7.11 Authorizer Hearing Procedures Related to Limited Public Charter Schools (Application, Renewal, or Request for Charter Amendment)
 - 7.11.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.
 - 7.11.2 The limited public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed limited public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

- 7.11.3 Parties opposed to the limited public charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the authorizer for disapproval of the proposed limited public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.
- 7.11.4 The limited public charter school applicant shall have five (5) minutes to respond to any arguments in opposition to the limited public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.
- 7.11.5 The authorizer will follow the presentation with discussion of the limited public charter school application, renewal, or request and questions, if any, to the limited public charter school or applicant, opposing parties, or both.
- 7.11.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

7.12 Authorizer Hearing Procedures Related to Limited Public Charter Schools
(Modification, Probation or Revocation of Charter)

- 7.12.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the limited public charter school.
- 7.12.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.
- 7.12.2 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the authorizer for modification, probation, or revocation

of a limited public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

- 7.12.3 The limited public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the limited public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.
- 7.12.4 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the conversion public charter school, or both.
- 7.12.5 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

8.00 RULES APPLICABLE TO THE CLOSURE OR DISSOLUTION OF PUBLIC CHARTER SCHOOLS

8.01 Required Notices

8.01.1 No later than fifteen (15) days after the authorizer votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall furnish to the Department of Education:

8.01.1.1 A complete inventory of all personal property, real property, equipment, and fixtures owned or financed by the charter school, with documentation showing a description of each asset, serial number, tag number, location, estimated value, any encumbrance on the asset including recorded security interest or lien, and the source of funds for each purchase;

8.01.1.2 The account number and financial institution contact information for every account in which the charter school or sponsoring entity deposited any state or federal funds at

any time, and complete bank statements for the twelve (12) months preceding the effective date of closure;

8.01.1.3 A complete list of all debts or obligations owed by the charter school and still outstanding as of the effective date of closure, including all outstanding checks or warrants;

8.01.1.4 A complete list of all accounts receivable owed to the charter school and still outstanding as of the effective date of closure; and

8.01.1.5 Complete contact information for every member of the charter school's board or governing entity.

8.01.2 If the authorizer votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall, on a timeline established by the Department, send written notice of closure, as approved by the Department, to:

8.01.2.1 The parents and legal guardians of all students;

8.01.2.2 All employees of the charter school;

8.01.2.3 All creditors of the charter school; and

8.01.2.4 Every school district in which any students of the charter school reside.

8.01.3 Every notice sent pursuant to Section 8.01.2 above must include:

8.01.3.1 The effective date of closure and last day of regular instruction; and

8.01.3.2 Contact information of the person employed or retained by the charter school or sponsoring entity to handle inquiries regarding the closure.

8.01.4 Parental notices sent pursuant to Section 8.01.2 must additionally include:

8.01.4.1 The student's school district of residence, and the contact information for that district's enrollment office;

8.01.4.2 A statement that parents should contact the resident school district or any charter school where the student intends to enroll and should ask that school or district to request transfer of the student's educational records from the closing charter school; and

8.04.4.3 Contact information for the individual or entity charged with storage of student records after the school's closure.

8.01.5 Employee notices sent pursuant to Section 8.01.2 must additionally include the date of termination of all employee benefits (health insurance, etc.), along with any COBRA or other documentation required by law.

8.01.6 The deadline for any notice required by this Section may be extended by the Department of Education Charter School Office for good cause.

8.02 Assets of Open-Enrollment Public Charter School as Property of State

8.02.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, all net assets of the open-enrollment public charter school purchased with public funds, including any interest in real property, shall be deemed the property of the state, unless otherwise specified in the charter or by federal law.

8.02.2 The Commissioner of Education or his or her designee shall take all steps necessary to protect and recover any and all state assets in the possession or control of the former charter school or the sponsoring entity.

8.02.2.1 If any state or federal funds remain in any bank account(s) titled in the name of the charter school or sponsoring entity, the Commissioner of Education or his or her designee shall notify the financial institution that the account(s) holds state or federal funds and shall direct that the account(s) be immediately frozen, subject to further direction by the Commissioner or his or her designee.

- 8.02.2.2 Any funds remaining in any bank account(s) titled in the name of the charter school shall be presumed to be state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.
- 8.02.2.3 The Commissioner or his or her designee shall secure and arrange for the recovery and storage of all personal property, equipment, and fixtures purchased or financed in whole or in part with any state or federal funds. Any personal property or equipment contained within the charter school facility shall be presumed to have been purchased or financed in whole or in part with state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.
- 8.02.2.4 At all times, the charter school, the sponsoring entity, and their officers, agents, and employees, must protect the school's assets against theft, misappropriation, and deterioration.

8.03 Distribution of Property

- 8.03.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the following property shall be sold, unless the Commissioner of Education determines otherwise:
- 8.03.1.1 Real property or fixtures purchased or financed in whole or in part by the open-enrollment public charter school with state funds;
- 8.03.1.2 Real property or fixtures purchased or financed in whole or in part by the sponsoring entity with federal grant funds administered by the Department of Education, unless federal law requires some other method of distribution;
- 8.03.1.3 Personal property encumbered by a recorded security interest or lien and purchased or financed by the open-enrollment public charter school in whole or in part with state funds;

8.03.1.4 Personal property purchased or financed in whole or in part with state funds by an open-enrollment public charter school that never received federal funds and never directly benefited from a federal grant administered by the Department of Education; and

8.03.1.5 Any other personal property not distributed as provided by Sections 8.03.3 and 8.03.4 below.

8.03.2 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of property sold pursuant to Section 8.03.1 above to the extent of the public funds used in the purchase. For the purpose of this section, “net proceeds” means the sale proceeds remaining after the satisfaction of all lien, security, ownership, or other interests that supersede the state’s interest.

8.03.3 If the open-enrollment public charter school at any time operated an approved federal child nutrition program, all commodities and foodservice equipment purchased in whole or in part with federal funds or with nutrition program revenues shall be sold or transferred as directed by the Arkansas Department of Education Child Nutrition Unit.

8.03.4 If the open-enrollment public charter school or its sponsoring entity received a federal grant administered by the Department of Education, then all other personal property, including furniture, equipment and supplies, purchased with state or federal funds may be redistributed to other Arkansas public charter schools or traditional public schools as allowed by federal law.

8.04 Distribution of Funds

8.04.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the Commissioner of Education or his or her designee shall assert control over any funds deemed the property of the state under Section 8.02 above.

8.04.2 In order to comply with federal and state law, the Commissioner of Education shall use such funds to satisfy the following obligations of the charter school in the order listed:

- 8.04.2.1 Domestic support obligations withheld from an employee's wages in compliance with a court order prior to the effective date of dissolution, non-renewal, or revocation;
 - 8.04.2.2 Federal tax liens imposed by the Internal Revenue Code for taxes or payroll tax withholding owed;
 - 8.04.2.3 Any state tax lien or certificate of indebtedness issued by the Arkansas Department of Finance and Administration for taxes or payroll tax withholding owed;
 - 8.04.2.4 Any debt owed to the Arkansas Department of Education Child Nutrition Unit for penalties or reimbursement of overpayments;
 - 8.04.2.5 Any debt owed to the Department of Education or other state agency for reimbursement of any other overpayment of federal funds;
 - 8.04.2.6 Unpaid contributions to the Arkansas Teacher Retirement System accrued prior to the effective date of dissolution, non-renewal, or revocation;
 - 8.04.2.7 Unpaid contributions to the Employee Benefits Division of the Arkansas Department of Finance & Administration accrued prior to the effective date of dissolution, non-renewal, or revocation; and
 - 8.04.2.8 Unpaid employee wages accrued prior to the effective date of dissolution, non-renewal, or revocation in accordance with the school's salary schedule in effect as of the beginning of the current school year.
- 8.04.3 Any remaining funds deemed the property of the state under Section 8.02 above shall be deposited into the State Treasury to the credit of the Department of Education Public School Fund Account.

8.05 Distribution of Records

8.05.1 The charter school or sponsoring entity must promptly submit all student records to the transfer school, including:

8.05.1.1 Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;

8.05.1.2 Student health / immunization records;

8.05.1.3 Attendance records;

8.05.1.4 Testing materials, including scores, test booklets, etc. required to be maintained by the School; and

8.05.1.5 All other student records.

8.05.1.6 All end-of-school-year grades and evaluations must be completed and made part of the student records, including any IEP, Committee on Special Education meetings, or progress reports.

8.05.1.7 To the extent that testing scores, etc. are scheduled to arrive after the school closure, arrangements should be made with the testing agent to forward such material to the transfer school.

8.05.2 No later than thirty (30) days after closure or dissolution of the charter, the charter school or sponsoring entity shall send each employee of the charter school:

8.05.2.1 Copies of his or her contracts, evaluations, recommendation letters, and any other proof of employment and/or termination;

8.05.2.2 Documentation of staff development hours; and

8.05.2.3 Notice that employees must keep this documentation for their records as the state will have no way of providing proof of employment after the school is closed.

- 8.05.3 If the charter school operated an approved federal child nutrition program, all child nutrition records shall be delivered to the Arkansas Department of Education Child Nutrition Unit on a schedule established by the Unit.
- 8.05.4 Any student records remaining in the possession of the charter school or sponsoring entity, or in the possession of any other entity or individual designated by the charter school or sponsoring entity, shall be maintained in a manner sufficient to protect student privacy rights in accordance with the Federal Educational Rights and Privacy Act of 1974, as amended.
- 8.05.5 The sponsoring entity shall maintain all relevant corporate or governance records for at least five (5) years after the effective date of closure, specifically including but not limited to:
- 8.05.5.1 All board minutes, policies, and bylaws of the charter school board or governing entity;
 - 8.05.5.2 Bonds, mortgages, loan agreements, and all other financing instruments;
 - 8.05.5.3 Lease agreements;
 - 8.05.5.4 Accounting and bank records;
 - 8.05.5.5 Payroll and tax records as required by federal law;
 - 8.05.5.6 Grant records as specified by 34 C.F.R. § 80.42 or other relevant federal or state law; and
 - 8.05.5.7 Any other document required by law to be maintained.

9.00 DEPARTMENT OF EDUCATION AS PUBLIC CHARTER AUTHORIZER

- 9.01 The Department of Education is the designated public charter authorizer with jurisdiction and authority over all public charters issued in this state to take the following action on a proposed or established public charter:
- 9.01.1 Approve;

- 9.01.2 Reject;
 - 9.01.3 Renew;
 - 9.01.4 Non-renew;
 - 9.01.5 Place on probation;
 - 9.01.6 Modify;
 - 9.01.7 Revoke; or
 - 9.01.8 Deny.
- 9.02 The department shall exercise authority over public charter schools under Title 6, Chapter 23 of the Arkansas Code and these rules through a public charter authorizing panel established within the department.
- 9.02.1 The Commissioner of Education shall appoint a public charter authorizing panel that consists of professional staff employed at the department to serve at the pleasure of the commissioner.
 - 9.02.2 The commissioner may elect to serve as a member on the charter authorizing panel as the chair.
 - 9.02.3 The public charter authorizing panel is composed of an odd number of members and consists of no less than five (5) members and no more than eleven (11) members.
- 9.03 The department may waive provisions of Title 6 of the Arkansas Code or State Board of Education rules as allowed by law for public charters.
- 9.04 The department shall conduct all hearings on public charter school matters as required by law, rule, and process and make final determinations as allowed by law.
- 9.04.1 A hearing under Title 6, Chapter 23 of the Arkansas Code and these rules conducted by the department shall be an open meeting under the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-106.

- 9.04.2 For the purposes of Ark. Code Ann. § 25-19-106, the members of the public charter authorizing panel shall be considered a governing body only in regards to actions specifically authorized by Title 6, Chapter 23, Subchapter 7 of the Arkansas Code and these rules.
- 9.04.3 All decisions of the panel shall be made by a majority vote of the quorum.
- 9.04.4 A decision of the department is final except as provided under Ark. Code Ann. § 6-23-703 and Section 10.00 of these rules.
- 9.04.5 The Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq. shall not apply to a hearing concerning a public charter school.
- 9.05 The department shall be the primary authorizer of public charters except as provided under Ark. Code Ann. § 6-23-703 and Section 10.00 of these rules.
- 9.06 The department shall notify in writing the State Board, charter applicant, public charter school, and affected school districts, if any, of final decisions made by the department no less than fourteen (14) calendar days before the next regularly scheduled State Board meeting after the final decision is made by the department.
- 9.06.1 A charter applicant, public charter school, and affected school district, if any, may submit in writing a request that the State Board review the final decision of the department under Ark. Code Ann. § 6-23-703 and Section 10.00 of these rules.
- 9.06.2 The written request submitted under Section 9.06.1 of these rules shall state the specific reasons supporting a review by the State Board.
- 9.06.3 The decision of whether to review a final decision of the department is discretionary by the State Board and the provisions of this section and Ark. Code Ann. § 6-23-703 do not grant any right of appeal to a charter applicant, public charter school, or affected school district.

Source: Ark. Code Ann. § 6-23-701 through 6-23-702.

10.00 STATE BOARD OF EDUCATION OPTIONAL REVIEW

10.01 If a charter applicant, public charter school, or affected districts submits a request that the State Board review the final decision of the department under Section 9.06.1 of these rules, the State Board shall:

10.01.1 Allow the party requesting review three (3) minutes to present the reasons for review.

10.01.2 Allow any parties opposed to the State Board review three (3) minutes to present the reasons to deny review.

10.01.3 Allow the party requesting review one (1) minute to offer any closing remarks.

10.01.4 Allow additional time at the discretion of the Chair.

~~10.01~~10.02 On a motion approved by a majority vote, the State Board may exercise a right of review of a charter determination made by the department at the next regularly scheduled State Board meeting after receiving notice provided under Ark. Code Ann. § 6-23-702(b) and Section 9.06 of these rules.

~~10.02~~10.03 If the State Board votes to review a final decision made by the department, the State Board shall:

~~10.02.1~~10.03.1 State the specific additional information the State Board requires from the department, public charter school, public charter school applicant, or affected school district.

~~10.02.2~~10.03.2 Conduct a full hearing regarding a final decision made by the department under Ark. Code Ann. § 6-23-701(a) and Section 9.04 of these Rules; and

~~10.02.3~~10.03.3 Hold the hearing at the earlier of:

~~10.02.3.1~~10.03.3.1 The next regularly scheduled State Board meeting following the State Board meeting during which the State Board voted to authorize a review; or

~~10.02.3.2~~10.03.3.2 A special board meeting called by the State Board.

~~10.03~~10.04 At the conclusion of the hearing, the State Board may issue a final decision by State Board vote.

~~10.03.1~~10.04.1 The State Board may decide by a majority vote of the quorum to:

~~10.03.1.1~~10.04.1.1 Affirm the decision of the department;

~~10.03.1.2~~10.04.1.2 Take other lawful action on the public charter;

~~10.03.1.3~~10.04.1.3 Request additional information from the department, public charter school, public charter school applicant, or affected school district, if needed.

~~10.03.1.4~~10.04.1.4 If the State Board requests additional information under Ark. Code Ann. § 6-23-703(c)(2)(C)(i) or Section 10.03.1.3 of these Rules, the State Board shall hold a subsequent hearing at the earlier of the next regularly scheduled State Board meeting or a special board meeting called by the State Board.

~~10.03.2~~10.04.2 A decision made by the State Board is final with no right of appeal.

Source: Ark. Code Ann. § 6-23-703

**ARKANSAS DEPARTMENT OF EDUCATION
 RULES GOVERNING PROFESSIONAL DEVELOPMENT
Proposed Effective Date: July 1, 2014**

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1.0 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing Professional Development.

1.02 Arkansas law requires the following professional development be provided for educators:

1.02.1 School districts shall provide ten (10) professional development days in the basic contract for teachers under Ark. Code Ann. § 6-17-2402;

1.02.2 Higher education shall provide professional development within teacher preparation programs on:

1.02.2.1 Child maltreatment, under Ark. Code Ann. § 6-61-133; and

1.02.2.2 Dyslexia, under Ark. Code Ann. § 6-41-609.

1.03 The State Board of Education (SBE) enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-10-122, 6-10-123, 6-11-105, 6-15-1004, 6-15-1703, 6-17-701 et seq., 6-17-402, 6-20-2204, 6-20-2305, 6-41-609, 6-61-133, and 25-15-201 et seq., and Act 969 of 2013 Act 2 of the First Extraordinary Session of 2013.

2.0 Purposes

2.01 It is the purpose of these Rules to develop a high quality professional development system for all educators.

2.02 The purpose of professional development is to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on the state academic standards.

3.0 Definitions

3.01 ADE – means the Arkansas Department of Education.

~~3.01 Professional Development – a set of coordinated planned learning activities for educators that:~~

~~3.01.1 Improves the knowledge, skills, and effectiveness of teachers, including the ability to apply what is learned;~~

~~3.01.2 Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills, including the ability to apply what is learned;~~

~~3.01.3 Leads to improved student academic achievement;~~

~~3.01.4 Is research based and standards based;~~

~~3.01.5 May incorporate educational technology as a component of the professional development; and~~

~~3.01.6 May provide educators with knowledge and skills needed to teach;~~

~~3.01.6.1 — Students with disabilities, including without limitation, autism;~~

~~3.01.6.2 — Culturally and linguistically diverse students; and~~

~~3.01.6.3 — Gifted students.~~

3.02 **Approved Professional Development Provider** - means any organization or individual that provides content for professional development credit, whether delivered in a face-to-face or electronic mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon educators by Arkansas Statutes and ADE Rules.

3.02.1 The following entities and agencies are not required to obtain approval as an Approved Professional Development Provider:

3.02.1.1 An Arkansas public school district that provides a professional development program solely to its own personnel;

3.02.1.2 An Education Cooperative that provides professional development to districts/schools;

3.02.1.3 The Arkansas Department of Education;

3.02.1.4 The Arkansas Department of Career Education; and

3.02.1.5 The Arkansas Department of Human Services Division of Child Care and Early Childhood Education.

~~3.05 Educator — any individual holding a license issued by the State Board of Education, specifically including without limitation teachers, administrators, library media specialists, and counselors.~~

3.03 **ArkansasIDEAS** — is Internet Delivered Education for Arkansas Schools, a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide through the AETN access to high-quality, online professional development for Arkansas licensed educators.

3.04 **Arkansas Comprehensive School Improvement Plan (ACSIP)**—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance and any academic achievement gap as evidenced in the Arkansas Comprehensive Assessment Program as defined in ADE rules.

- 3.05 **Basic contract** – means a teacher employment contract with a school district for one hundred ninety (190) days that includes ten (10) professional development days;
- 3.06 **Educator** – any individual holding a license issued by the State Board of Education, specifically including without limitation teachers, administrators, library media specialists, and counselors.
- 3.07 **Illness** – means disorder of health of an educator or an educator’s immediate family.
- 3.08 **Immediate family** - means the educator’s:
- 3.08.1 **Spouse**;
- 3.08.2 **Child**;
- 3.08.3 **Parent**; or
- 3.08.4 **Any other relative if the other relative lives in the same household as the educator**;
- 3.09 **LEADS** – the Leader Excellence and Development System.
- 3.10 **Learning Teams**—a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels..
- 3.11 **Mentoring/coaching** – increasing the capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.
- ~~3.06 **Study Groups**—a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.~~
- 3.12 **Professional Development Day** – six (6) hours of professional development equals one (1) professional development day.
- 3.13 **Professional Development Plan** - outlines the professional development program of activities for a district, school, or educator that is based on student data and is aligned to the ACSIP, and incorporates an educator’s professional growth plan.
- ~~3.08 **Approved Professional Development Provider**—means any organization which provides content for professional development credit, whether delivered in a face-to-face or electronic mode of delivery, whose content has been approved by the~~

~~ADE to meet the annual professional development credit requirements imposed upon educators by Arkansas Statutes and ADE Rules.~~

~~3.09 Mentoring/coaching means increasing capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.~~

~~3.10 One professional development day is equal to six (6) hours of professional development credit.~~

3.14 Professional Development Program (“Program”) - means a course of instruction intended to provide content that fulfills the requirement for professional development credit for educators.

3.15 Professional Growth Plan – is an educator’s plan for professional growth that:

3.15.1 Identifies professional learning outcomes to advance the educator’s professional skills; and

3.15.2 Clearly links professional development activities and the educator’s individual professional learning needs identified through TESS or LEADS.

~~3.12 Illness means disorder of health of an educator or an educator’s immediate family (to include a spouse, child, parent, or other relative living in the same household as the educator).~~

~~3.13 ADE means the Arkansas Department of Education.~~

3.16 Study Groups - a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.

3.17 TESS – the Teacher Excellence and Support System.

4.0 Minimum Annual Requirements For Licensure Professional Development Generally

4.01 Professional development is a set of coordinated planned learning activities for educators that:

4.01.1 Improves the knowledge, skills, and effectiveness of teachers, including the ability to apply what is learned;

- 4.01.2 Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills, including the ability to apply what is learned;
- 4.01.3 Leads to improved student academic achievement;
- 4.01.4 Is research-based and standards-based;
- 4.01.5 May incorporate educational technology as a component of the professional development, including without limitation taking or teaching an online or blended course; and
- 4.01.6 May provide educators with knowledge and skills needed to teach:
 - 4.01.6.1 Students with intellectual disabilities, including without limitation Autism Spectrum Disorder;
 - 4.01.6.2 Students with specific learning disorders, including without limitation dyslexia;
 - 4.01.6.3 Culturally and linguistically diverse students; and
 - 4.01.6.4 Gifted students.

~~4.01 All educators shall complete sixty (60) hours of approved professional development each year required under these Rules.~~

~~4.02 The 60 hours annual professional development requirement must be fulfilled between July 1 and June 30 unless the employing school district approves and documents the professional development year as between June 1 and May 31 as approved by the local district. The local district shall document the district's option.~~

~~4.02.1 For educators and administrators who are not currently employed by a school district, the educator shall fulfill the professional development requirement as provided in the Arkansas Department of Education Rules Governing Educator Licensure.~~

~~4.03 Approved professional development activities that occur during the instructional day or outside the educator's annual contract days may apply toward the 60 hour annual minimum professional development requirement.~~

~~4.04 Educators in positions not directly related to instructional activities shall be responsible for completing sixty (60) hours of professional development each year. However, the focus of their professional development may be prorated~~

~~among those areas specifically related to their job assignment as approved by the employing education agency.~~

4.04 Any educator who misses any part of regularly scheduled professional development activities for any reason (such as illness) must make up that time in other approved professional development activities so that the ~~60~~ required hours of professional development required annually are earned during the approved time frame required under Section 4.02 of these Rules, except as provided below:

4.04.1 If the educator is absent because of illness of the educator or the educator's immediate family, the educator shall be allowed to make up the hours missed during the remainder of the current school year or succeeding school year.

4.04.2 An educator shall complete any missed hours of professional development through professional development that is:

4.04.2.1 Substantially similar to the professional development missed and approved by the person responsible for the educator's summative evaluation ~~under the Teacher Excellence and Support System~~; and

4.04.2.2 Delivered by any method, online or otherwise, approved by ADE under these Rules.

4.05 Any educator who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content.

4.06 College Courses

4.06.1 A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development, if the college credit:

4.06.1.1 Is related to and enhances the educator's knowledge of the subject area in which the educator is currently employed and is related to the educator's professional learning growth plan ~~under the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System~~;

4.06.1.2 Is part of the requirement for the educator to obtain additional certification in a subject matter that has been designated by the ADE as having a critical shortage of educators; or

- 4.06.1.3 Is otherwise approved by the ADE as a graduate level course eligible for professional development credit.
- 4.06.1.4 No more than half of the ~~required 60~~ hours of professional development ~~time~~ required annually for licensure may be met through college credit hours.
- 4.06.2 Graduate level courses in educational leadership are eligible for professional development credit based on approval by the ADE. The focus of the course must specifically relate to the job assignment as approved by the employing educational agency.
- 4.07 An educator may ~~be entitled to~~ earn up to twelve (12) hours of professional development credit approved by the ~~district/school~~ school or school district, which may be applied toward the ~~sixty (60) hour~~ professional development requirement for ~~that~~ the time period at the beginning of each school year ~~which~~ that is used to plan and prepare curriculum or develop other instructional material, provided the educator spends the time:
- 4.07.1 ~~The time is spent in~~ In his/her instructional classroom, office or media center at the public school;
- 4.07.2 ~~The time is prior~~ Prior to the first student teacher interaction day of the school year; and
- 4.07.3 ~~The time is spent in~~ In the focus areas listed in Section 8.02 of these Rules, and may include but ~~are~~ is not limited to time spent in the following areas:
- 4.07.3.1 Grade level and/or vertical team planning to integrate subject areas;
- 4.07.3.2 Team work to analyze student data;
- 4.07.3.3 Team work to develop academic improvement plans (AIP) or individual educational programs (IEP);
- 4.07.3.4 Developing and/or revising curriculum, including student-centered units and assessments aligned to state curriculum frameworks;
- 4.07.3.5 Professional book studies;
- 4.07.3.6 Developing intervention strategies to support remediation and/or acceleration;

- 4.07.3.7 Developing and/or revising the Arkansas Comprehensive School Improvement Plan (ACSIP);
- 4.07.3.8 Pursuing study as noted in an educator's professional learning growth plan;
- 4.07.3.9 ArkansasIDEAS, on-line professional development, related to ACSIP or the educator's professional learning growth plan.
 - 4.07.3.9.1 An educator who obtains professional development from ArkansasIDEAS for the purpose of this subsection 4.07.3.9 may also use ArkansasIDEAS to obtain other professional development under these Rules.

4.07.8 No professional development credit shall be given for activities under Section 4.07 of these Rules unless those activities meet the criteria and standard requirements under Sections 8.01 and 8.02 of these Rules. Specific activities which do not qualify include without limitation:

- 4.07.8.1 Making and putting up bulletin boards;
- 4.07.8.2 Clerical work associated with documents such as ACSIP, AIP and IEPs; and
- 4.07.8.3 Administrative faculty or team administrative meetings.

4.07.9 Educators shall be entitled to earn one (1) hour of professional development credit for each hour of approved preparation under this Section 4.07, not to exceed twelve (12) hours.

4.08 Educators may count up to two (2) professional development days for attendance at instructional professional development sessions conducted by bona fide professional organizations and approved by ADE (under A.C.A. § 6-17-702).

4.09 Nothing in this Section 4 shall prevent or restrict a school district from requiring additional in-service training.

5.0 Minimum Annual Requirements

5.01 Each educator employed under a basic contract with a school district shall have a professional development plan under which the employing entity provides ten (10) professional development days (a minimum of sixty (60) hours) annually. Of

that sixty (60) hours thirty-six (36) hours are required for renewal of an educator's license.

5.02 All educators not covered by Section 5.01 shall obtain thirty-six (36) hours annually for renewal of an educator's license.

5.03 The 36 professional development hours under this section shall include, at a minimum:

5.03.1 The professional development required in the educator's professional growth plan under the requirements of TESS or LEADS; and

5.03.2 Professional development required by law or by rule.

6.0 Scheduled Professional Development

6.01 The professional development required under this Section 6 shall not be provided by a school district or open enrollment public charter school, but shall be shall include content that is provided by:

6.01.1 ADE, including ArkansasIDEAS;

6.01.2 An institution of higher education; or

6.01.3 A provider approved by ADE; or including an

6.01.4 An education service cooperative.

6.02 The two (2) hours in each area of professional development required under this Section 6 shall be counted in the school year in which the professional development is taken toward the minimum number of hours of professional development required for educators for that school year.

6.03 If an educator obtains additional hours above the minimum requirements of this Section 6, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.

6.04 As part of the minimum annual requirement under these Rules, A a public school or school district or an open enrollment public charter school shall make available to the appropriate educator, or an educator not employed by a public school or school district shall obtain, professional development on the following schedule as part of the 60-hour minimum annual requirement:

6.04.1 Child Maltreatment Mandated Reporter

6.04.1.1 In the 2013-2014 school year and every fourth year thereafter, all educators shall obtain two (2) hours of professional development in:

6.04.4.1.1 Recognizing the signs and symptoms of child maltreatment;

6.04.4.1.2 The legal requirements of the Child Maltreatment Act, Ark. Code Ann. § 12-18-101 et seq., and the duties of mandated reporters under the Act;

6.04.4.1.3 Methods for managing disclosures regarding child victims; and

6.04.4.1.4 Methods for connecting a victim of child maltreatment to appropriate in-school services and other agencies, programs, and services needed to provide the child with the emotional and educational support the child needs to continue to be successful in school.

6.04.1.2 The child maltreatment professional development required under this section shall be based on curriculum approved by the Arkansas Child Abuse/Rape/Domestic Violence Commission and may be obtained in-person or online.

6.04.2 Parent Involvement

6.04.2.1 In the 2014-2015 school year and every fourth school year thereafter, each teacher shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies.

6.04.2.2 In the 2014-2015 school year and every fourth school year thereafter, each administrator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

6.04.3 Teen Suicide Awareness and Prevention

6.04.3.1 In the 2015-2016 school year and every fourth school year thereafter, all educators shall obtain two (2) hours of professional development in teen suicide awareness and prevention.

6.04.3.2 The required professional development under this section may be accomplished by self-review of suitable suicide prevention materials approved by ADE.

6.04.4 Arkansas History

6.04.4.1 In the 2016-2017 school year and every fourth school year thereafter, each teacher who provides instruction in Arkansas history shall obtain two (2) hours of professional development in Arkansas history.

7.0 Requirements for Specific Licensure Areas

7.01 Administrator

7.01.1 For each administrator, the ~~sixty (60) hour~~ annual professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.

7.01.2 This training may include without limitation the Initial, Tier 1 (twelve (12) hours) and Tier 2 (four (4) hours) training required for superintendents and district designees by the Arkansas Department of Education Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

7.01.3 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.

7.01.3.1 An educator who receives an initial building level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the initial building level administrator's license.

7.02 Athletic Coaches

At least once every three (3) years, each person employed as an athletic coach shall obtain training in recognition and management of the following events or

conditions that may be encountered by a student during athletic training and physical activities:

- 7.02.1 A concussion, dehydration, or other health emergency;
- 7.02.2 An environmental issue that threatens the health or safety of students; and
- 7.02.3 A communicable disease.
- 7.02.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

7.03 Advanced Placement

Each hour of approved training received by educators related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours annually.

7.04 Adult Education

Educators working solely part time in one of the following settings shall be ~~required to~~ obtain thirty (30) hours of professional development annually for licensure.

- 7.04.1 Adult basic education;
- 7.04.2 General adult education;
- 7.04.3 English as a second language for adults; and
- 7.04.4 General Educational Development Test examiners.

~~7.0 New Licensure and Renewals~~

~~7.01 Before a first-time teaching license may be issued by ADE, the applicant for the license shall verify to ADE that the applicant has obtained within the twelve-month period before the license is issued the professional development required under the Arkansas Department of Education Rules Governing Educator Licensure.~~

~~7.02 Sixty (60) approved professional development hours annually are required to renew a license issued by the State Board of Education.~~

~~7.02.1 — To renew a teaching license, an educator shall participate in continuing education and professional development based on the educator's evaluation and professional learning plan under the Teacher Excellence and Support System, and as required by law or by rule of the State Board.~~

~~7.03 — Those educators who have not maintained a license but who wish to renew their license shall be required to meet the conditions of the Arkansas Department of Education Rules Governing Educator Licensure.~~

~~7.04 — An educator meeting the criteria of Section 6.04 of these rules who has not maintained a current license but who wishes to renew his or her license shall be required to meet the conditions of the Arkansas Department of Education Rules Governing Educator Licensure.~~

~~7.05 — All Institutions of Higher Education will be required to maintain documentation for employees who wish to meet the professional development hours to maintain a license according to, and in compliance with this Rule.~~

8.0 Professional Development Criteria

8.01 All approved professional development shall be aligned to the standards developed by the State Board of Education.

8.02 Approved professional development activities shall relate to the following Focus Areas:

8.02.1 Content (K-12);

8.02.2 Instructional strategies;

8.02.3 Assessment/data-driven decision making;

8.02.4 Advocacy/leadership/fiscal management;

8.02.5 Systemic change process;

8.02.6 Standards, frameworks, and curriculum alignment;

8.02.7 Supervision;

8.02.8 Mentoring/peer coaching;

8.02.9 Next generation learning/integrated technology;

8.02.10 Principles of learning/developmental stages/diverse learners;

- 8.02.11 Cognitive research;
- 8.02.12 Parent involvement/academic planning & scholarship;
- 8.02.13 Collaborative learning community;
- 8.02.14 Student health and wellness, which may include but is not limited to:
 - 8.02.14.1 Antibullying policies;
 - 8.02.14.2 Appropriate training for anticipated rescuers in the use of automated external defibrillator or cardiopulmonary resuscitation; and
- 8.02.15 The Code of Ethics for Arkansas Educators.
- 8.03 Approved professional development takes on many forms and may be earned in the following ways:
 - 8.03.1 Conferences/workshops/institutes
 - 8.03.2 Mentoring/peer coaching;
 - 8.03.3 Study groups/learning teams;
 - 8.03.4 National Board for Professional Teaching Standards Certification;
 - 8.03.5 Distance and online learning, to include ArkansasIDEAS;
 - 8.03.6 Internships;
 - 8.03.7 State/district/school programs;
 - 8.03.8 College/university course work;
 - 8.03.9 Action research; or
 - 8.03.10 Individually-guided, as noted in an educator's individual professional development plan.
- 8.04 Requirements for ArkansasIDEAS include:
 - 8.04.1 The ADE shall determine the content and approve all professional development delivered through the Arkansas On-line Professional

Development Initiative that counts toward the ~~required sixty (60) hours~~ annual professional development required under these Rules.

- 8.04.2 The ADE shall select courses/products, which are research-based and are available from sources, with expertise in technology delivered professional development courses.
- 8.04.3 Online professional development courses shall include online registration, assessment, course evaluation, and attendance and completion documents.

9.0 School and School District Professional Development Plans

- 9.01 Each school district and school shall develop and implement a professional development plan.
 - 9.01.1 Teachers, administrators, and paraprofessionals shall be involved in the design, implementation and evaluation of their respective professional development offerings under the school and school district professional development plan.
 - 9.01.2 An educator may count toward the ~~60-hour~~ annual minimum professional development ~~requirement~~ required under these rules each hour of training included in the professional development plan that is mandated by law or by rule, including without limitation in the following areas:
 - 9.01.2.1 School Fire Marshal Program under A.C.A. § 6-10-110;
 - 9.01.2.2 Tornado safety under A.C.A. § 6-10-121;
 - 9.01.2.3 Literacy assessment and/or mathematics assessment under A.C.A. § 6-15-420;
 - 9.01.2.4 Test security and confidentiality under A.C.A. § 6-15-438;
 - 9.01.2.5 Emergency plans for terrorist attacks under A.C.A. § 6-15-1302;
 - 9.01.2.6 Anti-bullying policies under A.C.A. § 6-18-514;
 - 9.01.2.7 Teacher Excellence and Support System under A.C.A. § 6-17-2804;
 - 9.01.2.8 Student discipline training under A.C.A. § 6-18-502;

- 9.01.2.9 Student Services Program under A.C.A. § 6-18-1004;
- 9.01.2.10 Training required by ADE under academic, fiscal, and facilities distress laws and rules; and
- 9.01.2.11 Annual active shooter drills under Act 484 of 2013.

9.02 School Improvement and ACSIP

- 9.02.1 School and district professional development plans shall be included in the Arkansas School Improvement Plan (ACSIP) and shall be reviewed annually by the school/district and the ADE.
- 9.02.2 The ACSIP will include an assurance statement that each educator in the school/district shall have an individual professional development plan that has been developed in cooperation and collaboration with the educator and the school and/or district consistent with the Teacher Effectiveness and Support System.
- 9.02.3 ADE may require specific professional development programs for the district or the school designated in school improvement or academic distress.
- 9.02.4 These requirements may become part of the school district or school improvement plan.

~~10.0 Educator Professional Learning Plans~~

~~10.01 Each educator, working together with the educator's evaluator, shall develop a professional learning plan for the educator that meets the requirements of the Teacher Excellence and Support System.~~

- ~~10.01.1 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the educator's professional learning plan as required by the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.~~

10.0 Provider and Program Approval Process

10.01 All professional development providers and programs must be approved by the ADE in order to provide credit toward the ~~60-hour requirement~~ annual professional development required under these Rules.

~~11.01.1~~ The following entities and agencies are not required to obtain approval as an Approved Professional Development Provider:

~~11.01.1.1~~ An Arkansas public school district that provides a professional development program solely to its own personnel;

~~11.01.1.2~~ An Education Cooperative that provides professional development to districts/schools;

~~11.01.1.3~~ The Arkansas Department of Education;

~~11.01.1.4~~ The Arkansas Department of Career Education; and

~~11.01.1.5~~ The Arkansas Department of Human Services Division of Child Care and Early Childhood Education.

10.02 At least thirty (30) days before a program is offered to educators, the professional development provider shall provide a detailed description of the entire program including staff qualifications to the ADE in an electronic format prescribed by ADE.

10.03 The ADE shall promptly review the content of the program for compliance with all applicable statutes and ADE rules to determine if any or all of the program content shall be deemed to provide professional development credit and shall establish the time period the professional development provider is approved to offer the program.

10.04 Upon notification by the ADE of approval of the program (or a part or parts thereof) for professional development credit, the professional development provider may enroll participants in the program and offer the program for professional development credit for the set time period.

10.05 The program provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such proofs, or copies thereof, shall be submitted by the attendees who are employed by an Arkansas school district to the superintendent of the district.

11.00 Funding

11.01 Professional Development Funding provided under Ark. Code Ann. § 6-20-2305 must be directed to activities that meet the conditions described in these Rules and shall not be used for any other purpose unless otherwise allowed by law or rule.

12.00 Reporting, Monitoring, and Evaluation

- 12.01 Each school district shall maintain all documents for its employees which reflect completion of professional development programs, whether such programs were provided by an outside organization or by the district itself.
- 12.02 Each school district shall report the amount of all professional development programs completed by its employees to the ADE at the time and in the manner specified by the ADE.
- 12.03 The ADE may monitor all school districts, and all educators to whom these Rules apply, for compliance with these requirements, and may administer appropriate sanctions specified in statute and Rule, including the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators, to any district or educator whom it finds to be in noncompliance or for dishonesty in reporting under these Rules.
- 12.03.1 Regular monitoring activities of the professional development requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the professional development activities of any school or school district to determine compliance with the professional development requirements.
- 12.04 The criteria for evaluating the impact of professional development in a public school or school district ACSIP plan shall be the improvement of student achievement on state-mandated assessments, other related indicators as defined by ACTAAP and next generation assessments, and the evaluations of the professional development offerings. These data shall be used to revise ACSIP and the district, school and individual professional development plans associated with the local improvement plan.
- 12.05 All institutions of higher education shall maintain documentation for employees who wish to meet the professional development hours to maintain a license under these rules.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE SCHOOL WORKER DEFENSE PROGRAM AND THE
SCHOOL WORKER DEFENSE PROGRAM ADVISORY BOARD

~~March 1, 2012~~

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the School Worker Defense Program and the School Worker Defense Program Advisory Board.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the School Worker Defense Program and the School Worker Defense Program Advisory Board.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-1113, 6-17-1118, 25-15-201 et seq. and ~~Act 993 of 2011~~ Act 1073 of 2013.

3.0 DEFINITIONS

3.01 “Authorized Volunteers” and “Volunteers in a Registered Volunteers Program” are those who meet the definition of “volunteer” and “registered volunteer” pursuant to Ark. Code Ann. §§ 6-22-101 through 6-22-108.

3.02 “Covered person” or “Covered entity” refers to those individuals and entities listed in Section 5.01 of these rules.

3.03 “Official duties” are those duties legitimately related to the carrying out of an individual’s position listed in Section 5.01 of these rules.

4.0 SCHOOL WORKER DEFENSE PROGRAM ADVISORY BOARD

4.01 The School Worker Defense Program Advisory Board is composed of the following seven (7) members:

4.01.1 The Executive Director of the Arkansas Association of Educational Administrators or his or her designee;

4.01.2 The President of the Arkansas Rural Education Association or his or her designee;

- 4.01.3 The Executive Director of the Arkansas School Boards Association or his or her designee;
- 4.01.4 The Executive Director of the Arkansas Education Association or his or her designee;
- 4.01.5 The designee of the Attorney General;
- 4.01.6 The Director of the Department of Finance and Administration or his or her designee; and
- 4.01.7 The Commissioner of Education or his or her designee.
- 4.01.8 No employee of the Department of Education who is charged with administering the School Worker Defense Program shall be eligible to serve as the designee of the Commissioner.
- 4.02 Members of the advisory board shall biannually elect a chair, a vice chair, and a secretary from the membership of the advisory board, whose duties shall be those customarily exercised by those officers or specifically designated by the advisory board.
- 4.03 The advisory board shall meet within the State of Arkansas and may meet as often as it deems necessary for the purpose of carrying out its duties as listed in Ark. Code Ann. § 6-17-1118 and these rules.
- 4.04 A majority of the members of the advisory board shall constitute a quorum for the purpose of a meeting.
- 4.05 The advisory board shall have final authority to hear and adjudicate any appeal filed by a school worker for protection against liability pursuant to Ark. Code Ann. § 6-17-1113 and these rules.
- 4.06 In an emergency situation, the chair of the advisory board may approve payment of a claim without a meeting of the advisory board.
- 4.07 The Arkansas Department of Education shall provide support staff for the advisory board.

5.0 SCHOOL WORKER DEFENSE PROGRAM

- 5.01 The School Worker Defense Program is established for the protection of:
 - 5.01.1 Education service cooperatives;
 - 5.01.2 Education service cooperative board members;

- 5.01.3 Public school districts;
- 5.01.4 Public charter schools;
- 5.01.5 Public school board members;
- 5.01.6 Public school treasurers and bookkeepers;
- 5.01.7 Public school nurses;
- 5.01.8 Public school secretaries;
- 5.01.9 Public school substitute teachers;
- 5.01.10 Authorized volunteers;
- 5.01.11 Volunteers in a registered volunteers program;
- 5.01.12 Public school custodians;
- 5.01.13 Food service workers employed by public schools;
- 5.01.14 Bus drivers and mechanics employed by public schools;
- 5.01.15 Maintenance personnel employed by public schools;
- 5.01.16 Each employee of the following who is required to hold ~~a teaching certificate~~ an educator license issued by the Department of Education:
 - 5.01.16.1 A public school district;
 - 5.01.16.2 The Arkansas School for Mathematics, Sciences, and the Arts;
 - 5.01.16.3 The Arkansas School for the Deaf; and
 - 5.01.16.4 The Arkansas School for the Blind;
- 5.01.17 A public charter school teacher;
- 5.01.18 Each teacher's aide and each student teacher:
 - 5.01.18.1 In a public school district;
 - 5.01.18.2 In a public charter school;

5.01.18.3 In the Arkansas School for Mathematics, Sciences, and the Arts;

5.01.18.4 In the Arkansas School for the Deaf; and

5.01.18.5 In the Arkansas School for the Blind; and

5.01.19 Each member of the dormitory staff of:

5.01.19.1 The Arkansas School for Mathematics, Sciences, and the Arts;

5.01.19.2 The Arkansas School for the Deaf; and

5.01.19.3 The Arkansas School for the Blind.

5.02 The School Worker Defense Program is authorized, subject to governmental or statutory immunity and any exclusions or rules set forth herein, to protect any of the entities and individuals listed in Section 5.01 of these rules against civil liability, attorney's fees, and costs of defense for acts or omissions of each employee, authorized volunteer or volunteer in a registered volunteers program in the performance of his or her duties as a school volunteer or his or her official duties as a school employee, including civil liability for administering corporal punishment to students, in the amount of:

5.02.1 Two hundred fifty thousand dollars (\$250,000) for incidents which occurred prior to July 1, 1999; and

5.02.2 One hundred fifty thousand dollars (\$150,000) for each incident which occurs after June 30, 1999.

5.03 The School Worker Defense Program is further authorized to provide limited financial reimbursement not to exceed five thousand dollars (\$5,000) for attorney's fees and costs for the defense of criminal charges if the covered person listed in Section 5.01 of these rules is exonerated by a court of law or if all charges are subsequently withdrawn or dismissed unless: ~~such withdrawal or dismissal is conditioned upon termination of employment or surrender of a professional license.~~

5.03.1 Withdrawal or dismissal of the criminal charges is conditioned upon termination of employment or surrender of a professional license; or

5.03.2 The covered person enters a plea of guilty or nolo contendere to the criminal charges.

- 5.04 The School Worker Defense Program Advisory Board may authorize reimbursement under Section 5.03 of these rules in excess of five thousand dollars (\$5,000) in matters that the advisory board finds to require extraordinary attorney's fees and costs. Such authorization may be made at the sole discretion of the School Worker Defense Program Advisory Board if such authorization is sufficiently justified in writing by the covered person or entity as set forth in Section 7.01.2.4 of these rules.
- 5.05 The cost of the School Worker Defense Program shall be paid annually out of funds in the Public School Fund that are designated for that specific purpose.
- 5.06 The School Worker Defense Program shall not pay any costs associated with the administration of the School Worker Defense Program if no funds are designated in the Public School Fund for the purpose of administering the School Worker Defense Program, or if all designated funds have been depleted through the payment of claims through the School Worker Defense Program.
- 5.07 Any school districts previously covered by or moneys expended pursuant to the self-insurance program of the Arkansas Department of Education or the School Worker Defense Program shall be deemed a proper expenditure of state funds as set forth in Ark. Code Ann. § 6-17-1113(c) as that statutory subsection existed on July 1, 2011.
- 5.08 The establishment of the School Worker Defense Program, the approval of these rules and regulations, the investigation of any incident, the payment of any claim, or the defense of any covered person or entity by the School Worker Defense Program does not waive or forfeit any immunity or authorization to provide for hearing and settling claims extended to educational entities and their personnel by the laws of the State of Arkansas.

6.0 ADMINISTRATION OF THE SCHOOL WORKER DEFENSE PROGRAM

- 6.01 The School Worker Defense Program shall be a part of and administered by the Arkansas Department of Education.
- 6.02 The Commissioner of Education may appoint an Arkansas Department of Education Administrator (Program Administrator), who will administer the School Worker Defense Program.
- 6.03 The Program Administrator will receive and review requests for protection and coverage through the School Worker Defense Program.
- 6.04 The Program Administrator will determine whether requests for protection, coverage, reimbursement, or payment meet the requirements of Ark. Code Ann. § 6-17-1113 and these rules.

- 6.05 Any person entitled to protection under the School Worker Defense Program may appeal the decision of the Program Administrator to the School Worker Defense Program Advisory Board.

7.0 PROCEDURES FOR FILING A CLAIM

- 7.01 Any person entitled to protection under Section 5.01 of these rules shall submit a notice of claim to the Program Administrator.

- 7.01.1 The notice of claim shall be sent by certified mail, return receipt requested to:

School Worker Defense Program
ATTN: Program Administrator
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

- 7.01.2 The notice of claim shall include the following information:

- 7.01.2.1 The name, address, telephone number and position of the entity or individual covered under Section 5.01 of these rules;
- 7.01.2.2 If the claim is filed pursuant to Section 5.02 of these rules, a copy of the summons and complaint and an explanation of how the acts and omissions of the employee or volunteer in question were in the performance of his or her official duties;
- 7.01.2.3 If the claim is filed pursuant to Sections 5.03 or 5.04 of these rules, a copy of relevant court documents indicating the withdrawal, dismissal, or acquittal of criminal charges;
- 7.01.2.4 If the claim is filed pursuant to Section 5.04 of these rules, an explanation of the reasons why extraordinary attorney's fees and costs are appropriate;
- 7.01.2.5 A description of the nature of each insurance policy that may provide coverage for the claim. This description shall include, but not be limited to, coverage limits under each policy; and
- 7.01.2.6 The name, address, and telephone number of the attorney who will represent the covered entity or person in the

matter, or a request for an attorney to be appointed by the School Worker Defense Program.

- 7.01.3 Notice of any claim must be given to the School Worker Defense Program within thirty (30) days of a covered person or entity having knowledge of a civil or criminal action being filed or having reason to believe that a claim under the School Worker Defense Program will be made, whichever is later.
- 7.01.4 Once notice has been received by the covered person or entity as to the formal filing of charges or complaints, immediate notice shall be given to the School Worker Defense Program along with copies of any summons and complaints.
- 7.02 For requests for payment or reimbursement, the covered individual or entity shall provide an itemized invoice along with any information required by the Department of Education to substantiate the amounts listed in the invoice.
 - 7.02.1 Invoices shall be submitted by the covered individual or entity quarterly (every three months). Invoices that are not submitted on a timely basis may not be paid by the School Worker Defense Program.
 - 7.02.2 To be submitted on a timely basis, any request for payment of an expense or reimbursement, other than attorney's fees paid pursuant to Sections 5.03 and 5.04 herein, must be received by the Program Administrator within three (3) months of the date the expense was incurred by or known to the covered entity or person or attorney.
 - 7.02.3 For invoices requesting the payment of attorney's fees, the School Worker Defense Program may reimburse the covered individual or entity for attorney's fees up to one hundred dollars (\$100.00) per hour. The payment of fees in excess of one hundred dollars (\$100.00) per hour is the responsibility of the covered individual or entity.
- 7.03 The Program Administrator shall make an initial determination of whether the request for protection, coverage, reimbursement, or payment meet the requirements of Ark. Code Ann. § 6-17-1113 and these rules.
- 7.04 The Program Administrator shall notify the individual or entity making the claim or request for reimbursement and/or payment of the initial determination, in writing, within ten (10) days of receipt of the notice of claim or request for reimbursement and/or payment, subject to the provision of Section 7.05 below. If the Program Administrator denies a claim, the Program Administrator shall provide in writing the reasons for the denial.

- 7.05 The Program Administrator may request additional information before making an initial determination. If additional information is needed for a proper determination, and if the Program Administrator gives timely notice of the request to the individual or entity making the claim, the Program Administrator may approve or disapprove the request for protection, coverage, reimbursement, or payment within ten (10) days of receipt of the additional information.

8.0 PROCEDURES FOR FILING AN APPEAL WITH THE SCHOOL WORKER DEFENSE PROGRAM ADVISORY BOARD

- 8.01 The individual or entity filing the claim may appeal the initial determination of the Program Administrator by filing a written notice of appeal with the School Worker Defense Program Advisory Board within twenty (20) days of receipt of the initial determination.

- 8.02 The written notice of appeal shall be sent certified mail, return receipt requested to:

School Worker Defense Program Advisory Board
ATTN: Program Administrator (APPEAL)
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

- 8.03 The written notice of appeal shall include a detailed explanation of how the request for protection, coverage, reimbursement, or payment meets the requirements of Ark. Code Ann. § 6-17-1113 and these rules, and whether the appealing party wishes to appear in person at the meeting during which the School Worker Defense Program Advisory Board will review the appeal. If the appealing party does not wish to appear in person at the meeting during which the appeal will be heard, the School Worker Defense Program Advisory Board may determine whether to grant or deny the appeal based upon the written materials provided by the appealing party and the Program Administrator.
- 8.04 The School Worker Defense Program Advisory Board shall schedule a meeting to review the appeal as soon as practicable, but no later than thirty (30) days from the date of receipt of the notice of appeal by the School Worker Defense Program.
- 8.05 The Program Administrator shall notify the appealing party in writing of the date, time, and location of the meeting during which the School Worker Defense Program Advisory Board will review the appeal.
- 8.06 If the appealing party appears at the meeting during which the appeal is heard, the following procedures shall apply:

- 8.06.1 The Program Administrator shall provide an introduction of the matter and present the reasons supporting the Program Administrator's initial determination. The presentation of the Program Administrator shall be limited to fifteen (15) minutes.
- 8.06.2 The appealing party or the appealing party's representative may provide a presentation of up to fifteen (15) minutes explaining how the appealing party's request for protection, coverage, reimbursement, or payment meets the requirements of Ark. Code Ann. § 6-17-1113 and these rules.
- 8.06.3 The chairperson of the School Worker Defense Program Advisory Board may, for good cause, allow the Program Administrator and/or the appealing party additional time to complete their presentations.
- 8.06.4 Any member of the School Worker Defense Program Advisory Board may, at any time, ask questions of the Program Administrator or appealing party.
- 8.07 A decision to grant or deny the appeal shall be made by a majority of the members of the School Worker Defense Program Advisory Board who are present at the meeting during which the appeal is heard.
- 8.08 The School Worker Defense Program Advisory Board's decision shall be in writing or stated in the record and shall include findings of fact and conclusions of law, separately stated. Findings of fact, if set forth in statutory language, shall be accompanied by a concise and explicit statement of the underlying facts supporting the findings.
- 8.09 The School Worker Defense Program Advisory Board shall notify the appealing party of its decision concerning the appeal within seven (7) days of the meeting during which the appeal is considered. The notice shall include a copy of the written decision issued by the School Worker Defense Program Advisory Board.
- 8.10 A decision to grant or deny the appeal shall be final.

9.0 CONDITIONS

- 9.01 Nothing in these rules should be interpreted to waive any governmental or statutory immunity available under Arkansas law.
- 9.02 Any covered person or entity shall cooperate fully in the defense provided by the School Worker Defense Program. However, a covered person or entity shall not voluntarily make any payment, assume any obligation, incur any expense, or enter into any settlement agreement without prior written approval from the Program Administrator. A violation of this stipulation may void any or all benefits for protection or coverage under the School Worker Defense Program.

- 9.03 The protection or coverage provided by the School Worker Defense Program is primary to any group protection or insurance furnished by a teacher organization.
- 9.04 The protection or coverage provided by the School Worker Defense Program is secondary or excess to any protection, insurance or policy purchased by a school district, association of school districts, or provided by any self-funded risk sharing pool or insurance cooperative.
- 9.05 The School Worker Defense Program may settle or defend, as necessary, any suit or claim seeking compensatory damages. However, any portion of any claim or suit not pertaining to compensatory damages may not be settled without the permission of the covered person or entity involved.
- 9.06 The attorney representing the covered individual or entity must file, on a quarterly basis, a short summary concerning the status of the lawsuit with the Program Administrator. Failure to file a timely summary may result in withdrawal of coverage under the School Worker Defense Program.

10.0 EXCLUSIONS

- 10.01 The protection afforded under the School Worker Defense Program does not apply to any claims for damages which are successfully defended on the affirmative defense of governmental or statutory immunity under Arkansas law. The School Worker Defense Program may pay attorney's fees and costs for the purpose of asserting a successful affirmative defense of governmental or statutory immunity.
- 10.02 The School Worker Defense Program shall not provide protection, coverage or payment for the following:
 - 10.02.1 Intentional torts committed outside the scope of employment; or dishonest or criminal acts or omissions, other than corporal punishment administered in accordance with school district policies on file with the Arkansas Department of Education. Such disqualifying acts do not include intentional acts that are reasonably committed in self-defense, in defense of another, or to prevent bodily injury to self or another;
 - 10.02.2 Contractual damages, including back wages;
 - 10.02.3 Acts or omissions falling outside the official duties of a covered person;
 - 10.02.4 Violation of a court order issued by a court of competent jurisdiction;

- 10.02.5 Punitive damages;
 - 10.02.6 Willful violation of a penal statute or ordinance committed by or with the knowledge or consent of a covered person;
 - 10.02.7 Lawsuits involving desegregation related issues filed after September 14, 1993;
 - 10.02.8 Lawsuits involving voting rights issues filed after September 14, 1993;
 - 10.02.9 Administrative hearings or other hearings of any type unless a formal civil complaint has been filed;
 - 10.02.10 Plaintiff attorneys' fees;
 - 10.02.11 The payment or reimbursement of any deductible or self-insured retention included in any protection, insurance or policy purchased by a school district, association of school districts, or provided by any self-funded risk sharing pool or insurance cooperative;
 - 10.02.12 Any and all demands, claims, suits, actions, complaints, or litigation brought by or filed by a covered entity against another covered entity;
- 10.03 The School Worker Defense Program shall not provide or afford any protection or defense in any form for the operation, maintenance, or use of any motor vehicle, or for any automobile claims of any type.

Public Comments – School Worker Defense Program

Date	Respondent	Comment	ADE Response
3/18/2014	Tripp Walter, Arkansas Public School Resource Center	5.02.1 Why is this still here? Is this per incident? Or total?	Response: This language comes from Ark. Code Ann. § 6-17-1113. The law and rules reflect that the caps apply per incident.
		7.02.3 Is there an approved list of attorneys or may schools use any attorney?	Response: There is no approved list of attorneys. Schools may use any attorney.

DRAFT

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE DIGITAL LEARNING ACT OF 2013**

1.00 PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013.

1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Digital Learning Act of 2013.

2.00 AUTHORITY

2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 1280 of 2013 and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

3.00 LEGISLATIVE AND REGULATORY INTENT

3.01 It is the intent of the General Assembly and of these rules to:

3.01.1 Provide for the expansion of digital learning opportunities to all Arkansas public school students; and

3.01.2 Remove any impediments to the expansion of digital learning opportunities.

3.02 These rules do not authorize a government entity to provide directly or indirectly basic local exchange, voice, data, broadband, video, or wireless telecommunication service except as authorized under Ark. Code Ann. § 23-17-409(b).

4.00 DEFINITIONS

For the purposes of these rules only:

4.01 “Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

4.01(2) “Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

4.03 “Digital Learning Provider” is an agency or entity approved by the Arkansas Department of Education pursuant to these rules that provides digital learning courses to public schools.

4.02(4) “Highly Qualified Teacher” means a teacher who holds at least a Bachelor’s Degree and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

Note: Federal laws or regulations may require teachers in certain subject areas to hold a teaching license (e.g., special education teachers who teach core academic subjects).

4.05 “Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

5.00 DIGITAL LEARNING – APPROVED PROVIDER LIST

5.01 Digital learning services may be procured from both in-state and out-of-state digital learning providers.

5.02 The Arkansas Department of Education shall annually:

5.02.1 Publish a list of approved digital learning providers that offer digital learning services; and

5.02.2 Provide a copy of the list of approved digital learning providers to the House Committee on Education and the Senate Committee on Education no later than June 1 each year.

6.00 DIGITAL LEARNING ENVIRONMENT

6.01 A digital learning environment shall be composed of:

6.01.1 Access to quality digital learning content and online blended learning courses;

6.01.2 Tailored digital content designed to meet the needs of each student;

6.01.3 Digital learning content that meets or exceeds the curriculum standards and requirements adopted by the State Board of Education that is capable

of being assessed and measured through standardized tests or local assessments; and

6.01.4 Infrastructure that is sufficient to handle and facilitate a quality digital learning environment.

7.00 DIGITAL LEARNING PROVIDERS

7.01 To become an approved digital learning provider a digital learning provider shall submit proof that the provider:

7.01.1 Is nonsectarian and nondiscriminatory in its programs, employment practices, and operations;

7.01.2 Demonstrates or partners with an organization that demonstrates successful experience in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses;

7.01.3 Provides digital learning services that meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensures instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses; and

7.01.4 Utilizes highly qualified teachers to deliver digital learning courses to public school students. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

7.02 The Arkansas Department of Education or State Board of Education shall not require as a condition of approval of a digital learning provider that the digital learning provider limit the delivery of digital learning courses to public schools that require physical attendance at the public school to successfully complete the credit for which the digital learning course is provided.

7.03 To become an approved digital learning provider in Arkansas, a prospective digital learning provider shall complete the application found at Attachment 1 to these rules and provide the completed application to:

ATTN: Digital Learning Provider Applications
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

The Arkansas Department of Education is authorized to create an electronic version of the application found at Attachment 1.

7.04 *Public school districts and public charter schools that provide digital learning courses to their own students without the assistance of an external digital learning provider are not required to seek approval as a digital learning provider pursuant to these rules.*

7.05 *Public school districts and public charter schools that provide digital learning courses to students other than their own students are required to seek approval as digital learning providers pursuant to these rules.*

8.00 PILOT PROGRAM – DIGITAL LEARNING COURSES

8.01 Beginning in the 2013-2014 school year, all public school districts and public charter schools participating in a pilot program shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction. Public school districts and public charter schools that wish to participate in the pilot program shall provide a notice of intent to participate in the pilot program to the Arkansas Department of Education at the following address:

ATTN: Digital Learning Pilot Program Notification
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

8.02 Beginning in the 2014-2015 school year, all public school districts and public charter schools shall provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction.

8.03 All digital learning courses provided by public school districts and public charter schools shall:

8.03.1 Be of high quality;

8.03.2 Meet or exceed the curriculum standards and requirements established by the State Board of Education;

8.03.3 Be made available in a blended learning, online-based, or other technology-based format tailored to meet the needs of each participating student.

8.04 Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments.

8.05 Beginning with the entering ninth grade class of the 2014-2015 school year, each high school student shall be required to take at least one (1) digital learning course for credit to graduate.

8.06 The State Board of Education shall not limit the number of digital learning courses for which a student may receive credit through a public school or public charter school and shall ensure that digital learning courses may be used as both primary and secondary methods of instruction.

8.07 A public school district or public charter school that offers a digital learning course through an approved digital learning provider shall ensure that each digital learning course offered at the public school district or public charter school has been approved by the Arkansas Department of Education.

8.07.1 It is not necessary for a public school district or public charter school to seek approval from the Arkansas Department of Education for courses that have previously been approved by the Arkansas Department of Education.

8.07.2 For courses not previously approved by the Arkansas Department of Education, a public school district or public charter school that offers a digital learning course through an approved digital learning provider shall obtain approval for the course from the Arkansas Department of Education prior to offering the course to students. A public school district or public charter school may seek course approval by contacting the following office:

ATTN: Digital Learning Course Approvals
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

ATTACHMENT 1



DIGITAL LEARNING PROVIDER APPLICATION

Date of Application: _____

Name of Provider: _____

Provider Point of Contact: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

Is the applicant/provider nonsectarian and nondiscriminatory in its programs, employment practices and operations? Yes: _____ No: _____

Explain: _____

Subject areas for which the applicant/provider intends to offer digital learning courses:

Grade levels for which the applicant/provider intends to offer digital learning courses:

Will the applicant/provider partner with any organization in furnishing digital learning courses to public school students? Yes: _____ No: _____

If so, please provide the following:

Name of Partnering Organization: _____

Address: _____

City: _____ State: _____ ZIP: _____

E-mail: _____

Website Address (If Applicable): _____

A prospective digital learning provider must demonstrate or partner with an organization that demonstrates successful experience in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensure instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

A prospective digital learning provider must use highly qualified teachers to deliver digital learning courses to public school students. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

Digital learning courses shall be capable of being assessed and measured through standardized tests or local assessments. Please explain how the applicant/provider meets this requirement. Attach supporting documentation as necessary.

ACKNOWLEDGMENT

I certify that the foregoing information is true, accurate and complete. I understand that the requirements for being an approved digital learning provider in Arkansas are governed by Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013. I further understand that failure to comply with the requirements of Act 1280 of 2013 and the Arkansas Department of Education Rules Governing the Digital Learning Act of 2013 could result in denial of this application or withdrawal of approval status.

Name of Applicant

Date

On Behalf Of:

Submit Completed Application To:

ATTN: Digital Learning Provider Applications
Arkansas Department of Education
Division of Learning Services
Four Capitol Mall
Little Rock, AR 72201

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

FIRST PUBLIC COMMENT PERIOD

Date	Respondent	Comment	ADE Response
9/9/2013	Tripp Walter, Arkansas Public School Resource Center	Act 1280 (at Page 3, Lines 22-24): The reason why direct rule authority was not implemented beyond the pilot year was to reduce any bureaucratic over-regulation of digital providers and to treat digital curriculum delivery the same as traditional textbook curriculum delivery in that the ADE could and would be expected to address any possible curriculum and or quality control violations by way of their Standards for Accreditation review powers. Thus, no additional regulations are necessary, such as individual course approval, as curriculum issues are regulated by way of Standards for Accreditation reviews.	<p>Comment considered. The relevant language in Act 1280 states that “The Department of Education shall adopt rules to implement the pilot program, the purpose of which shall be to more smoothly implement the requirements under subdivision (a)(2) of this section.” Subdivision (a)(2) requires, beginning in the 2014-2015 school year, that all public school districts and public charter schools provide at least one (1) digital learning course to their students as either a primary or supplementary method of instruction. With these statutory requirements in mind, it is necessary to promulgate rules for the pilot program and full implementation of the requirement in subdivision (a)(2). Additionally, the State Board of Education should set forth an orderly process for the approval of digital learning providers – a process that itself calls for the promulgation of rules.</p> <p>Rather than being “bureaucratic over-regulation,” the ADE proposes that the course approval process for digital learning courses be exactly the same as for any other non-digital learning course. That is why Section 8.07 of the rules sets forth an efficient process for course approval. As reflected in the rules, it is not necessary for a public school district or public charter school to seek approval for courses that have previously been approved by the ADE. Only those courses that have not been previously approved by the ADE must be submitted for course approval.</p>

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

		<p>Act 1280 provides no exemption for previous distance learning providers to be automatically approved as digital learning providers. The state must subject any previously approved distance learning provider wishing to become a digital provider to the same review process as a new digital course provider. The state must be able to establish and administer the same review standards and processes to all prospective digital course providers, especially if it finds itself in the potential conflict situation of directly funding or providing digital learning courses itself or through a provider partner while at the same time exercising regulatory authority over all digital course providers.</p>	<p>Comment considered. No previous distance learning provider will be automatically approved as a digital learning provider. All digital learning provider applicants must meet the same requirements for approval set forth in Act 1280.</p>
		<p>Section 7.01: Any provider providing assurance that they meet the requirements of Sections 7.01.1-7.01.4 of the Rules would automatically qualify for approval and the ADE would not be authorized to conduct individual course approvals, except where necessary to verify possible violations of any of the above requirements.</p>	<p>Comment considered. Act 1280 specifically requires that a digital learning provider submit “proof” that it meets the requirements for being an approved digital learning provider. It is the understanding of the ADE that “proof” goes beyond “assurances.”</p> <p>It is also important to note that the process for becoming a digital learning provider is separate and distinct from the course approval process. The process for becoming an approved digital learning provider is set forth in Section 7.00 of the proposed rules. The course approval requirements are set forth in Section 8.07 of the proposed rules.</p>
		<p>Section 7.01.3: The “curriculum and accountability plan” means that courses align to the state’s curriculum standards and accountability system for public schools.</p>	<p>Comment considered. To the extent that the comment suggests that digital learning providers provide proof that their services meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensures instructional and</p>

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

			<p>curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses as set forth in Act 1280, the ADE agrees.</p>
		<p>Section 8.01: During the pilot year, no school district or open-enrollment public charter school should be prohibited from providing pilot courses per these Rules due to not meeting the notice requirements of this section, which are not contained in Act 1280.</p>	<p>Comment considered. The proposed rules have been revised to provide that public school districts and public charter schools that provide digital learning courses to their own students without the assistance of an external digital learning provider will not be required to seek approval as digital learning providers.</p>
		<p>Section 8.07: The only requirement that a course provider should have to comply with concerning “course approval” is to provide a statement of assurance of the course meeting the standards contained in Act 1280 and in Section 6.01.3 of these Rules.</p> <p>It is not the purpose or intent of Act 1280 that the ADE review each and every course for approval, but just to require the above commitments from providers and to have review authority on an individual basis if necessary. This program is a separate program from the former distance learning program and does not provide for individual course approval. This requirement could become overly burdensome for those providers providing a large number of course offerings and is better controlled or addressed by audit review tactics.</p> <p>Our understanding of Act 1280 is that the provider would submit an overall package of information to the ADE that would explain its course offerings, history of course offerings (i.e. demonstrate proof of</p>	<p>Comment considered. The ADE agrees that it should not review each and every course for approval, only those courses which have yet to be approved. The comment appears to suggest that the ADE not pre-approve any digital learning course and instead opt to simply hold a school district in violation of the Standards for Accreditation after the fact should the ADE subsequently determine that the digital learning course failed to meet or exceed minimum curriculum standards. The ADE believes that the better course of action for school districts and students is to review only those courses which have not been previously approved. This process will ensure that only approved courses are offered by schools to their students.</p>

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

		student growth) and the courses’ alignment to the State’s curriculum standards. The package of information would also contain assurances that any course was capable of being assessed by standardized or local assessments (the term “local assessments” being defined very broadly).	
9/10/2013	Dr. Jay Barth, Ark. State Board of Education	I prefer that we give districts and schools the room to innovate rather than having to come to us to ask to innovate in this new area. I would like to see that a student takes a number of hours in digital learning experience across a series of courses rather than in just one course.	<p>Comment considered. Act 1280 discusses digital learning in terms of “courses,” capable of being assessed and measured through standardized tests or local assessments. A change in the law may be required to allow for students to take a certain number of digital hours across various courses.</p> <p>It is important to note that the proposed rules have been revised to include online and blended learning in the definition of “digital learning.” Moreover, the law and proposed rules only set a minimum requirement of “at least one (1) digital learning course.” Accordingly, nothing in the law or rules prevents a school district or school from offering students multiple digital learning courses, including digital learning courses with blended learning.</p>
		I hope that we can encourage districts to think about doing digital learning in their own ways that makes sense for them rather than creating an industry of digital learning providers that may not fit the kind of needs of that school the best, that will give them as much flexibility as possible there.	<p>Comment considered. The proposed rules have been revised to clarify that public school districts and public charter schools that provide digital learning courses to their own students without the assistance of an external digital learning provider are not required to seek approval as a digital learning providers.</p>
		We should do what we can to allow the embedding of digital learning in other courses and make it as easy as possible to districts to be digital learning providers.	<p>Comment considered. The proposed rules have been revised to include online and blended learning in the definition of digital learning. Additionally, as noted above, the rules have also been revised to clarify that public school districts</p>

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

			and public charter schools that provide digital learning courses to their own students without the assistance of an external digital learning provider are not required to seek approval as a digital learning providers.
9/12/2013	Jodi Cobb, Bay High School	I believe this law is going to cause an undue hardship of schools to provide this type of class. There are already so many requirements on schools, and this will make the situation even worse. With the implementation of PARCC and the bandwidth/technology issues that come along with that, this will just create another burden on our technology infrastructure. I fell there needs to be more clarification for schools on what exactly will be expected of them.	Comment considered. The requirements in the proposed rules were made necessary by the enactment of Act 1280 of 2013. The General Assembly and the ADE have attempted to allow for implementation of these requirements in such a way that allows for a great deal of flexibility for public school districts and public charter schools.

SECOND PUBLIC COMMENT PERIOD

Date	Respondent	Comment	ADE Response
3/18/2013	Tripp Walter, Arkansas Public School Resource Center	3.01.2 Most of the regulations establish impediments instead of allowing for expansion of digital learning opportunities. Examples – provider process which has not met any timeline yet. Having the Curriculum section review each course for approval. If a new course (not currently with a course code) is to be offered it must be approved individually which limits the number of courses that ONLY Schools can submit. The new rule that all course approvals must be in on May 1 only once a year.	Comment considered. The ADE does not agree that the regulations establish impediments to allowing for the expansion of distance learning opportunities. As clearly set forth in Section 8.07 of the rules, it is not necessary for a public school district or public charter school to seek approval for courses that have previously been approved by the ADE. Only those courses that have not been previously approved by the ADE must be submitted for course approval. The comment appears to suggest that the ADE not pre-approve any digital learning course and instead opt to simply hold a school district in violation of the Standards for Accreditation after the fact should the ADE subsequently determine that the digital learning course failed to meet or exceed minimum

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

			<p>curriculum standards. The ADE believes that the better course of action for school districts and students is to review only those courses which have not been previously approved. This process will ensure that only approved courses are offered by schools to their students.</p>
		<p>3.02 What does this mean?</p>	<p>Comment considered. This language is found in Ark. Code Ann. § 6-16-1402 and is part of the intent of the General Assembly in passing Act 1280 of 2013.</p>
		<p>4.01 This is a new section that adds the definition of “Blended Learning,” which seems consistent with, and at least in part based on, the literature. For example:</p> <p><i>Classifying K-12 Blended Learning</i> http://www.innosightinstitute.org/innosight/wpcontent/uploads/2012/05/Classifying-K-12-blended-learning2.pdf, accessed March 10, 2014.)</p> <p>[Note: The word “path” (in the blended learning definition) apparently means student learning may not follow teacher pedagogy, but instead follow learning methods customized by the student for the student’s own learning.]</p>	<p>Comment considered. It is necessary to define “blended learning” for the purposes of the rules.</p>
		<p>4.03 Define “agency/entity”.</p>	<p>Comment considered. It does not appear to be necessary to define “agency” or “entity” as the operative language applies to those approved to offer digital learning courses to public schools.</p>
		<p>4.03 This is a new section that adds the definition of “Digital Learning Provider.”</p> <p>This section seems to limit digital learning providers to agencies or entities that provide digital learning courses directly to schools.</p>	<p>Comment considered. The ADE disagrees that the section limits digital learning providers to agencies or entities that provide digital learning courses <i>directly</i> to schools. “Directly” does not appear in Section 4.03.</p>

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

		<p>The Digital Learning Act of 2013 does not make that distinction. Section 6-16-1403(b)(1) says providers “offer digital learning services” and Section 6-16-1405 says that a digital learning provider shall provide proof that the provider “demonstrates or partners with an organization that demonstrates successful experience in furnishing digital learning courses to public school students.” This suggests that provider services are broader than just courses, but Section 4.03 restricts the definition of provider to entities that only offer courses.</p> <p>Section 4.03 appears to eliminate as a provider an entity that aggregates demand for digital learning courses and offers a catalog of digital learning courses from a number of partners that are digital learning providers.</p>	<p>As to provider services being broader than “courses,” the ADE agrees. “Services” may include more than courses. However, see Ark. Code Ann. § 6-16-1405 and that statute’s requirements for digital learning providers. The criteria in that section is very specific to “courses.”</p>
		<p>4.05 This definition eliminates remedial programs that are stand-alone software without internet based instruction.</p>	<p>Comment considered. ADE agrees with that interpretation. Those services may be provided by school districts outside the scope of the Digital Learning Act.</p>
		<p>4.05 Section 4.05: This is a new section that adds the definition of “Online Learning,” which seems consistent with, and at least in part based on, the literature. For example:</p> <p><i>Classifying K-12 Blended Learning:</i> http://www.innosightinstitute.org/innosight/wpcontent/uploads/2012/05/Classifying-K-12-blended-learning2.pdf, accessed March 10, 2014.)</p>	<p>Comment considered. No response is necessary.</p>
		<p>5.02 This regulation states that there will be a list of approved providers but the Arkansas Department of Education (ADE) has stated there will be a list of providers and a list of approved courses which is not contained in these rules.</p>	<p>Comment considered. The provider approval process and course approval process are separate. The ADE will provide a list of approved providers as required by law.</p>

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

		5.02.1 When will it be published?	Comment considered. The list has already been published.
		6.01.4 Must define what the infrastructure necessary is and who will make this judgment – if a district chooses is that enough?	Comment considered. This language comes from Ark. Code Ann. § 6-16-1404. The code section does not further explain the infrastructure necessary or who will make the judgment.
		7.01.2 “Demonstrated student growth”. How do we prove? Please see our previously submitted comments on the prior version of the rules.	Comment considered. This language comes from Ark. Code Ann. § 6-16-1405. In the provider application, applicants are required to explain how they meet this requirement.
		7.01.3 “Meet or exceeds curriculum standards”. What does plan have to include? Please see our previously submitted comments on the prior version of the rules.	Comment considered. This language comes from Ark. Code Ann. § 6-16-1405. In the provider application, applicants are required to explain how they meet this requirement.
		7.01.2 How can this be judged when there is no history with ANY new course?	Comment considered. This language comes from Ark. Code Ann. § 6-16-1405. In the provider application, applicants are required to explain how they meet this requirement.
		7.01.3 Define “curriculum plan and accountability plan”. Please see our previously submitted comments on the prior version of the rules.	Comment considered. This language comes from Ark. Code Ann. § 6-16-1405. Taken in context, the curriculum and accountability plan should address every subject area and grade level for which a provider agrees to provide digital learning resources and provide proof that the services meet or exceed the minimum curriculum standards and requirements established by the State Board of Education.
		7.02 If a home schooler can get money for 1 period a day if takes 1 course for length of course – how will this be documented?	Comment considered. The rules do not address a home schooler “getting money” through the digital learning program.

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

		<p>7.03 The rules state that the provider completes the application but the rules do not address the criteria that is used to make the approval decision.</p>	<p>Comment considered. The ADE developed an application that mirrored the requirements set forth in Ark. Code Ann. § 6-16-1405. The ADE reviewed each application with those requirements in mind. If the ADE required additional information from an applicant, it permitted the applicant additional time to provide that information. Ark. Code Ann. § 6-16-1405 requires applicants to submit “proof” of each requirement.</p>
		<p>7.04 Is using a portal assistance from provider? Use portal – course entity.</p>	<p>Comment considered. This comment is not clear. The ADE is unable to respond. However, even prior to the passage of the Digital Learning Act of 2013, school districts provided some of their own locally created digital learning courses to students.</p>
		<p>7.04 This is a new section that declares school districts and charter schools that offer digital learning courses to their own students are not required to be approved as digital learning providers.</p> <p>This seems to assume that the skill sets and organizational structure necessary for traditional instruction are sufficient for creating and offering online instruction through digital learning courses. Given the uneven performance of schools, such an assumption seems to be unfounded and not in the best interest of the students.</p> <p>It also suggests that it may be preferable for every school district and charter school to prepare its own set of digital learning courses, ignoring economies of scale.</p>	<p>Comment considered. This section is in the rule because prior to the passage of the Digital Learning Act of 2013, school districts provided some of their own locally created digital learning courses to students. The rule intended to clarify that the rules were not meant to displace those efforts.</p>
		<p>7.05 This is a new section that states school districts and charter schools are required to be approved as digital learning providers if they offer digital learning courses to students other than their own. This seems to assume that the skill sets necessary for traditional instruction are</p>	<p>Comment considered. The ADE does not agree with the assumption listed in the comment. The ADE wanted to ensure that district efforts to provide digital learning courses to their own students were not displaced by these rules. At the</p>

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

		insufficient for online instruction through digital learning courses.	same time, the ADE did not want to grant school districts an exemption from the provider approval process if those districts intended to offer digital learning courses to students other than their own.
		8.01 By when is the notice of intent application to be submitted?	Comment considered. The notice of intent process for the 2013-2014 cycle has already passed.
		8.01 The required notice of intent application was removed from the ADE website making it impossible to complete the required form.	Comment considered. The notice of intent process for the 2013-2013 cycle has already passed.
		8.03 What criteria will be utilized to evaluate “high quality courses which meet or exceed curriculum standards”?	Comment considered. This language comes from Ark. Code Ann. § 6-16-1406. The ADE can only ensure this legal requirement is met by ensuring course approval for those courses that have not previously been approved. The ADE will review non-approved courses to ensure that those courses meet or exceed curriculum standards.
		8.04 Does this eliminate participation by seniors since they do not take standardized tests?	Comment considered. This language comes from Ark. Code Ann. § 6-16-1406. The applicable language in the law includes both standardized tests and local assessments.
		8.07 There is no list of courses that are currently approved available for schools.	Comment considered. The ADE Curriculum unit does, in fact, maintain such a list.
		8.07.1 Does this mean any Algebra 1 course is acceptable?	Comment considered. Yes, as long as the course meets the Arkansas Curriculum Frameworks.
		8.07.2 The new change in course approval – being only available once a year by May 1 st will significantly decrease the use of digital courses. In the past there was no specific time that course approvals had to be made and approvals could be on demand which would support the	Comment considered. The rules do not set a May 1 requirement. The ADE will consider whether further approval windows may be warranted.

Public Comments – Digital Learning Rules (First and Second Public Comment Period)

		ability of students and schools to access digital courses – instead this limits access dramatically.	
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DRAFT

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INSTRUCTIONAL MATERIALS
March 1, 2012 _____, 2013

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Instructional Materials.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education’s authority under Ark. Code Ann. §§ 6-11-105, 6-21-401 et seq., and 25-15-201 et seq.

2.00 PURPOSE

The purpose of these rules is to set forth requirements related to the purchase, distribution and use of instructional materials.

3.00 DEFINITIONS

~~3.01 “Basal textbook” means the textbook that contains the core curriculum for the subject area to be taught.~~

~~3.023.01~~ “Commissioner” means the Commissioner of Education.

~~3.033.02~~ “Instructional materials” means:

~~3.03-13.02.1~~ Traditional books, textbooks, and trade books in printed and bound form;

~~3.03-23.02.2~~ Activity-oriented programs that may include:

~~3.03-2-13.02.1~~ Manipulatives;

~~3.03-2-23.02.2~~ Hand-held calculators; or

~~3.03-2-33.02.3~~ Other hands-on material; and

~~3.03-33.02.3~~ Technology-based materials that require the use of electronic equipment in order to be used in the learning process. ~~Technology-based~~

~~materials do not include the equipment required to make use of these materials. In accordance with Ark. Code Ann. 6-21-403, school districts may purchase digital resources and make available any equipment needed to access the digital resources.~~

~~3.043.03~~ “School” or “School District” as those terms are used in these rules, shall include open-enrollment public charter schools.

~~3.05~~ “State” means the State of Arkansas.

~~3.063.04~~ “State Board” means the Arkansas State Board of Education.

~~3.07~~ “Supplemental textbook” means textbooks that supplement the basal textbook.

~~3.08~~ “Textbook” includes textbooks in both printed form and electronic form.

4.00 GENERAL POWERS AND DUTIES OF THE STATE BOARD OF EDUCATION

4.01 Pursuant to Ark. Code Ann. § 6-21-404, the State Board of Education is authorized and empowered to may:

~~4.01.1~~ Provide for a statewide textbook selection committee as follows;

~~4.01.1.1~~ The Commissioner of Education shall select a statewide selection committee no later than June 15 of each year. Each state committee shall be composed of members representative of the subject areas and instructional levels being adopted and from the state at large. The committee shall include licensed personnel from public schools and shall include a majority of classroom teachers.

~~4.01.1.2~~ The committee shall recommend a list of instructional materials consistent with course content standards and curriculum frameworks.

~~4.01.2~~ 4.01.1 Require reports from school districts on the use and distribution of instructional materials; and

~~4.01.3~~ 4.01.2 Do whatever else may be necessary for the general welfare of the public school ~~textbook~~ and instructional materials system in order to acquire the items at the lowest possible cost.

4.02 The powers enumerated in section 4.00 of these rules and in Ark. Code Ann. § 6-21-404 are cumulative and not restrictive.

~~4.03~~ ~~The State Board shall have the power to modify the bid and contract form and negotiate any additional or modified terms that the State Board deems necessary for the administration of these rules.~~

~~4.04~~ ~~Publishers must sell their materials at the same price to all schools and school districts in the State of Arkansas and must guarantee that price for the life of a state adoption cycle.~~

4.05 The State Board, through the Department of Education, will include funding for instructional materials in the foundation funding amount provided to each school district pursuant to Ark. Code Ann. § 6-20-2305.

5.00 GENERAL REQUIREMENTS RELATED TO INSTRUCTIONAL MATERIALS

5.01 Each school district shall select ~~a textbook~~ an instructional materials selection committee, ~~to be composed of a majority of licensed personnel, which shall include classroom teachers.~~

5.01.2 A majority of its members shall be licensed personnel, which shall include classroom teachers.

5.02 Public school districts shall provide ~~textbooks, other~~ instructional materials, ~~or digital resources,~~ including the availability of any equipment needed to access the ~~digital resources~~ instructional materials, for all pupils attending the public schools of this state in kindergarten through grade twelve (K-12), inclusive, in all subjects taught in those grades, without cost to the pupils.

5.03 School districts may select their own ~~textbooks, instructional materials, or digital resources,~~ or school districts may select from the recommended state-approved list. including the materials needed to access the instructional materials.

5.04 Any materials purchased with state funds shall be consistent with course content standards and curriculum frameworks.

5.05 The Department of Education shall monitor to ensure that all school districts in the State of Arkansas comply with Section 5.00 of these rules and with Ark. Code Ann. § 6-21-403. The primary methods of compliance shall be through a Report of Local Adoptions filed by a school districts with the Department of Education and through a school district's Statement of Assurance filed with the Department of Education pursuant to Ark. Code Ann. § 6-15-202.

5.05.1 The Department of Education shall report in the annual school performance report a school district that fails to provide textbooks, *other instructional materials, or digital resources*, including the availability of any equipment needed to access the *digital resources instructional materials* or any school district that charges any student a fee for use of or access to any instructional materials.

5.05.2 The State Board of Education shall report to the members of the House Committee on Education and Senate Committee on Education annually any school district out of compliance with Section 5.00 of these rules and with Ark. Code Ann. § 6-21-403 by November 1 of each year.

5.06 As used in this subsection, "person" means an individual, a partnership, a corporation, or an association.

5.06.1 A person who operates in this state shall not charge a school district a price for instructional materials that exceeds the lowest contracted price currently bid in another state on the same product.

5.06.2 A person shall sell instructional materials at the same price to all school districts in the state and must guarantee the price for the remainder of the school year.

~~6.00 DETERMINATION OF RECOMMENDED INSTRUCTIONAL MATERIALS~~

~~6.01 By March 15 of each year, the Department of Education shall prepare and distribute to school districts a recommended list of books, series of books, and other instructional materials for all subjects and instructional levels required by the Standards for Accreditation of Arkansas Public Schools and School Districts.~~

~~6.02 School districts may elect to purchase instructional materials from the state-recommended list, or school districts may select other instructional materials.~~

~~6.03~~ If a school district selects other instructional material not recommended by the Department of Education, the school district shall certify to the Department of Education by June of each year which instructional materials the school district wishes to purchase by state contract from the state recommended list.

~~6.04~~ If a school district selects other instructional materials not recommended by the Department of Education, the school district may purchase such materials outside any state contract.

7.006.00 **CONDITIONS FOR OFFERING TEXTBOOKS FOR ADOPTION, SALE OR EXCHANGE**

6.01 As used in this subsection, “person” means an individual, a partnership, a corporation, a company, or an association.

~~7.01~~ 6.01.1 Before any person, company, or corporation shall offer any school textbooks or other a person may offer instructional materials used in kindergarten through grade twelve (K-12), inclusive, for adoption, sale, or exchange in the State of Arkansas, the person, company, or corporation shall comply with the following conditions by June 30 of each year, submit to the Department of Education a certified list of:

6.01.1.1 All state contracts made during the state fiscal year just ended on all instructional materials the publisher sold in this state during the state fiscal year just ended; and

6.01.1.2 Instructional materials sold to each school district in Arkansas, including the price of each instructional material.

~~7.01.1~~ The person, company, or corporation shall file a bid and contract form in the office of the Commissioner of Education showing the prices at which the publisher will agree to sell to the State of Arkansas during the contract period.

~~7.01.2~~ When the State Board of Education accepts any or all of the textbooks or other instructional materials in the bid and contract form and so certifies the form, the bid and contract form shall become an official contract.

~~7.01.3~~ The State Board of Education is authorized to permit publishers to bid current wholesale prices, or the State Board may require publishers to bid

~~lowest existing contract prices at which the textbooks or other instructional materials are being sold elsewhere in the country.~~

~~7.01.4 The State Board of education shall certify in the call for bids whether it wants current wholesale prices or lowest contract prices.~~

~~7.01.5 In the bid and contract form, the publisher shall certify the date on which the current wholesale prices were established and submit a list of all existing adoption bids showing such items as may be requested by the State Board on an official form furnished by the State Board.~~

~~7.01.6 At the end of each fiscal year of the contract, the publisher shall submit a certified list of all state contracts made during the fiscal year just closed on all books or other instructional materials for which the publisher has a contract in the State of Arkansas.~~

~~7.01.7 The publisher shall automatically reduce prices in Arkansas whenever a contract is made at a lower price in another state after the date of the contract in Arkansas.~~

~~7.01.8 If any publisher makes a contract on a special or state edition in another state after the date of the contract in Arkansas, the State Board is authorized to require the publisher to supply the special or state edition to the schools of Arkansas at the contract price in other states.~~

~~7.01.9 The State Board may require a publisher to bid an exchange price on all basal or supplementary textbook bids, and all the price regulations in these rules applying to regular contracts shall also apply to exchange prices; and~~

~~7.01.10 The person, company, or corporation shall deposit a copy of each textbook and other instructional material in printed, digital or manuscript form in the Office of the Commissioner.~~

~~7.01.10.16.02~~ All publishers doing business in the State of Arkansas shall maintain one (1) or more book depositories at the publisher's expense in Arkansas this state.

~~7.01.10.2 All items offered for sale in Arkansas pursuant to these rules shall be equal in quality to those deposited in the Office of the Commissioner and shall meet the minimum standards and specifications set forth by the State Board.~~

8.00 — CONTRACTS WITH PUBLISHERS

- 8.01 — ~~The State Board of Education shall make and execute contracts with all publishers whose books, series of books, or instructional materials have been recommended by the Department of Education.~~
- 8.02 — ~~The State Board shall determine the contract period, provided no contract period shall be for less than three (3) years nor more than five (5) years for courses subject to rapid knowledge base changes. For courses determined by the State Board to be free of rapid knowledge base changes, the contract period may be for a maximum of ten (10) years.~~
- 8.03 — ~~Contract periods for paperback books, novels, plays, and other forms of literature in a softbound cover that are part of a basal textbook program may be from one (1) to five (5) years.~~
- 8.04 — ~~If during the first two (2) years of any contract, the consumer price index has increased by twelve percent (12%) or more, the State Board is authorized to renegotiate with the contract holder the prices contained in the contract. The State Board may grant a price increase in the last three (3) years of the contract, provided the publisher certifies that the price is no higher than the lowest contract prices the product is currently bid in any other state.~~
- 8.05 — ~~The State Board is authorized to renew or extend contracts for no less than one (1) year nor more than two (2) years. This provision shall be made a part of the publisher's contract, and the State Board may exercise the provision by notifying the publisher no less than one (1) year prior to the expiration of the original contract.~~

9.00 — EXCHANGE PROVISIONS

- 9.01 — ~~Any textbook exchange provisions approved by the State Board will guarantee the payment of exchange prices and govern the exchange on basal and supplementary textbooks.~~
- 9.02 — ~~The State Board may incorporate any exchange provisions it approves in the contract of the publisher, and the publisher shall be bound by such exchange provision of the contract as if it were a part of these rules.~~

10.007.00 ASSESSMENT OF DAMAGES FOR PUBLISHER'S FAILURE TO COMPLY

~~10.01~~7.01 The State Board is authorized to assess any publisher any amount of damages to the State of Arkansas for failure to comply with the terms of ~~the publisher's contract~~ Ark. Code Ann. § 6-21-401 et seq. or any published regulation of the State Board, provided that the publisher has been given a hearing before the State Board regarding the assessment of damages.

~~10.02~~7.02 ~~Failure~~ If a publisher fails to reimburse the State of Arkansas within six (6) months after notice of assessment has been served on the publisher, shall give the State Board the right to cancel all the contracts of the publisher involved and to forbid the publisher to bid any future adoptions the state board may prohibit the publisher from selling instructional materials in Arkansas for a maximum period of five (5) years from the date that damages are assessed pursuant to Section 10.00 7.00 of these rules.

~~10.03~~7.03 The following procedures shall apply to a situation involving a publisher's alleged failure to comply with the terms of ~~the publisher's contract~~ Ark. Code Ann. § 6-21-401 et seq. or any published regulation of the State Board:

~~10.03-17~~03.1 The Commissioner of Education shall provide written notice, via certified mail, return receipt requested, to the publisher. The written notice shall include specific allegations of precisely how the publisher failed to comply with the terms of ~~the publisher's contract~~ Ark. Code Ann. § 6-20-401 et seq. or any published regulation of the State Board. The written notice shall also include a recommendation from the Commissioner of Education concerning the assessment of damages for the publisher's failure to comply.

~~10.03-27~~03.2 Within thirty (30) days of receipt of the written notification from the Commissioner of Education, the publisher shall respond in writing to the Commissioner of Education, indicating one of the following:

~~10.03-2-17~~03.2.1 The publisher concurs with the specific allegations and/or recommended assessment of damages; or

~~10.03.2.2~~10.03.2.2 The publisher disputes the specific allegations and/or recommended assessment and requests an appeal before the State Board of Education. Such a notice of appeal shall include a brief statement of the reasons why the Commissioner's specific allegations and/or recommended assessment of damages should not be adopted.

~~10.03.47~~10.03.4 If the publisher concurs with the Commissioner's specific allegations and/or recommended assessment of damages, or fails to respond to the same within thirty (30) days, the Commissioner shall place his or her recommended assessment of damages on the consent agenda of the next regularly scheduled State Board of Education meeting in accordance with the State Board of Education's procedures for the submission of agenda items.

~~10.03.57~~10.03.5 If the publisher disputes the Commissioner's specific allegations and/or recommended assessment of damages, the State Board of Education shall hear the publisher's appeal within sixty (60) days of receipt of the notice of appeal. Through mutual agreement, the Commissioner of Education and the publisher may extend the date of the hearing for an additional thirty (30) days.

~~10.047~~10.04 The following procedures shall apply to a hearing before the State Board of Education:

~~10.04.17~~10.04.1 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Department of Education. The Chairperson of the State Board of Education may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

~~10.04.27~~10.04.2 Each party will be given thirty (30) minutes to present their cases, beginning with the representative of the Department of Education. The Chairperson of the State Board of Education may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.

~~10.04.37~~10.04.3 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination, cross examination, and questioning by the State Board of Education.

- ~~10.04.47.04.4~~ For the purposes of the record, documents offered during the hearing by the Department of Education shall be clearly marked in sequential, numeric order (1, 2, 3).
- ~~10.04.57.04.5~~ For the purposes of the record, documents offered during the hearing by the publisher shall be clearly marked in sequential, alphabetic letters (A, B, C).
- ~~10.04.67.04.6~~ The Department of Education shall have the burden of proving, by a preponderance of the evidence, that the Commissioner's specific allegations and/or recommended assessment of damages be adopted.
- ~~10.04.77.04.7~~ The State Board of Education may:
- ~~10.04.7.17.04.7.1~~ Adopt the Commissioner's specific allegations and/or recommended assessment of damages be adopted;
- ~~10.04.7.27.04.7.2~~ Modify the Commissioner's recommended assessment of damages; or
- ~~10.04.7.37.04.7.3~~ Grant the appeal of the publisher.
- ~~10.04.87.04.8~~ The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education and the publisher within fourteen (14) days of the hearing.

**11.008.00 NOTICE OF ILLEGAL ACTS INVOLVING SCHOOL OFFICIALS
PURSUANT TO ARK. CODE ANN. § 6-21-410**

11.018.01 It shall be illegal for the Commissioner of Education or any other employee connected with the Department of Education, any member of any selecting committee, or any member of any school board of directors to accept or receive any money, gift, property, or favor whatsoever from any person, firm, corporation, or any agent thereof offering for sale any item pursuant to Ark. Code Ann. § 6-21-401 et seq. or from any person in any way interested in such sale.

11.01.18.01.1 Any person who pleads guilty or nolo contendere to or is found guilty of violating Ark. Code Ann. § 6-21-410(a) shall be found guilty of a Class B misdemeanor.

11.01.28.01.2 Any fines collected under Ark. Code Ann. § 6-21-410(a) shall be deposited into the State Treasury to the credit of the Public School Fund.

11.028.02 It shall be illegal for any teacher in the public schools of Arkansas or any person connected with the public school system of Arkansas in any capacity to have any interest in the profits, proceeds, or sale of any ~~school textbooks or other~~ instructional materials used in the schools of Arkansas under his or her charge or with which he or she is connected in any official capacity. However, this provision shall not apply nor have any reference to royalties or fees received by a person from the sale of ~~school books or other~~ instructional materials of which he or she is the author.

11.02.18.02.1 Any person who pleads guilty or nolo contendere to or is found guilty of violating Ark. Code Ann. § 6-21-410(b) shall be guilty of a violation and subject to a fine of no less than fifty dollars (\$50.00) nor more than two hundred dollars (\$200).

11.02.28.02.2 Any fines collected under Ark. Code Ann. Ark. Code Ann. § 6-21-410(b) shall be deposited into the State Treasury to the credit of the Public School Fund.

11.038.03 It shall be illegal for any person directly or indirectly to promise or offer to give or cause to be promised, offered, or given any money, good, bribe, present, reward, or any valuable thing whatsoever to the Commissioner of Education, his or her assistants, or any other employee of the Department of Education, the Director of the Department of Career Education, his or her assistants, or any other employee of the Department of Career Education, any school board members, teachers, or other persons with the intent of influencing their decisions on any questions, matters, causes, or proceedings in the selection of any ~~textbooks or other~~ instructional materials.

11.03.18.03.1 Any person who pleads guilty or nolo contendere to or is found guilty of violating Ark. Code Ann. § 6-21-410(c) shall be guilty of a Class B misdemeanor.

11.03.28.03.2 Any fines collected under Ark. Code Ann. § 6-21-410(c) shall be deposited into the State Treasury to the credit of the Public School Fund.

Public Comments – Instructional Materials

Date	Respondent	Comment	ADE Response
March 18, 2014	Tripp Walter, Arkansas Public School Resource Center	<p>Section 4.01.2 Does this require bids on all items? Sampled items?</p> <p>Section 5.04 As evaluated by ??????</p> <p>Section 5.05.1 How about costs for dual credit coursework?</p> <p>Section 5.06.2 How will this be checked? Monitored? Section 6.01 Checked after the fact?</p>	<p>Comment considered. This section does not impose any requirement. It restates the statutory language found in Ark. Code Ann. § 6-21-404(a)(3), which outlines the State Board’s authority relating to instructional materials.</p> <p>Comment considered. This section was not revised with the proposed changes to these rules. School districts are responsible for evaluating instructional materials to comply with this Section.</p> <p>Comment considered. It is unclear what the commenter is referring to. This section and this rule relate to instructional materials, not dual credit or concurrent credit coursework.</p> <p>Comments considered. Section 6.00 outlines the process for any person who sells instructional materials to submit a certified list, including prices, of instructional materials sold in this state and others. The language of Sections 5.06.2 and 6.01 mirrors the statutory language in Ark. Code Ann. § 6-21-406.</p> <p>No changes were made to the rules as a result of these comments.</p>
March 13, 2013	Mary Cameron, Bureau of Legislative Research	<p>Is there a reason why all of the changes that were made in Act 511, Section 2, (6-21-403(b) (i.e. “including the equipment needed to access the instructional materials”) were not made in the corresponding Rule 5.03?</p> <p>Is there a reason that the changes that were made in Act 511, Section 2, (6-21-403(d)(1)(B) were not made in the corresponding Rule 5.05.1?</p>	<p>Comments considered. It was an oversight that these changes were not made. These sections have now been revised to mirror the statutory language.</p>

Public Comments – Public Charter Schools

Date	Respondent	Comment	ADE Response
March 18, 2014	Arkansas Public School Resource Center	3.02 Does this include part-time employees?	Comment considered. The ADE's responds that the employees should be full-time. The definition has been changed to reflect that.
		3.04.2 Define "eligible".	Comment considered. Eligible means full-time and assigned to the campus. No change was made.
		3.04.3 Need subsection about how meeting would be "called" to legitimize the parent involvement.	Comment considered. This decision will be up to the local district. No change.
		3.04.4 Is that from any of the groups – licensed or classified staff or parents? Or specifically from the parent group?	Comment considered. This decision will be up to the local district. No change.
		3.05 If Section 3.01 defines "District of innovation" as a district with one or more schools of innovation, then Section 3.05 is not necessary as written or must be amended to state "a school that participates in a school of innovation plan to transform and improve teaching and learning."	Comment considered. A school, or a district may apply. A district may apply for one or all of its schools. The Plan of Innovation will only apply to the schools designated in the Plan.
		3.06 How does this occur?	Comment considered. Through the Commissioner. No change.
		5.02 As monitored by?	Comment considered. The Commissioner will have final approval on all decision related o the schools of innovation. No change.
		5.02-5.05 Is there a notice requirement?	Comment considered. There is no notice requirement. This language tracks the statute. No change.
		6.02 Capitalize the words "plan," "review," "approval," and "amendments."	Comment considered. No change.
		6.03.1 Date has passed? Deadline of March 1 and revisions by June 30. Need statement that deadline to submit	Comment considered. The May 1 extension applies only to 2013-2014 school year. No change.

Public Comments – Public Charter Schools

		6.04	May a district request to revoke the designation as a school of innovation with School Board action?
			Comment considered. Yes. No change.
		7.01-7.02	What funds can be used for these activities?
			Comment considered. Any funds may be used. No change.
		7.03.1-7.03.2	Need to define evidence required. What would the evidence be?
			Comment considered. The appropriate evidence will be determined by the local district or school. No change.
		7.03.7	Why a budget? There is no funding for the initiative.
			Comment considered. The reason for the budget is to show an overview of estimated fund savings or cost. No change.
		8.01.8	Should define when annual performance reports would be due to the ADE for the Commissioner's review
			Comment considered. The performance reviews will not be annual; will be by request of the Commissioner. No change.
		9.01.1	Does "60% of the eligible employees" include totals from both categories: certified and classified?
			Comment considered. Yes, full time employees. 3.02 has been changed to clarify. No change here.

ARKANSAS DEPARTMENT OF EDUCATION EMERGENCY RULES
GOVERNING SCHOOLS OF INNOVATION

2014

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Schools of Innovation Program.
- 1.02 The purpose of these rules is to improve education in Arkansas and to set forth the process and procedures necessary to administer the Schools of Innovation Program.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 601 of 2013 and Ark. Code Ann. §§ 6-11-105 et seq. and 25-15-201 et seq.

3.00 DEFINITIONS

- 3.01 “District of innovation” means a public school district with one or more schools of innovation that has:
- 3.01.1 Developed a school of innovation plan in compliance with Ark. Code Ann. § 6-15-2801 et seq. and these rules;
- 3.01.2 Obtained necessary exceptions from laws, rules, and local policies to improve the educational performance of students from Commissioner of Education in accordance with Sections 8.00 and 10.00 of these rules; and
- 3.01.3 Been approved as a district of innovation by the Commissioner of Education
- 3.02 “Eligible employees” means the full-time employees who are employed at a school that is considering being designated as a school of innovation;
- 3.03 “Innovation” means a new or creative alternative to the existing instructional and administrative practices that is intended to improve academic performance and learning for all students;

3.04 “School council of innovation” means a body of individuals from a current or aspiring school of innovation composed of teachers, classified employees, the building-level principal or his or her administrative designee, parents, community members, a minimum of two (2) students from the school of innovation, and other interested parties selected by the council to participate, as referred to in Section 4.00 of these rules.

3.04.1 The teacher representatives shall be elected by a majority vote of the school's licensed eligible employees.

3.04.2 The classified representatives shall be elected by a majority vote of the school's classified eligible employees.

3.04.3 The parent representatives shall be selected by a majority vote of the attendees at a meeting called for the purpose of selecting the school's parent representatives and shall have a child in the school to be eligible to serve on the council.

3.04.4 Schools with a ten percent (10%) or greater minority student population shall have minority representation on the council.

3.05 “School of innovation” means a school that participates in a district of innovation to transform and improve teaching and learning.

3.06 The terms “exemption” and “exception” are used interchangeably in these Rules and refer to approval by the Commissioner of Education for a specific District or School of Innovation to depart from specific laws, rules or regulations governing public school districts.

4.00 COUNCIL OF INNOVATION

4.01 The school council of innovation shall:

4.01.1 Generate innovative ideas and proposals of its own;

4.01.2 Determine a method for requesting innovative ideas and proposals from school employees, community members, and other stakeholders to be submitted to the council;

4.01.3 Receive innovative ideas and proposals from school employees, community members, and other stakeholders;

4.01.4 Consider all innovative ideas and proposals submitted by community members and other stakeholders; and

4.01.5 Determine the content and format of the plan that will be voted on by the eligible employees.

4.02 The council may create subcommittees, which may include non-council members, to work on developing portions of the plan; and

4.03 A school of innovation's plan is subject to the exceptions approved by the Commissioner of Education.

5.00 DESIGNATION and REVOCATION

5.01 The Commissioner of Education may approve and designate a public school as a school of innovation for the purpose of transforming and improving teaching and learning.

5.01.1 A school of innovation shall be approved and designated for a period of four (4) years and

5.01.2 may be renewed for four-year periods thereafter, at the Commissioner's discretion.

5.01.3 The Commissioner will notify the applicant in writing whether the Plan is approved or denied.

5.01.3.1 If the Commissioner denies the application and declines to designate the applicant as a school of innovation, the Commissioner will include the reasons for the denial.

5.02 The Commissioner may revoke the school of innovation designation if a school fails to:

5.02.1 Substantially fulfill the school's innovation plan;

5.02.2 Meet goals and performance targets; or

5.02.3 Comply with applicable laws or rules.

5.03 A revocation of the Commissioner's designation of a school of innovation may be made at any time.

5.04 The Commissioner's decision to approve or deny an application, or to revoke a school's designation shall be a final decision.

5.05 The Commissioner's decision cannot be appealed.

6.00 PROGRAM REQUIREMENTS

- 6.01 Rules subject to exemption or modification for a school of innovation plan, if approved by the commissioner, are included in Section 10.00 of these rules.
- 6.02 Application, plan review, approval, and amendments
- 6.02.1 The Application shall be in the form of a Plan of Innovation (Plan). Schools must apply online as directed on the Department of Education's website.
- 6.02.2 Instructions for submission of the Plan shall be published on the Department of Education's website.
- 6.02.3 Guidelines for submission of proposed amendments to the Plan shall be published on the Department of Education's website.
- 6.02.4 Guidelines for requesting a four-year renewal shall be published on the Department of Education's website. The review of renewal applications will be based on the school of innovation's own statement of goals and performance targets as required by 7.02 of these rules.
- 6.03 Specific timelines for revisions prior to approval, amendments, and renewals, including any ongoing evaluations of a school of innovation, shall be posted on the Department of Education's website.
- 6.03.1 Beginning in school year 2014-2015, the deadline to submit original applications online is March 1. The deadline to submit final revisions is June 30.
- 6.04 Process for revocation of a designation as a District or school of innovation:
- 6.04.1 The Commissioner will notify the District or school of Innovation in writing and include the reasons for the revocation.
- 6.04.2 The Commissioner's decision to revoke a designation will be final.
- 6.05 Reporting requirements and oversight responsibility of the school of innovation and the Department of Education shall be published on the Department's website;

7.00 INNOVATION PLAN

7.01 A school district shall submit its school of innovation plan, approved by the school board of directors, to the Commissioner of Education for approval to become a school of innovation.

7.02 A school of innovation plan shall address without limitation:

7.02.1 The goals and performance targets for the school of innovation, which may include:

7.02.1.1 Reducing the achievement gap among one (1) or more groups of students by accelerating learning experiences for academically low- achieving students while increasing all student learning through the implementation of highly rigorous standards for student performance;

7.02.1.2 Increasing student participation in curriculum options;

7.02.1.3 Exploring new avenues for expanding students' college and career readiness;

7.02.1.4 Motivating students by exploring innovative teaching and learning choices;

7.02.1.5 Transforming a school's culture and climate in a manner that will lead to transformative teaching and learning.

7.02.1.6 Changes needed in the school that will lead to better prepared students for success in life and career; and

7.02.1.7 Innovative practices to be used in the school of innovation.

7.03 The Plan shall include appropriate documentation of:

7.03.1 Evidence of parental, school employee, and community engagement;

7.03.2 Evidence of capacity for the changes proposed by the school of innovation;

7.03.3 Rationale for law, rule, and local policy exception request;

7.03.4 Progress toward goals and performance targets;

7.03.5 Evidence of approval of eligible employees of a school of innovation, as required in Section 9.00 of these rules.

7.03.6 Evidence of teacher collaboration and shared leadership responsibility within each school seeking to become a school of innovation.

7.03.7 A detailed budget and related financial information

7.03.8 References for research-based practices, and

7.03.9 Other information if requested by the Commissioner.

8.00 MANDATORY COMPLIANCE WITH EXISTING LAW

8.01 An approved school of innovation shall:

8.01.1 Ensure that the same health, safety, civil rights, and disability rights requirements are in place as those that apply to all other public schools;

8.01.2 Ensure that the high school curriculum offered meets or exceeds the minimum high school graduation requirements adopted by the State Board of Education;

8.01.3 Adhere to financial audits, audit procedures, and audit requirements adopted by the state board for public school districts;

8.01.4 Require criminal background checks for school employees and volunteers as required by law for public school districts;

8.01.5 Comply with open records and open meeting requirements;

8.01.6 Comply with purchasing limitations and requirements;

8.01.7 Provide instructional time that:

8.01.7.1 Meets or exceeds the instructional time requirement adopted by the state board unless granted an exception by the Commissioner of Education.

8.01.7.2 Instructional time may include on-site instruction, distance or virtual learning, and work-based learning on nontraditional school days or hours;

8.01.8 Provide data requested by the Department of Education to generate reports; and

8.01.9 Adhere to the Teacher Fair Dismissal Act, § 6-17-1501 et seq.

9.00 ELECTION BY ELIGIBLE EMPLOYEES

9.01 Before a public school district submits a school of innovation plan to the commissioner, the eligible employees of each proposed school of innovation shall vote on whether the school shall be designated a school of innovation.

9.01.1 A minimum of sixty percent (60%) of the eligible employees voting in support of the school's designation as a school of innovation is required before the school's innovation plan may be submitted to the school board of directors for approval.

9.01.2 The school council of innovation shall be responsible for conducting the vote required under subdivision 9.01.1 of these rules.

10.00 EXCEPTIONS

10.01 A school of innovation plan may request exemptions from local policies and specific laws and rules approved for exemption or modification by the State Board, to include

10.01.1 Any provision of law or rule governing public school districts

10.01.2 which is *required* to implement or to support the Plan of Innovation

10.02 No exemptions will be granted from the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 et seq., or of any provision described in Section 8.00 of these rules.

11.00 NEGOTIATED EMPLOYMENT CONTRACTS

11.01 A public school district with a negotiated employment contract in place shall follow the procedure set forth within the contract that allows the implementation of a school of innovation.

12.00 EMERGENCY CLAUSE

WHEREAS, Act 601 of 2013 created the Schools of Innovation Program and became effective on or about April 4, 2013; and

WHEREAS, Act 601 of 2013 requires the Arkansas Department of Education to receive and review applications for the Schools of Innovation Program; and

WHEREAS, the Commissioner of Education must immediately begin to receive and review applications under the Schools of Innovation Program;

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school students, parents and public school districts will result without the immediate promulgation of these rules.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING NONTRADITIONAL LICENSURE
June 2014

1.0 PURPOSE

- 1.01** The purpose of these rules is to establish the requirements and procedures for obtaining teacher licensure through nontraditional licensure programs.

2.0 REGULATORY AUTHORITY

- 2.01** These rules shall be known as the Arkansas Department of Education Rules Governing Nontraditional Licensure.
- 2.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-409 and 25-15-204; and Acts 413 and 454 of 2013.

3.0 DEFINITIONS

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

- 3.01 Accelerated Teaching Program** - a program intended for college graduates that provides intensive training and support for a period of two (2) or more years for teaching and leading in schools, including the Teach for America program, the Arkansas Teacher Corps program offered by the University of Arkansas at Fayetteville, or another accelerated teaching program approved by the Department.
- 3.02 Area of Licensure** - a particular content field as approved by the State Board of Education.
- 3.03 Arkansas Professional Pathway to Educator Licensure Program (APPEL)** - the program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas public school with a Provisional Teaching License. The program requirements consist of two (2) years of teaching and instructional modules, which must be completed within three (3) years.
- 3.04 Certified mentor** - a licensed teacher certified by ADE Office of Educator Effectiveness as trained in the state-adopted mentoring model who has:
- 3.04.1** A minimum of three (3) years of successful teaching experience; and

- 3.04.2** Received at least a proficient or equivalent rating in their latest performance review.
- 3.05 Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, education service cooperative, or organization that requires an Arkansas teaching license. The novice teacher is provided mentoring support and accelerated professional development during the induction period.
- 3.06 Level of Licensure** - the grade/age level and content area of the teaching license as approved by the State Board of Education.
- 3.07 Mentoring** - the act of a certified mentor providing support and focused feedback to a novice teacher (according to the state-adopted mentoring model) with the goal of enhancing instructional skills, classroom management, and professional behavior.
- 3.08 Nontraditional Licensure Program** - an alternative licensure program under these rules, including the Arkansas Professional Pathway to Educator Licensure program, the Professional Provisional Teaching License, the Accelerated Teaching Program Provisional and Standard Teaching License, and the Master's Degree in Teaching Provisional and Standard Teaching License.
- 3.09 Novice Teacher** - any licensed teacher-of-record with less than one (1) year of classroom-teaching experience, not including student internship or substitute teaching, in an Arkansas public school, open-enrollment public charter school, education service cooperative, or organization that requires an Arkansas teaching license.
- 3.10 Program of Study** - a curriculum offered at 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. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area and level.
- 3.11 Provisional Professional Teaching License** - a three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.
- 3.12 Provisional Teaching License** - a temporary teaching license available to candidates who have not completed all requirements for the Standard Arkansas teaching license. A Provisional Teaching License is subject to revocation for failure to complete annual requirements for the applicable nontraditional licensure program.

3.13 Standard Teaching License - a five-year renewable license, issued by the State Board of Education, which allows one to teach in Arkansas public schools under these rules and under the Rules Governing Educator Licensure.

3.14 Teacher of Record - an individual (or individuals in co-teaching assignments) who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.

4.0 REQUIREMENTS FOR OBTAINING AN APPEL PROVISIONAL AND STANDARD TEACHING LICENSE

4.01 The following is required for admission to the APPEL program:

4.01.1 A completed APPEL program application with all required accompanying documentation.

4.01.2 Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from 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.

4.01.2.1 For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency documenting that the bachelor's degree is equivalent to a four-year degree from an institution of higher learning in the United States 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. The evaluation by a private credential evaluation agency must be a course-by-course-evaluation prepared in English indicating the candidate's major course of study to include documentation of the candidate's cumulative Grade Point Average (GPA).

4.01.3 Documentation of a minimum cumulative undergraduate or graduate grade point average (GPA) of 2.50 on a 4.0 scale for cohorts beginning before Summer 2015 or a minimum GPA of 2.75 for the last 60 credit hours of coursework and beginning with the Summer 2015 cohort a minimum cumulative undergraduate or graduate GPA of 2.70 or a minimum GPA of 2.9 for the last 60 credit hours of coursework.

- 4.01.3.1** Candidates for the APPEL program may be exempt from the standard minimum GPA requirement if all the following conditions are met:
 - 4.01.3.1.1** Have at least fifteen (15) years of experience in the field related to the teaching/licensure subject area.
 - 4.01.3.1.2** Demonstrate a minimum of a 2.0 undergraduate or graduate grade point average for cohorts beginning before Summer 2015 and 2.25 beginning with the Summer 2015 cohort.
 - 4.01.3.1.3** Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.
 - 4.01.3.1.4** Have two (2) professional letters of recommendation submitted by references to the Office of Educator Effectiveness.
 - 4.01.3.1.5** Complete the regular APPEL program application process.
- 4.01.4** An official score report reflecting passing scores, as approved by the State Board of Education, on the following state required assessments:
 - 4.01.4.1** The basic skills assessment (all parts).
 - 4.01.4.1.1** If a candidate holds a Master's Degree or above, and has taken the graduate level assessment, and has scored at or above the State Board established cut-score/minimum passing score, that assessment shall be accepted in lieu of the basic skills assessment(s).
 - 4.01.4.2** The state required subject-content-area assessment(s) for the specific licensure area(s) sought.
- 4.01.5** Documentation of passing the required background checks by the Child Maltreatment Central Registry, Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
- 4.01.6** Payment of the APPEL Program Fee established by the State Board of Education pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

4.01.7 Applicable coursework, completed in advance, from 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 or through ArkansasIDEAS. Required coursework includes:

4.01.7.1 Three (3) college credit-hours of Arkansas History or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS for the licenses of Middle Childhood Education (4-8) and Social Studies (7-12).

4.01.7.2 Six (6) college credit-hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy (completed with a grade of “B” or better), and either a 3-hour course in disciplinary literacy (completed with a grade of “B” or better) or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS, for the Middle Childhood Education (4-8) license.

4.01.7.3 Three (3) college credit-hours in disciplinary literacy (completed with a grade of “B” or better) or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS for the Secondary Education (7-12) license.

4.02 To obtain a Provisional Teaching License through APPEL a candidate must:

4.02.1 Be admitted into the APPEL program;

4.02.1 Be assigned to an APPEL program satellite site for instructional modules and successfully complete all required APPEL program instructional modules, including the summer instructional modules.

4.02.1.1 To maintain the Provisional Teaching License, the candidate must continue and successfully complete the school year instructional modules;

4.02.3 Document employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas school, open-enrollment public charter school, or education service cooperative during the provisional licensure period.

- 4.02.3.1** If appropriate employment is not secured by October 1 of the year of admission into the APPEL program, the candidate shall be maintained on “hold” (one year only), until the following year.
- 4.02.3.2** A candidate on “hold” shall not be issued a license and shall be required to teach the following year. (The candidate shall still be required to complete two (2) years of teaching within a three-year period.);
- 4.02.4** Be mentored according to the Arkansas Department of Education Rules Governing Educator Licensure;
- 4.02.5** Pass the appropriate state-mandated pedagogical assessment;
 - 4.02.5.1** If the pedagogical assessment is not successfully completed within the APPEL program period, the Provisional Teaching License will be revoked. The participant will be allowed to attend ADE-scheduled remedial sessions for one (1) year, during which time the participant may attempt to pass the assessment and, if successful, will be issued a Standard Teaching License.
 - 4.02.5.2** If the pedagogical assessment is not successfully completed within the remedial year as provided under Section 4.02.5.1, the participant will be administratively withdrawn from the program.
- 4.02.6** Adhere to and abide by all the policies and procedures as outlined in the published APPEL Program Handbook for the year of admission.
- 4.03** A Provisional Teaching License is issued to an APPEL program participant at the beginning of the first year of participation in the program for:
 - 4.03.1** One (1) year if the participant is in a one-year program; and
 - 4.03.2** Two (2) years, if the participant is in a two-year program.
- 4.04** A Provisional Teaching License under the APPEL program is issued to a participant in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board of Education.
 - 4.04.1** A Middle School APPEL participant must be licensed in two (2) or more of the four (4) middle school content areas of math, science, social studies, and language arts, and may have one (1) or more endorsements approved by the State Board of Education.

- 4.04.2** A Secondary APPEL participant may be issued a Provisional Teaching License in one (1) secondary licensure content area or in one (1) license content area with one (1) endorsement added.
- 4.04.2.1** To be licensed in two (2) areas, a Secondary participant must have successfully completed all state-mandated content specific licensure assessments for both areas, and have a teaching assignment in both licensure areas.
- 4.04.2.2** A participant wishing to add social studies must also complete the required three (3) college credit-hours of Arkansas History at 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 or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS, in advance of licensure.
- 4.04.2.3** A Secondary participant with one (1) licensure area may add one (1) endorsement if the participant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.
- 4.05** An APPEL participant may not file an ALP or teach in an out-of-licensure area while enrolled in the APPEL program.
- 4.06** There are two (2) tracks in the APPEL program: a one-year program or a two-year program.
- 4.06.1** Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five (5) years of the date of application.
- 4.06.2** Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was awarded more than five (5) years before the date of application, must complete a two-year program.
- 4.07** A Standard Teaching License will be issued to an APPEL participant upon the participant's successful completion of the APPEL program.

4.08 Annual enrollment in the APPEL program may be limited by:

4.08.1 Licensure requirements.

4.08.2 Licensure area and level of candidates (shortage areas may be given preference).

4.08.3 Program capacity (in which case applications will not be accepted after capacity is reached).

5.0 PROVISIONAL PROFESSIONAL TEACHING LICENSE

5.01 A Provisional Professional Teaching License (PPTL) is:

5.01.1 A nonrenewable three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.

5.01.2 Issued for one (1) or more licensure content areas.

5.02 To obtain a Provisional Professional Teaching License a candidate must:

5.02.1 Hold a bachelor's degree from 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.

5.02.1.1 The candidate must provide documentation of a minimum cumulative undergraduate or graduate grade point average (GPA) of 2.50 or a minimum GPA of 2.75 for the last 60 credit hours of coursework.

5.02.2 Have a minimum of three (3) years of working experience in the content area of the class to be taught.

5.02.3 Be offered employment to teach classes for credit in an Arkansas public school.

5.02.4 Submit one (1) letter of justification from the applicant expressing the relevance of the applicant's credentials to teach the subject in question.

5.02.5 Have two (2) professional letters of recommendation submitted by references to the Office of Educator Licensure.

5.02.6 Pass all appropriate state-mandated basic skills and content-knowledge assessment(s) for the specific licensure area(s) sought.

5.02.7 Pass a criminal background check and Child Maltreatment Central Registry check.

5.03 An individual who receives a three-year Provisional Professional Teaching License shall complete, in the first year of provisional licensure, twenty-four (24) hours of training in pedagogy as determined by the Department of Education.

5.03.1 The twenty-four (24) hours of training in pedagogy are in addition to and not considered a part of the annual professional development required for a Standard Teaching License.

5.04 To obtain a Standard Teaching License, an individual holding a Provisional Professional Teaching License must:

5.04.1 Undergo a summative evaluation at the end of three (3) years of provisional licensure;

5.04.1.1 The applicant must have been identified by the employing school district as proficient or above on the summative evaluation.

5.04.2 Submit passing scores on the state-required pedagogical assessment or its substantial equivalent for the content area in which the applicant seeks to teach;

5.04.2.1 The assessment shall be administered no earlier than the completion of the first academic school year of teaching and before the expiration of the three-year provisional license.

5.04.3 Provide a recommendation from the superintendent of the employing school district for full licensure; and

5.04.4 Pay applicable licensure fees as established by the State Board of Education pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

6.0 ACCELERATED TEACHING PROGRAM PROVISIONAL AND STANDARD LICENSURE

6.01 An Accelerated Teaching Program Provisional License is a nonrenewable provisional teaching license valid for the term of the accelerated teaching program issued to a participant in an accelerated teaching program who meets the following criteria:

- 6.01.1** Is a participant in an accelerated teaching program;
 - 6.01.2** Passes a criminal background check and Child Maltreatment Central Registry check;
 - 6.01.3** Submits an official score report reflecting passing scores, as approved by the State Board of Education, on all appropriate state-mandated content knowledge assessment(s) for the specific licensure area(s) sought;
 - 6.01.4** Is teaching in an Arkansas public school; and
 - 6.01.5** If required by the grade level or content area in which the participant is teaching, within one (1) year of the issuance of the provisional license successfully completes three (3) college credit-hours of Arkansas History at 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 or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.
- 6.02** So long as an individual possesses an Accelerated Teaching Program Provisional License, the individual must participate in mentoring as provided in the Arkansas Department of Education Rules Governing Educator Licensure, or a substantial equivalent offered by the accelerated teaching program and approved by the Department.
- 6.03** To obtain a Standard Teaching License, an individual who has completed an accelerated teaching program must:
- 6.03.1** Submit an application for licensure;
 - 6.03.2** Furnish evidence of successful completion of the accelerated teaching program;
 - 6.03.3** Pass a criminal background check and Child Maltreatment Central Registry check;
 - 6.03.4** Submit an official score report reflecting passing scores, as approved by the State Board of Education, on all appropriate state-mandated pedagogical and content-area assessment(s); and
 - 6.03.5** If required by the grade level or content area for which the applicant seeks licensure, furnish evidence of successful completion of three (3) college credit-hours of Arkansas History at

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 or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.

- 6.04** An applicant who meets all requirements of Section 6.03 except completion of the Arkansas History requirement and who has not previously held an Accelerated Teaching Program Provisional License may complete the Arkansas History requirement under a one-year nonrenewable Provisional Teaching License. If the Arkansas History requirement is completed during the one-year provisional licensure period, the applicant may be issued a Standard Teaching License.

7.0 MASTER’S DEGREE IN TEACHING PROVISIONAL AND STANDARD LICENSURE

- 7.01** An individual enrolled in a master’s degree in teaching program (MAT, M.Ed., or MTLL) may obtain a Provisional Teaching License if the individual:

7.01.1 Submits evidence of enrollment in a master’s degree in teaching program that:

7.01.1.1 Is from 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; and

7.01.1.2 Either has attained recognition from its affiliated Council for Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA), is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program;

7.01.2 Maintains a cumulative grade point average in the master’s degree in teaching program of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning Fall 2015;

7.01.3 Passes a criminal background check and Child Maltreatment Central Registry check;

7.01.4 Documents employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s), and if employed in a public school, with a certified mentor approved by the ADE in the Arkansas public school during the provisional licensure period.

- 7.02** A Provisional Teaching License under this Section 7 is issued in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board of Education.
- 7.02.1** A Provisional Teaching License under this Section 7 may be issued in two (2) secondary licensure content areas or in one (1) license content area with one (1) endorsement added.
- 7.02.2** An applicant for a provisional license in two (2) areas must successfully complete all state-mandated content specific licensure assessments for both areas, and have a teaching assignment, in both licensure areas.
- 7.02.3** An applicant for a provisional license in one (1) licensure area may add one (1) endorsement if the applicant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.
- 7.03** To obtain a Standard Teaching License under these Rules, an individual holding a master's degree in teaching (MAT, M.Ed., or MTLL) must:
- 7.03.1** Submit official transcript(s) documenting an awarded master's degree in teaching from 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, and whose teacher preparation program is:
- 7.03.1.1** Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation;
- 7.03.1.2** Accredited by the Teacher Education Accreditation Council (TEAC) or Council for Accreditation of Educator Preparation (CAEP); or
- 7.03.1.3** Approved by a member entity of the National Association of State Directors of Teacher Education and Certification (NASDTEC);
- 7.03.2** Pass a criminal background check and Child Maltreatment Central Registry check;

- 7.03.3** Submit an official score report reflecting passing scores, as approved by the State Board of Education, on the appropriate state-mandated pedagogical and content-area assessment(s);
- 7.03.4** If required by the grade level or content area for which the applicant seeks licensure, furnish evidence of successful completion of three (3) college credit-hours in Arkansas History at 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 or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS; and
- 7.03.5** If required by the grade level or content area for which the applicant seeks licensure, furnish evidence of successful completion of six (6) college credit-hours of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and either a 3-hour course in disciplinary literacy at 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 (completed with a grade of “B” or better) or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS.
- 7.03.6** For an applicant who was not employed as a teacher-of-record and did not hold a Master’s Degree in Teaching Provisional License under this section, a one-year, non-renewable provisional teaching license shall be available for an applicant who holds a master’s degree in teaching if the applicant has not successfully completed the instruction in reading and disciplinary reading required under Section 7.03.5.
- 7.03.7** Submit documentation of the completion of the following professional development, which may be obtained through the ArkansasIDEAS Portal, the applicant’s teacher education program, or other method of delivery approved by the Department under the Rules Governing Professional Development:
- 7.03.7.1** Two (2) hours of parental involvement;
 - 7.03.7.2** Two (2) hours of child maltreatment training; and
 - 7.03.7.3** Two (2) hours of teen suicide awareness and prevention.
- 7.04** An individual receiving a Standard Teaching License under this Section 7 who was not employed in a public school while in a Master’s Degree in Teaching

program shall upon employment in a public school participate in mentoring as required by the Rules Governing Educator Licensure, unless the individual has completed mentoring or a substantial equivalent in an in-state private school or border-state private or public school settings where Common Core and other content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to Arkansas' TESS.

Date	Respondent	Comment	ADE Response
1/23/2014	Zachary Nehus, St. John’s Catholic School	I have been working to complete all requirements to enter the APPEL program, including passing all required Praxis exams in Secondary Math and in all Middle Childhood areas as well as taking Arkansas History and the two teaching reading courses. I tried to obtain a job in a public school district this past year, but was not selected due to lack of experience. I was thankful to be hired at St. John's Catholic School. I am concerned that the Nontraditional Licensure rules in section 4.02.3 do not include an accredited private school for employment for the APPEL program. I am very hopeful that all of my time, money, energy, and effort will not be for naught. Thank you for your consideration in adding accredited private schools to the employment opportunities for Nontraditional Licensure.	For the APPEL and PPTL programs, which require mentoring, the Department has made the decision to allow participants in these programs to be employed only in a public school. At this time, the cost to open the ADE mentoring program software (AIMM) to private schools is prohibitively expensive. For the MAT program, a participant may be employed in a private school, with mentoring by an ADE certified mentor required upon employment in a public school.
1/20/2014	Don McGohan, Asst. Superintendent, Bryant School District	3.01 - third sentence - is the third word supposed to be "leading" or "learning"?	“Leading” is the intended word; no change made.
1/20/2014	Don McGohan, Asst. Superintendent, Bryant School District	3.06 - there is a lot of "eduspeak" in this item. Could it not be simplified to say "the grade/age level and content area of the teaching license as approved by the State Board of Education"?	Comment considered and correction made.

Date	Respondent	Comment	ADE Response
1/20/2014	Don McGohan, Asst. Superintendent, Bryant School District	It appears that section 6.01 is included twice in the proposed revision, beginning on page 256-11 (with widely spaced edits) and then repeated on page 256-17.	Comment considered and correction made.
2/17/2014	Tripp Walter	5.03.1 delete <i>sixty (60) hours of</i> and replace with <i>the annual</i>	Comment considered and correction made.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS
July 1, 2014

1.00 Title

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

- 2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422, 6-17-425, 6-17-426, 6-17-428, 25-15-201 et seq., and Acts 454 and 1323 of 2013.
- 2.02 All rules, procedures, hearings and appeals relating to the Code of Ethics complaints shall be promulgated and implemented under the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

3.00 Purpose

- 3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators is to define standards of ethical conduct and to outline procedures for receiving complaints, authorizing and conducting investigations, and recommending enforcement of the Code of Ethics.
- 3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the standards of professional behavior and ethical decision-making established in this *Code of Ethics for Arkansas Educators*. By establishing standards of ethical conduct, the Code of Ethics promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Applicability

- 4.01 The valid Arkansas teaching license of any person shall be subject to the conditions, requirements, and mandates of the Code of Ethics, procedures, and recommendations for enforcement.
- 4.02 A building-level administrator in an Arkansas public school shall file an ethics complaint if he or she observes or has reasonable cause to suspect that an

educator has violated Standard 1 of the Code of Ethics involving the sexual abuse of a student.

- 4.03 The failure to submit an ethics complaint under Section 4.02 of these rules is a violation of the Code of Ethics.

5.00 Definitions

- 5.01 **Acted upon** means that the State Board of Education has taken an action to address an ethics complaint by revoking, suspending, or imposing another sanction upon an educator's license.
- 5.02 **An Authorized Ethics Complaint Investigation** is an ethics complaint that has been: (1) verified by the Chief Investigator of the Professional Licensure Standards Board as being submitted by an identifiable person; and (2) authorized for investigation based upon reasonable belief by the Ethics Subcommittee of the PLSB that if the allegation is true, it would constitute a violation of the Code of Ethics as set forth in these rules committed by an Arkansas educator after September 1, 2008. The Ethics Subcommittee of the PLSB shall investigate an ethics complaint that it determines is credible. (Ark. Code Ann. § 6-17-428)
- 5.03 **Code of Ethics** means the Code of Ethics for Arkansas Educators established by the Professional Licensure Standards Board under Ark. Code. Ann. § 6-17-422.
- 5.04 **Conviction** includes a plea of guilty or a plea of *nolo contendere*, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
- 5.05 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.
- 5.06 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.
- 5.07 **Educator** means a person holding a valid license issued by the State Board of Education.
- 5.08 **Educator in a supervisory role in an Arkansas school** means an educator, as defined in these rules, who as a part of his or her primary employment duties is

responsible for the supervision of other licensed educators employed in any public school, open enrollment public charter school, virtual school, education service cooperative, or private school in Arkansas serving students in any of grades pre-K through 12.

- 5.09 **Ethics Complaint** means a document that states facts constituting an alleged ethics violation of the Code of Ethics and is signed under penalty of perjury by the person filing the ethics complaint. An ethics complaint may also be a finding made in an audit report forwarded to the ADE by the Arkansas Joint Legislative Auditing Committee under Ark. Code Ann. § 6-17-426.
- 5.10 **Ethics Subcommittee** means the subcommittee established by the Professional Licensure Standards Board to receive and investigate ethics complaints, enforce the Code of Ethics, including making recommendations to the State Board of Education for a written warning, a written reprimand, or the placement of conditions or restrictions on the activities of the educator or the revocation, suspension, or probation or nonrenewal of a license. The Ethics Subcommittee may issue a Private Letter of Caution. The Ethics Subcommittee may also dismiss an ethics complaint if it finds there is no ethics violation.
- 5.11 **Ethics Violation** is an act or omission on the part of an educator, when the educator knew, or reasonably should have known, that such acts or omissions were in violation of the Code of Ethics as set forth in these rules. An ethics violation does not include a reasonable mistake made in good faith, or acts or omissions taken in accordance with the reasonable instructions of a supervisor or, an act or omission under circumstances in which the educator had a reasonable belief that failure to follow the instructions of a supervisor would result in an adverse job action against the educator.
- 5.12 **Filed** means the document has been stamped with a date acknowledging when the document arrived at the offices of the PLSB staff.
- 5.13 **Monitoring Conditions or Restrictions** may include any actions or alternative sanctions allowed under the Administrative Procedures Act, including at a minimum a semi-annual appraisal of the educator's conduct by the PLSB staff through contact with the educator and his or her employer or other appropriate persons. Such conditions or restrictions may include, but are not limited to requiring that an educator, at the educator's expense, submit a new criminal background check or submit other requested information such as current employment, compliance with recommended counseling, treatment, education or training. The Ethics Subcommittee may recommend the length of the monitoring period to the State Board of Education.
- 5.14 **Pre-kindergarten** means an early childhood education program that serves students from birth to enrollment in kindergarten.

- 5.15 **Preponderance of Evidence** is the greater weight of the relevant evidence; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to include a fair and impartial mind to one side of the issue rather than the other. It is determined by considering all of the relevant evidence and deciding which evidence is more credible. A preponderance of the evidence is not necessarily determined by the greater number of witnesses or documents presented. If, on any allegation against an educator, it cannot be determined whether the allegation is more likely true than not true, the allegation cannot be considered to have been proved.
- 5.16 **Private Letter of Caution** is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As a result, Private Letters of Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education.
- 5.17 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the State Board. Generally, an educator whose license is under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be reinstated to the original non-probationary teaching license status.
- 5.18 **Public Information** for the purpose of these rules is information coming from news media or public record.
- 5.19 **Reasonable belief** is a belief based upon knowledge of facts and circumstances that are reasonably trustworthy, and that would justify a reasonable person's belief that: (1) a violation of the Code of Ethics as set forth in these rules has been committed; and (2) that the named educator committed such a violation. A reasonable belief is not based upon mere suspicion or conjecture.
- 5.20 **Received** means the date the ethics complaint was presented to the Ethics Subcommittee for authorization of an investigation.
- 5.21 **Relevant evidence** (or material evidence) is evidence having any tendency to make the existence of any fact that is of consequence to the determination of the matter more probable or less probable than it would be without the evidence.

- 5.22 **Reprimand** is a written admonishment from the State Board to the named educator for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and is associated with a monetary fine of the educator. In the absence of further unethical conduct, a reprimand will remain in the licensure file of the educator for a period of two (2) years from the date the reprimand is imposed by the State Board. The reprimand will remain permanently in the files retained by PLSB staff.
- 5.23 **Revocation** is the permanent invalidation of any teaching or administrator's license held by the educator.
- 5.24 **School hiring** official means the person designated by a school who is responsible for hiring or making final recommendations for the hiring of an educator who holds an Arkansas teaching or administrator's license.
- 5.25 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent- teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.
- 5.26 **Sexual abuse** has the same meaning as given to the term in Ark. Code Ann. § 12-18-103(18)(D) as it applies to a caretaker, but shall include a victim who is younger than twenty-one (21) years of age and is still a student.
- 5.27 **Student** is any individual enrolled in the state's public or private schools from pre-kindergarten through grade 12.
- 5.28 **Supervisor** under these rules mean an administrator authorized by the district or school board to administer professional employee discipline up to and including recommending termination or nonrenewal.
- 5.29 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the State Board.
- 5.30 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by the State Board.
- 5.31 **Warning** is a written communication from the State Board to the named educator that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action. In the absence of further unethical conduct, a warning will remain in the licensure file of the educator for a period of two (2) years from the date the warning is imposed by the State Board. The warning will remain permanently in the files retained by PLSB staff.

6.00 The Code of Ethics for Arkansas Educators

The Standards of Ethical Conduct are set forth as follows:

- 6.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**
- 6.02 **Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.**
- 6.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**
- 6.04 **Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.**
- 6.05 **Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.**
- 6.06 **Standard 6: An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.**
- 6.07 **Standard 7: An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.**
- 6.08 **Standard 8: An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.**

7.00 Recommended Disciplinary Action

- 7.01 The Ethics Subcommittee is authorized to recommend to the State Board probation, suspension, revocation or nonrenewal of a teaching license or the issuance of a reprimand or warning. The Ethics Subcommittee is also authorized to recommend the placement of conditions or restrictions on the activities of the

educator that would assist the educator via training, coursework or rehabilitative treatment. (All costs would be paid by the educator.) The State Board may direct the ADE to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a license:

- 7.01.1 An initial determination by the Ethics Subcommittee that there is a reasonable belief that a violation of the Code of Ethics as set forth in these rules has occurred.
- 7.01.2 Following an evidentiary hearing before the Ethics Subcommittee, the Ethics Subcommittee finds, by a preponderance of the evidence, that there is a reasonable belief that an educator violated the Code of Ethics as set forth in these rules.
- 7.01.3 A failure to comply with the payment of any imposed fines, fees, or other conditions or restrictions imposed by the State Board of Education.
- 7.01.4 Audit reports forwarded to the ADE by the Arkansas Legislative Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.
- 7.01.5 Disciplinary action against a teaching license/certificate in another state on grounds inconsistent with ethical conduct specified in Section 6.00 or as stated in this section.
- 7.02 An individual whose license has been revoked, nonrenewed, or suspended may not serve as a volunteer or be employed as an educator, consultant, paraprofessional, aide, substitute teacher, official and/or judge of a school-sponsored activity or be employed in any other position with a school district, open enrollment public charter school, or education service cooperative during the period of his or her revocation, suspension or nonrenewal for a violation of the Arkansas Code of Ethics for Educators.
- 7.03 Suspensions and revocations are reported by the ADE to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.
- 7.04 In lieu of imposing a disciplinary action as set forth above, the PLSB Ethics Subcommittee may provide the accused educator with a Private Letter of Caution.

8.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

- 8.01 In considering and investigating complaints brought before it, the Ethics Subcommittee shall follow the procedures set forth in *Appendix A* to these

rules, which are hereby fully incorporated into these rules as if fully set forth herein.

- 8.02 With the exception of a private letter of caution, all recommendations of the Ethics Subcommittee are presented to the State Board of Education. The State Board of Education may approve, reject, or modify a recommendation of the Ethics Subcommittee, and may refer a case back to the Ethics Subcommittee for further consideration or for an evidentiary hearing.
- 8.03 The State Board, in making its determination on the recommendation of the Ethics Subcommittee, may require the testimony of the educator against whom the Ethics Subcommittee has recommended a sanction.

9.00 Fines and Fees

- 9.01 The State Board, for violations of the Code of Ethics in all areas and as authorized by Ark. Code Ann. §§ 6-17-422(h)(3)(c) and 6-17-428:
 - 9.01.1 May impose fines up to the amounts listed in *Appendix B* to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.
 - 9.01.2 May impose fees for action taken pertaining to an educator's license as set forth in the attachment *Appendix B*.
 - 9.01.3 Shall use the revenue collected by the State Board of Education from the fees and fines imposed per *Appendix B* of these Rules for the operation of the Professional Licensure Standards Board.
- 9.02 An educator shall pay a fine imposed by the State Board within ninety (90) days of the State Board's final order.
- 9.03 Failure to pay fines and fees may result in the Ethics Subcommittee recommending that the State Board suspend the educator's license pursuant to Ark. Code Ann. § 25-15-217. The Department will not renew a license until all fines and fees have been paid.

10.00 Disclosure of Records

- 10.01 When the State Board has disciplined an educator for violation of the Code of Ethics by placing the educator on probation, suspension, or non-renewing, or revoking the educator's license, these actions will be reported by the Office of Educator Licensure and may be posted in its electronic database such that the records are viewable to school districts and other authorized personnel. In addition, these actions may be reported to other national education organizations or agencies such as the NASTDEC clearinghouse.

- 10.02 When the State Board has issued a warning or reprimand for violation of the Code of Ethics, these will be reported to the Office of Educator Licensure but are not posted in its electronic database. The Office of Educator Licensure will report reprimands or warnings if requested.
- 10.03 Records of the PLSB Ethics Subcommittee shall be retained in accordance with the Arkansas General Records Retention Schedule.
- 10.04 In accordance with Ark. Code Ann. § 6-17-428, all records and all hearings, meetings, and deliberations of the Professional Licensure Standards Board and its Ethics Subcommittee relating to an ethics complaint are confidential and exempt from the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-101 et seq.
- 10.05 In accordance with Ark. Code Ann. § 25-15-208, disclosure shall not be required of the research or records, correspondence, reports, or memoranda to the extent that they contain the opinions, theories, or conclusions of the attorney for the agency or members of his or her staff or other state agents.

11.0 Mandatory Filing of Allegation and Ethics Violations Review

- 11.01 An educator in a supervisory role in an Arkansas school shall file an ethics complaint if he or she observes or has reasonable cause to suspect that an educator has violated Standard 1 involving the sexual abuse of a student.
- 11.02 The failure to submit an ethics complaint under this section is a violation of Standard 3.
- 11.03 Before an educator who holds an Arkansas teaching license or administrator's license may be hired for employment at an Arkansas school, the school hiring officer shall check the Arkansas Educator Licensure System (AELS) of the Department of Education to determine whether the State Board of Education has acted upon a violation of Standard 1 involving the sexual abuse of a student by the applicant.

**Procedures for the Investigative Process
and Final Recommendation for Disposition of an Ethics Complaint**

1. Applicability of the Administrative Procedure Act

All rules, procedures, hearings and appeals relating to the Code of Ethics shall be promulgated and implemented under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

2. Freedom of Information Act (FOIA):

All records, hearings, meetings, and deliberations of the PLSB relating to an ethics complaint against an administrator or teacher are confidential and exempt from the Freedom of Information Act. All records pertaining to an ethics complaint are open for inspection and copying by the person against whom the complaint is lodged. The person against whom the complaint is lodged and his or her representative are entitled to be present during all hearings. A hearing before the State Board to consider the possible revocation, suspension, or other sanction of an administrator's or a teacher's license based on a recommendation of the PLSB for enforcement of an alleged ethics violation, including without limitation an informal disposition by the State Board of an ethics complaint by stipulation, settlement, consent order, or default is open to the public. All records on which the State Board relies during such a hearing to make its decision are subject to public disclosure under the Freedom of Information Act.

3. Allegations:

Any person or party wishing to submit an allegation must use the allegation of violation form developed by the PLSB and attached to these rules as Appendix D. It may be filed with the PLSB through the Department of Education, a public school district, or a public school superintendent. If an allegation form is filed with a public school district or a public school superintendent, the public school district or superintendent must forward all signed allegations directly to the Department of Education. Failure to forward an allegation of violation form may be considered a violation of the Code of Ethics.

4. Allegations Received by the PLSB Ethics Subcommittee:

An allegation will become a complaint once it has been: (1) verified by the Chief Investigator of the PLSB as being submitted by an identifiable person; and (2) is credible and if true, would constitute a violation of the Code as set forth in these rules, committed by an Arkansas educator after September 1, 2008. An allegation shall be processed as follows:

- a. **Initial Review:** The Chief Investigator of the PLSB will thoroughly review the allegation and verify that the allegation has been submitted by an identifiable person and was signed under penalty of perjury.
- b. **Authority to Investigate:** The Ethics Subcommittee will determine whether to

grant authority to the PLSB investigative staff to investigate the allegation. Authority to investigate the allegation will be based upon a reasonable belief that the allegation, if true, constitutes a violation of the Code as set forth in these rules and was committed by the alleged educator after September 1, 2008. Any member of the Ethics Sub-Committee of the PLSB who works with or for the educator against whom the allegation is submitted shall recuse himself/herself from any discussion, hearing, or deliberations concerning the accused educator. The Ethics Subcommittee is not limited to the standard alleged on the form but may consider all of the evidence submitted with the allegation in determining which, if any, standard may have been violated

- i. Authority to Investigate Denied: If the Ethics Subcommittee votes not to authorize investigation, the allegation shall be dismissed and the matter shall be closed without further action against the educator.
- ii. Authority to Investigate Granted: If the Ethics Subcommittee votes to authorize investigation of the allegation, the allegation becomes an authorized ethics complaint. The PLSB staff shall notify the named educator in writing concerning the initiation of the investigation and provide the educator with a copy of the complaint within ten (10) calendar days of authorization. The PLSB staff shall provide to the educator under investigation 1) written notice of the investigation and nature of the alleged ethics violation and, 2) a copy of the documents and evidence concerning the facts alleged in the ethics complaint, provisions of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to an ethics violation and the applicable rules in effect at the time the ethics complaint is filed.
- iii. Automatic Investigation: The following will automatically go to the Ethics Subcommittee of the PLSB for the opening of an investigation:
 - (A) Public information that an educator may have committed a violation the Code of Ethics. In the event that PLSB staff or Ethics Subcommittee members discover public information that an educator may have committed a violation of the Code of Ethics, the PLSB staff or any member of the Ethics Subcommittee may request that the Ethics Subcommittee Chair file an allegation form with the Department. If the Ethics Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Ethics Subcommittee for the limited purpose of resolving the newly filed complaint.
 - (B) Audit reports forwarded to the ADE by the Arkansas Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

- c. Requesting additional authority to investigate: If, in the course of an authorized investigation, PLSB staff discovers credible information that the named educator has committed additional violations of the Code, the PLSB staff may request additional authority to investigate from the Ethics Subcommittee. In the event that PLSB staff discovers credible information that another educator has violated the Code of Ethics, the PLSB staff may request that the Ethics Subcommittee Chair file an allegation form with the Department. If the Ethics Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Ethics Subcommittee for the limited purpose of resolving the newly filed complaint.
- d. Completion of the Investigation: The Ethics Subcommittee shall complete its investigation of an ethics complaint and take action within one hundred fifty (150) days of authorizing the investigation or, if a hearing is conducted, within one hundred eighty (180) days of authorizing the investigation. Upon completion of the investigation and final report of investigation, the PLSB staff will send the final report of investigation to the accused educator or his/her attorney via certified and regular mail. The educator shall be provided with:
 - i. A copy of the documents and evidence concerning the investigation of the ethics complaint and,
 - ii. Written notice that the Ethics Subcommittee will consider taking action against the named educator and,
 - iii. A copy of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to the ethics violation authorized for investigation, and
 - iv. A copy of the rules in effect at the time the ethics complaint is filed.
 - v. The named educator or his/her attorney will be allowed thirty (30) calendar days from receipt of the notice, documentation, and evidence from the Ethics Subcommittee or its staff to submit any further response in writing. At the conclusion of the thirty (30) calendar days or upon receiving the written response from the educator, the PLSB staff will send the final report of investigation and educator's response to the members of the Ethics Sub- committee.
- e. Initial Recommendation of the Ethics Subcommittee: At the next scheduled meeting of the Ethics Subcommittee, the Ethics Subcommittee shall review the results of the investigation including the PLSB staff's final report of investigation and any written response from the educator who is the subject of the ethics complaint. Following such a review, if the Ethics Subcommittee finds that a reasonable belief exists that the educator violated the Code as set forth in these rules, the Ethics Subcommittee shall issue an initial decision and may

recommend any appropriate action as set forth in *Appendix B*. The initial recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

- i. Notification of the Educator: The PLSB staff will notify the named educator in writing of the recommendation of the Ethics Subcommittee. The named educator may accept in writing the recommendation of the Ethics Subcommittee of the PLSB or request in writing an evidentiary hearing before the Ethics Subcommittee. The PLSB staff will inform the educator that following an evidentiary hearing, the Ethics Subcommittee may find that no reasonable belief that a violation of the Code exists, or could find that a reasonable belief that violation of the Code exists and recommend any appropriate action as set forth in Appendix B.
 - ii. Private Letter of Caution: The Ethics Subcommittee of the PLSB may also issue a Private Letter of Caution in lieu of recommending an action set forth in Appendix B.
- f. Waiver of Evidentiary Hearing: If an educator fails to respond to notification of the initial recommendation of the Ethics Subcommittee within thirty (30) days, the initial recommendation will become a final recommendation without an evidentiary hearing and will be forwarded to the State Board for consideration.
- g. If the educator accepts the Ethics Subcommittee's recommendation or waives a response, the PLSB staff shall notify the educator that the final recommendation will be submitted to the State Board as part of its consent agenda.

5. Waiver or Request of an Ethics Subcommittee Evidentiary Hearing

- a. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Subcommittee within one hundred eighty (180) days of receiving the complaint as is defined in these rules. Either party may request additional time. Such a request shall be in writing and shall set forth the reason(s) for which additional time is needed. The time limitations may be waived when reasonable under the circumstances, including without limitation, inclement weather, state or national emergencies, or other unforeseeable events by the:
 - i. Educator if the time limitation is imposed upon the Ethics Subcommittee; or
 - ii. Ethics Subcommittee if the time limitation is imposed upon the educator; or
 - iii. A written stipulation between the educator and the PLSB staff attorney

with the approval of the Ethics Subcommittee.

- b. Within ten (10) calendar days following the findings and recommendation of the Ethics Subcommittee, the PLSB staff will notify the educator in writing of the Ethics Subcommittee's evidentiary hearing findings and recommendations. The educator may accept the evidentiary recommendation or object and request a review by the State Board pursuant to Section 9 of this Appendix. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.
- c. Waiver of State Board Review: If an educator fails to respond to notification of the Ethics Subcommittee's evidentiary hearing recommendation within fourteen (14) days, the evidentiary hearing recommendation will become a final recommendation and will be forwarded to the State Board.

6. Motions

- a. An educator or his or her representative who has requested an evidentiary hearing may file a motion by serving it on the attorney for the PLSB who shall record the date it is received and promptly transmit the motion(s) to the Ethics Subcommittee for its consideration at the next available Ethics Subcommittee meeting.
- b. Filing a motion that requests that the Ethics Subcommittee take action prior to the requested or scheduled evidentiary hearing tolls the time limits set out in these rules and Ark. Code Ann. § 6-17-428.
- c. Requests regarding procedural matters, including requests for additional time for the hearing or for continuation of a hearing or proposed stipulated settlements, may be considered on the motions or papers submitted. The PLSB attorney and the educator may enter a stipulation to dispose of any procedural or substantive matters at any time subject to final approval by the Ethics Subcommittee.

7. Evidentiary Hearing Procedures of the PLSB Ethics Subcommittee

- a. The educator and the PLSB may be represented by representatives of their choosing.
- b. The educator shall be notified in writing of the date, time and location of the Ethics Subcommittee meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the Ethics Subcommittee for consideration. Items submitted may be rejected if not timely. Educators and PLSB staff are encouraged to submit all documentary evidence by the deadline so that the Ethics Subcommittee will be prepared to

expeditiously address the case at the evidentiary hearing.

- c. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the Ethics Subcommittee. The chairperson of the Ethics Subcommittee may grant additional time to either or both parties, if necessary.
- d. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length. The chairperson of the Ethics Subcommittee may grant additional time to either or both parties, if necessary.
- e. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the Ethics Subcommittee first.
- f. Any written documents, photographs or any other items of evidence may be presented to the hearing Ethics Subcommittee with the permission of the chairperson. The items of evidence shall be marked as either "PLSB Exhibit Number 1 (et seq.);" or "Educator's Exhibit Number 1 (et seq.);" After an item of evidence has been allowed to be presented to the Ethics Subcommittee by the chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the chairperson.
- g. After one party has questioned a witness, the other party shall have the same opportunity.
- h. Members of the hearing Ethics Subcommittee shall also have the opportunity to ask questions of any witness or any party at any time.
- i. While the scope of each party's presentation ultimately lies within the chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.
- j. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.
- k. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired. The chairperson of the Ethics Subcommittee may grant additional time if necessary.
- l. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired. The chairperson of the Ethics Subcommittee may grant additional time if necessary.
- m. After closing statements have been made (or the opportunity to make them has been waived), the hearing Ethics Subcommittee may orally announce its

decision. Alternatively, the hearing Ethics Subcommittee may take the case under advisement and render a written decision at a later time.

- n. During an evidentiary hearing, the “preponderance of the evidence” standard shall be used by the Ethics Subcommittee to determine whether a violation of the Code occurred. If the Ethics Subcommittee finds that a violation occurred, it may issue a recommendation for appropriate sanction to the Arkansas State Board of Education. The representative of the PLSB will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence. The Ethics Sub may also issue a non-punitive Private Letter of Caution Letter.
- o. A written decision reflecting the hearing Ethics Subcommittee’s final findings and recommendation shall be promptly prepared by the PLSB staff attorney for the chairperson’s signature. A copy of the findings and recommendation s shall be transmitted in a timely manner to the educator. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.
- p. The educator shall have fourteen (14) days from the receipt of the final findings and recommendations to object and request a State Board Review pursuant to Section 9 of this Appendix. Should the educator not request a review by the State Board within the above-referenced fourteen (14) day time period, the findings and recommendations of the Ethics Subcommittee shall become final.

8. Subpoena Power:

- a. At the request of a party to a proceeding pending before the PLSB or the Ethics Subcommittee or the State Board of Education, the Chair of the PLSB or the Ethics Subcommittee or the State Board of Education may, as appropriate, issue a subpoena and bring before the PLSB, the Ethics Subcommittee or the State Board as a witness any person in this state. The PLSB, the Ethics Subcommittee or the State Board may, on their own motion, issue a subpoena at any time.
- b. A party requesting a subpoena must make the request in writing to either the PLSB staff attorney or the State Board attorney, as appropriate. Requests for subpoenas made to the PLSB shall be delivered to the Office of the PLSB Attorney no later than ten (10) calendar days prior to the PLSB hearing for which the subpoena is requested. Requests for subpoenas made to the State Board shall be delivered to the Office of General Counsel of the ADE no later than ten (10) calendar days prior to the State Board hearing for which the subpoena is requested.
- c. The subpoena shall:

- i. Be in the name of either the PLSB, the Ethics Subcommittee, or the State Board;
 - ii. State the name of the proceeding; and
 - iii. Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:
 - (A) In person;
 - (B) Before a certified court reporter under oath at the place of the witness' residence or employment;
 - (C) By video-taped deposition at the place of the witness' residence or employment; or
 - (D) By live video communications from the witness' residence, place of employment, or a nearby facility capable of providing video transmission to the board that has subpoenaed the witness.
 - iv. The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the board or commission and the person who is the subject of the subpoena.
- d. The subpoena may require the witness to bring with him or her any book, writing, or other thing under his or her control that he or she is bound by law to produce in evidence.
 - e. Service of the subpoena shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.
 - f. A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the PLSB, the Ethics Subcommittee or the State Board shall be reimbursed for travel and attendance as provided by law.
 - g. If a witness is served with a subpoena and fails to provide testimony in obedience to the subpoena, the PLSB, the Ethics Subcommittee or the State Board may apply to the circuit court of the county in which the PLSB, the Ethics Subcommittee or the State Board is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court.
 - h. The court will have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.

- i. A witness who has been served with a subpoena may challenge the validity of the subpoena in the circuit court of the county in which the witness resides or is employed.

9. State Board Review

- a. When an educator objects to the Ethics Subcommittee's evidentiary hearing findings and recommendation, the educator may request a review by the State Board of Education by notifying the attorney for the PLSB in writing within fourteen (14) days.
- b. Within ten (10) days of requesting a review, the educator will have an opportunity to file written exceptions and briefs regarding the Ethics Subcommittee's evidentiary hearing findings and recommendation.
- c. The PLSB attorney may file a written response to the educator's exceptions and brief within ten (10) days of receipt of the educator's exceptions and brief.
- d. The PLSB attorney shall prepare a redacted copy of the Ethics Subcommittee hearing transcript and hearing exhibits to be filed with State Board of Education.
- e. The PLSB's findings and recommendations, the educator's exceptions and brief, and the PLSB's response, and the redacted transcript will be submitted to the State Board of Education at the next available meeting date.
- f. Either the PLSB or the educator may request oral argument. If oral argument is requested, the PLSB attorney shall introduce the item on the agenda, then the educator will then have ten (10) minutes to present an oral argument in opposition to the findings and recommendations. The PLSB's attorney will then have (10) minutes for oral argument in support of the findings and recommendations. Upon good cause shown, the Chairperson of the State Board may grant either party additional time for oral argument.
- g. After consideration of the findings and recommendations, the records, exceptions, briefs, and arguments, the State Board of Education shall issue a final decision or order in writing or stated on the record. The final decision shall include findings of fact and conclusions of law, separately stated. The educator shall be served personally or by mail with a copy of the final decision or order.

LIST OF ACTIONS & APPLICABLE FINES

Action Taken	Maximum Fine Amount
Complaint is not substantiated – No action taken; Case closed.	\$0
Educators who violate testing procedures of the state and for whom the Ethics Subcommittee of the PLSB believes the violation does not rise to the level of an ethics violation may be recommended for additional training in the approved testing procedures by the state.	All expenses paid by the educator.
Compliance with conditions or restrictions or recommended treatment or rehabilitation with periodic monitoring.	All expenses paid by the educator.
Private Letter of Caution	\$0
Written Warning	\$0
Written Reprimand	\$50
Probation of License	\$75
Suspension of License	\$100
Permanent Revocation of License	\$0

**LIST OF APPLICABLE
FEES**

License Issued	New or Renewal	Fee Amount
One-Year Provisional Teacher's License	New	\$0.00
	Renewal	\$0.00
Five-Year Standard Teacher's License	New	\$75.00
	Renewal	\$75.00
Five-Year Vocational Permit	New	\$75.00
	Renewal	\$75.00
One-Year Professional Teaching Permit	New	\$35.00
Lifetime Teacher's License (Must be 62 years of age.)	New	\$0.00
Adding Area or Level to Existing License	Not Applicable	\$0.00
Adding Degrees to Existing License (If not occurring at the time of renewal)	Not Applicable	\$0.00
Duplicate License	Not Applicable	\$50.00

Explanations and Guidelines to Clarify the Intent of The Code of Ethics

The purpose of *Appendix C* is to provide greater clarity and intent of each ethical standard listed in Section 6.00 of this rule. Therefore, *Appendix C* is not designed to supersede the required standard of ethical conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each ethical standard of conduct. It is recognized that *Appendix C* is a general application of the intent and purpose of each ethical standard and is considered a guide and not all inclusive of each and every interpretation and application of the Code as required in Section 6.00.

Moreover, it is recognized that unless specifically stated in a standard of conduct listed in Section 6.00 of these rules or specifically required in *Appendix C*'s interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this Code of Ethics.

Furthermore, it is recognized that the Code of Ethics is designed as a model of minimum standards for maintaining the public's respect for, and support of, those holding a license issued by the State Board of Education. It is not intended to regulate the employer/employee or contract relationship between any public school district and its educators. The Code is an overarching and superior set of standards and rules intended to establish and contribute to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good, and individual rights.

Standard 1 An educator maintains a professional relationship with each student, both in and outside the classroom.

This standard goes to the core of a professional educator's expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of educator/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student's intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student's personal problems and, when appropriate, refer the student for school counseling or other help.

Standard 2 An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions and responsibilities relating to his or her organizational position.

This standard addresses the professional educator's obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter.

Standard 3 An educator honestly fulfills reporting obligations associated with professional practices.

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. The State Board of Education may take direct action to revoke, suspend, or place on probation an educator whose conduct violates Ark. Code Ann. § 6-17-410(d)(1)(A)(vii) and (viii) without submission of an ethics complaint. It is important to note that noncompliance with mandated child abuse reporting laws also falls with this standard.

Standard 4 An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator's control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

Standard 5 An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator's position for personal gain.

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of

conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24-112 contains some specific prohibited transactions involving gratuities or offers of employment. The second part of this standard requires that the educator does not use the position for personal gain.

Standard 6 An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.

When standardized tests are administered, educators should maintain the confidentiality of those parts of the standardized test materials that are to remain confidential such as actual test items and test booklets in accordance with state law, regulation, and testing policy. Supervisors may be entitled to access to other educators' personnel records and should maintain the confidentiality of those records. Educators should be reminded that this standard is in addition to conduct prohibited under Ark. Code Ann. §§ 6-15-438, 6-17-410(d)(1)(A)(iii) and the Arkansas Department of Education Rules Governing Testing Improprieties. The State Board may take direct action to revoke, suspend, or place on probation, the license of an educator whose conduct violates this section without the filing of an ethics complaint.

Standard 7 An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

At times educators are entitled to and/or for professional reasons need access to certain student records, as well as other educators' records. Much of this information is confidential and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information. Similarly, educators should not disclose confidential information about colleagues unless the disclosure serves some legitimate professional purpose as allowed or required by law. Educators shall not knowingly or maliciously disclose confidential information about a student or colleague.

Standard 8 An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs/substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

This standard sets forth the expectation of the professional educator concerning using, possessing, or being under the influence of the listed substances while on school premises or at school-sponsored activities involving students or being in violation of state law governing the using, possessing or being under the influence of alcohol, tobacco, or unauthorized/illegal drugs/substances while on school property or at school-sponsored activities involving students.

PLSB Case No. _____

Code of Ethics for Arkansas Educators Allegation of Violation Form

Allegation made against:
Name of Licensed Educator _____ Date of Incident _____

Educator's Address _____

Educator's Phone (w) _____ (c) _____ (h) _____ Email _____

Educator's Work/School _____ Phone _____

School Address _____ City _____ Zip _____

Name of School District _____ Phone _____

District Office Address _____ City _____ Zip _____

*** If this is a Standard 1 Allegation and you are a mandated reporter who believes suspected child maltreatment has occurred pursuant to A.C.A. § 12-12-501 et. seq, did you report it to the Arkansas State Police Child Abuse Hotline? Yes _____ No _____**
(See the attached instruction page for a listing of the each of the Standards of Conduct.)

Brief Statement Describing the Alleged Conduct: (Please be as specific as possible; attach additional pages as needed.)

List the name of any other person, agency, or authority to whom the alleged conduct has been reported:

List the names and contact information of any witnesses and list and **attach** any documents, photographs or other evidence you have to support your allegation(s) _____

Allegation is being made by (check appropriate box) [] Educator [] Administrator [] Parent [] Other: _____

Complainant's Name _____ E-mail: _____

Address _____ Daytime Phone _____

City, State, Zip _____ Other Phone/Cell _____

BY SIGNING BELOW, I SWEAR OR AFFIRM THAT THE FOREGOING STATEMENTS ARE TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF UNDER PENALTY OF PERJURY.

Complainant's Signature: _____ Date _____

Send to: Dr. Karen Cushman Walters, Assistant Commissioner for HR/Licensure
Arkansas Department of Education
Four Capitol Mall, Room 102
Little Rock, AR 72201

Allegation Validated by: _____ Date: _____
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DIRECTIONS FOR COMPLETING ALLEGATION FORM

This form should be used to submit an allegation of a violation of the Code of Ethics against a currently licensed Arkansas educator or administrator.

Name of Educator: Means the name of the person whose conduct is alleged to have violated the Code of Ethics.

Date of Incident: Be specific if a date specific is known. If there is a date range/school year/event, list that date range.

Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his or her professional practice inclusive of skills, knowledge, disposition, and responsibilities relating to his or her organizational position.

Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.

Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.

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

Standard 6: An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.

Standard 7: An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

Standard 8: An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs or substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

Brief Statement Describing the Alleged Conduct: Please write a short factual description of the events or conduct that you believe violates the Code of Ethics. Be specific with regard to the names of person involved, the names of the students, and the names of any witnesses. Please use dates, even if approximate, wherever appropriate.

Reporting to Other Persons, Agencies, or Authorities: Please identify any other reporting or other steps to resolve the issue that you have undertaken concerning the alleged conduct and the outcome of the reporting.

Witnesses, Documents, and Photographs: List the name and contact information for any person you believe may have additional information regarding the unethical conduct. Please **submit copies** of the documents and/or copies of the photographs with your form and list them.

Complainant's Name: Means the name of the person who is making the allegation. If it is on behalf of a school district, it means the district's contact for this complaint such as the superintendent, or the superintendent's designee.

Perjury: Act 1045 of 2011 requires that complainants sign the allegation form under penalty of perjury. Signing under penalty of perjury means that you believe that the facts and circumstances alleged are true, it does not mean that the information will ultimately be proven to be true.

Public Comment Matrix – Proposed Rules Governing Code of Ethics for Arkansas Educators
 Public Comment Periods Ending: November 18, 2013, and February 17, 2014

Date	Respondent	Comment	ADE Response
10/18/13	Don McGohan, Superintendent, Bryant School District	4.02 and 4.03 - I support these additions. As a former member of the PLSB and the Ethics Subcommittee, I feel that many suspected violations of the Code of Ethics have gone unreported in the past because there is no mandatory reporting requirement. These additions will help protect children when it is suspected that they have been victimized by an educator.	No response needed.
10/18/13	Don McGohan, Superintendent, Bryant School District	6.07 - It seems redundant to insert the words "confidential information" on the third line when it is already mentioned on line 1, especially when the standard indicates that this information is protected. I suggest the following wording for this standard: Standard 7: An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.	Comment considered and a change was made.
10/18/13	Don McGohan, Superintendent, Bryant School District	6.08 - This is probably just a typo, because the phrase "or possessing or using tobacco or tobacco related products" is listed twice (Note: It is corrected on page ADE 291-24).	Concerning 6.08, the comment was considered and a change was made.

Date	Respondent	Comment	ADE Response
10/18/13	Don McGohan, Superintendent, Bryant School District	<p>On page ADE 291-15, item "c", I would like to suggest some clarifying language. From the beginning of the implementation of the Code of Ethics, the PLSB established a 25-minute limit for each side in a hearing to present their cases, but this has been misunderstood by attorneys representing educators in the past, primarily because of the procedures they are used to in a courtroom setting. One attorney several years ago spent a significant amount of time (over 30 minutes) challenging the witnesses for the PLSB and then thought he should still have 25 minutes to present his case. When I told him that he had 25 minutes total and that he had already exceeded his time, he became very angry. I was the chair of the committee at the time and I eventually allowed him more time, but this could have been prevented if this language was more clear.</p> <p>I don't know the right language to modify item "c" to accomplish what I have stated above, but if you can make this procedure more clear, that will be great.</p>	<p>Comment considered, but no change was made. The Ethics Subcommittee Chair reads the rules at the beginning of each evidentiary hearing, and grants extensions of time as needed.</p>
11/13/13	Mary Cameron, Staff Attorney, Bureau of Legislative Research	<p>In A.C.A. 6-17-428(p)(1)(C) it states that "sexual abuse" includes a victim who is "eighteen (18) years of age or older" but in Rule 5.25 it states that "sexual abuse" includes a victim who is "younger than twenty-one (21) years of age". Please explain the discrepancy in these two definitions. In A.C.A. 6-17-428(p)(1)(C) it states that "sexual abuse" includes a victim who is "eighteen (18) years of age or older" but in Rule 5.25 it states that "sexual abuse" includes a victim who is "younger than twenty-one (21) years of age". Please explain the discrepancy in these</p>	<p>Comment considered. The same group of students is covered by both the statute and the rules.</p>

Date	Respondent	Comment	ADE Response
		two definitions.	
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Rule 4.02 – Why not any educator or counselor?	Comment considered and a change was made to the definition of educator at 5.07.
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Rule 4.02- “reasonable cause” needs to be defined	Comment considered, but no change was made. Reasonable cause is the standard in the Child Maltreatment Act.
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Rule 4.02- “reasonable cause” language is used but definitions define “reasonable belief”	Comment considered, but no change was made. Reasonable cause is the standard in the Child Maltreatment Act. Reasonable belief is the PLSB Ethics Subcommittee standard for evaluating whether an allegation is a violation of the Code of Ethics.
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Rule 7.02- Consultant should be added to the language regarding those with a revoked, denied or suspended license who may not volunteer.	Comment considered and a change has been made.
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Rule 10.05 – Is this the usual procedure? It seems unfair to educators.	This rule complies with the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-208.

Date	Respondent	Comment	ADE Response
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Procedures/Complaint Sec. 2. – “The person against whom the complaint is lodged and his or her representative are entitled to be present during all hearings.” Does this include the meetings of the PLSB Board? This needs clarity.	No. A meeting is not the same as a hearing. All meetings of the PLSB Ethics Subcommittee are confidential.
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Procedures/Complaint Sec. 4.b – language should be added to say “Any member of the Ethics Sub-Committee of the PLSB who has worked or currently works with or for the educator...”	Comment considered, but no change was made.
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Procedures/Complaint Sec. 4.b.ii – Should there be a time limit prior to this step?	Comment considered, but no change was made.
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Procedures/Complaint Sec. 4.b.iii.d – 150 days is too long. The process will take half a year?	Comment considered, but no change was made.
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Procedures/Complaint Sec. 7.m – If taken under advisement can educator attend any meeting(s) when their case is discussed and be notified of the hearing?	A case that is taken under advisement is discussed in executive session. The decision is normally made at the hearing where the educator is present. If an evidentiary hearing is extended, the educator is notified and may attend.
11/18/13	Tripp Walters, Arkansas Public School Resource	Procedures/Complaint Sec. 8.d - What about email or social media?	Email and social media are discoverable.

Date	Respondent	Comment	ADE Response
	Center		
11/18/13	Tripp Walters, Arkansas Public School Resource Center	Procedures/Complaint Sec. 8.h – needs more definition	Comment considered, but no change was made.
1/15/14	John L. Burnett, attorney at law	<p>I write to comment on the PLSB’s proposed guideline for Standard 2, stating that “an educator shall not intentionally or knowingly misrepresent facts or make false or malicious statements about a student, parent or guardian, colleague, or the school system.”</p> <p>First, my concern is whether “intentionally or knowingly” is intended to modify “false ... statements”. I assume that it is, otherwise the PLSB would be putting itself in the unfortunate and, to my mind, unauthorized position of making any false statement an ethical matter. If the intent is that only intentionally or knowingly false statements fall under this rule, I suggest that the language be altered to make that distinction perfectly clear.</p> <p>Second, I also assume that a knowingly false statement does not include a statement that the teacher should have known was false but in fact did not know, albeit that it may have been negligent for the teacher not to have known. If the PLSB intends to sweep that type of statement into prohibited unethical conduct, I would suggest that not only do the words used not convey that meaning, but such a broad scope would be imprudent and arguably unauthorized as well.</p>	See response to the comment made on Standard 2 by Brenda Robinson / Clayton Blackstock.
2/17/2014	Brenda Robinson, Arkansas Education Association; Clayton	<p>I. Standard 2</p> <p>The revised proposed Standard 2 reads as follows:</p>	The Professional Licensure Standards Board considered this comment at its March

Date	Respondent	Comment	ADE Response
	Blackstock, Attorney	<p>Standard 2: An educator maintains competence regarding <u>his or her professional practice inclusive of skills, knowledge, and dispositions, and responsibilities</u> relating to his or/her organizational position, subject matter, and/or pedagogical practice.</p> <p>This standard addresses the professional educator’s obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter. <u>The professional educator shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation (a) unfairly exclude any student or colleague from participation in any program, or (b) deny benefits or grant any advantage to any student or colleague. Furthermore, an educator shall not intentionally or knowingly misrepresent facts or make false or malicious statements about a student, parent or guardian, colleague, or the school system.</u></p> <p>The language in Standard 2 was originally designed to address educators who were not competent – those who did not keep up with the best practices in the profession or, even if they knew them, simply did not implement them.</p> <p>The revised language in the comment to Standard 2 creates</p>	meeting and has removed the language referenced in the guidelines.

Date	Respondent	Comment	ADE Response
		<p>two entirely new ethics claims – claims for discrimination and defamation. The new claims, at the very least, should be listed as completely new ethical standards, not buried in the comment to Standard 2. They also should include detailed descriptions of the elements required to prove each claim, the defenses for each claim and references to the body of existing law that address how to prove and defend claims of discrimination and defamation.</p> <p style="text-align: center;">A. Discrimination Claims</p> <p>Many of the areas of discrimination in the proposed new rule are addressed in other laws – Title VII of the Civil Rights Act, the Arkansas Civil Rights Act, the United States and Arkansas Constitutions and others. We note that there is no reference to discrimination based on disability in the proposed rule and were wondering why that has been excluded.</p> <p>Proof of discrimination and the defense of discrimination claims are complex endeavors. A large body of case law addresses the various the burdens of proof, defenses and nuances in these cases.</p> <p>There is rarely any direct evidence of discrimination. The successful prosecution or defense of these claims usually depends on large bodies of documentary evidence, proof of patterns and the use of statistics and numerous witnesses. The proof usually involves looking at how others were treated in similar situations. This requires looking through a multitude of</p>	

Date	Respondent	Comment	ADE Response
		<p>employee or student files.</p> <p>In almost every case, the educator will have a nondiscriminatory motive for taking whatever action he took. Proof that the nondiscriminatory motive was false or not credible sometimes leads to a conclusion of discrimination by inference. Many discrimination cases often involve what is known as a “mixed motive,” where both a legitimate and prohibited motive work in tandem. The educator has a legitimate nondiscriminatory motive for doing what she did but there is also proof that a discriminatory motive was at play. The question in these cases becomes whether the prohibited motive was the true motivating factor in the decision. The proposed rule does not indicate how these cases will be handled.</p> <p>There are also time limits for bringing discrimination claims. Under Title VII the time limit is 180 days for the required EEOC filing. These limits are imposed in part because it is very difficult to defend old claims - memories fade and documents disappear. Yet there is no time limit on bringing an ethics claim. An ethics discrimination claim could be four or five years old, making it difficult for the educator to defend or the commission to prosecute. Sometimes employees or students will be reluctant to bring an ethics claim while they are still supervised by the same administrator or taught by the same educator. They may prefer to wait until years later to file a claim, for fear of retaliation.</p> <p>This new rule will encompass run-of-the-mill</p>	

Date	Respondent	Comment	ADE Response
		<p>employment discrimination claims, such as where an educator contends an administrator’s reprimand, suspension or recommendation for termination was based on a discriminatory motive. The educator will claim that the administrator denied the “benefits” of employment to the educator.</p> <p>This new rule will also encompass claims by students that they were treated differently from other students based on one of the discriminatory factors. As noted above, this type of claim will often require the examination of the educator’s treatment of all the educator’s other students to determine whether there is a pattern that would support a claim of discrimination. These cases are complex and time consuming.</p> <p>If a new rule like this is to be implemented, the new rule should be given more thought and consideration. It should be a separate rule. It should be accompanied by an extensive commentary that addresses all the nuances of proving or defending discrimination claims.</p> <p>B. Defamation Claims</p> <p>Like discrimination claims, there is a body of law that addresses the proof required and the defenses and privileges available in defamation claims. These complexities are not addressed in the proposed rule.</p> <p>The proposed rule also implicates First Amendment free speech issues by proposing punishment for false</p>	

Date	Respondent	Comment	ADE Response
		<p>statements. We have serious concerns about the chilling effect this ethics rule will have on free speech and its impact on the need for robust discussion of educational issues. The rule precludes any false statements about a “school system”. We are concerned that this rule will result in educators being reluctant to express themselves on the operation of the school system for fear that an ethics complaint be filed. We are also concerned that educators may be discouraged from commenting on important school system issues based on an implied threat of an ethics complaint. Educators often have the best insight into how school systems can be improved.</p> <p>Given the complexity of the law of defamation and the First Amendment concerns, this new rule, if it is to be implemented should, like the discrimination rule, be a separate rule with its own extensive commentary.</p> <p>In defamation cases, a balance is struck in many situations between the need to obtain information and the risk of harm from false information. Different privileges attach to statements made in a variety of settings. These privileges preclude one from being found liable for defamation even if a false statement is made. There are privileges that apply when speaking before a school board, before the legislature, to an investigator for a state agency or even to one’s employer.</p> <p>The privileges attach because the law deems it more important to encourage people to express themselves in these situations, without fear of some action being taken</p>	

Date	Respondent	Comment	ADE Response
		<p>against them, because of the benefits that flow from that expression. On balance, these considerations are more important than protecting against all false statements. Among other things, the privileges are based on the need for the robust expression of ideas and the need to conduct thorough investigations into charges of misconduct.</p> <p>Furthermore, there are situations where making a false statement may be necessary for the protection or well-being of another. The materiality of any alleged false statement also should be a relevant factor. If a rule like this is to be implemented, consideration should be given to legitimate defenses as well as privileges and policy considerations. These issues should all be addressed in the rule or commentary.</p>	
2/17/2014	Brenda Robinson, Arkansas Education Association; Clayton Blackstock, Attorney	<p>II. Standard 7</p> <p>The proposed language for Standard 7 reads as follows, with the italics added:</p> <p><u>Standard 7: An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is confidential information protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose</u> <i>as</i></p>	Comment considered, and a change has been made to correct this.

Date	Respondent	Comment	ADE Response
		<p><i>allowed or required by law or regulations.</i></p> <p>The AEA would recommend changing the italicized language to read “or as is allowed or required by law or regulations”. This change would also need to be made in the comment to Standard 7.</p> <p>The change is proposed because “professional purposes” or acceptable reasons for the disclosure of confidential information may not be included in the laws, regulations and, in particular, school policies that deal with confidential information.</p> <p>For example, a school policy may say all student grades are confidential and may not be disclosed except to the respective students and their parents. Yet there are other professional purposes that warrant disclosure of the grades, such as disclosure to colleagues or the State Department. Under the proposed language, only the “professional purposes” enunciated in a “law or regulation” will justify disclosure.</p> <p>Not all laws, regulations or school polices address the disclosure of confidential information. Some simply designate information as confidential, but do not say when disclosure is permitted. The “professional purpose” standard should apply to all disclosures.</p>	
2/17/2014	Kathy Howell, PLSB Member, Clarksville School District	<p>As a member of the PLSB I am concerned about some of the proposed changes.</p> <p>Standard 2</p>	<p>See the response to the comment made concerning Standard 2 by Brenda Robinson / Clayton</p>

Date	Respondent	Comment	ADE Response
		<p>As I remember our intent in making these changes I think we were wanting to make sure that we addressed the need for best professional practices being followed as well as the responsibilities of each professional position. In the comments it appears that it has gone beyond that. It has gone to call it discrimination which brings a whole new set of criteria into the picture. Does the PLSB have the expertise (and time) to distinguish discrimination? Sure there may be very apparent instances, but this opens up a whole new can of worms that judges (and Supreme Court Justices) spend a great deal of time determining. The comments appear to take it too far.</p> <p>Also, as the comments talk about "misrepresenting facts or make false or malicious statements about ...or the school system" is this going so far as to put in jeopardy First Amendment Rights? I agree that malicious statements are not appropriate but there may be times that a false statement is made but it is not a malicious act, it is based on the knowledge the individual currently has. I would hate for an educator to have an allegation filed against them because they had inaccurate information and it be a case where the administration is looking for a reason to get rid of someone.</p>	Blackstock.
2/17/2014	Kathy Howell, PLSB Member, Clarksville School District	<p>Standard 7</p> <p>I think we have an editorial change which should be made. I think we intended for the last sentence to include</p>	See the response to the comment made concerning Standard 7 by Brenda Robinson / Clayton

Date	Respondent	Comment	ADE Response
		the word or. That would read ".....disclosure serves a professional purpose <i>or</i> as allowed or required by law or regulations. This change is also needed in the comment section.	Blackstock.

**ARKANSAS DEPARTMENT OF EDUCATION
POLICIES GOVERNING PROGRAMS FOR EDUCATOR LICENSURE
OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN ARKANSAS**

Effective: September 1, 2014

1.0 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as Arkansas Department of Education Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas.
- 1.02 The State Board of Education enacts these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-422, and 25-15-201 et seq.
- 1.03 It is the purpose of these rules to set forth the requirements for Arkansas Department of Education (ADE) approval of educator licensure programs offered by a college or university in Arkansas.

2.0 DEFINITIONS

For these policies the following terms are defined:

- 2.01 **Accreditation** of an institution of higher learning, professional education unit, or program of study is the official recognition granted to the institution of higher learning, professional education unit or program of study that meets the standards of quality established by the accrediting agency.
- 2.02 **ADE** is the Arkansas Department of Education.
- 2.03 **ADHE** is the Arkansas Department of Higher Education.
- 2.04 **CAEP** is the Council for Accreditation of Educator Preparation.
- 2.05 **Candidacy for Accreditation** means the status granted to a professional education unit that has met CAEP's pre-conditions for accreditation.
- 2.06 **Candidate** is an individual who has been admitted into an educator licensure program.
- 2.07 **Data Literacy** means the knowledge and skill in accessing, generating, and analyzing data from a variety of sources to facilitate instruction and decision making.
- 2.08 **Disciplinary Literacy** means the knowledge and skills in reading, writing and reasoning processes that are specific to the intellectual beliefs and methods by which scholarship is created in a content field.

- 2.09 **Disposition for Teaching** means the professional attitudes, values, and beliefs of an individual regarding instruction, student learning and development, including beliefs that all students can learn and all teachers can improve their knowledge and skills.
- 2.10 **Distance Learning Technology** means the electronic media, including the Internet, e-mail, television, and other audio-visual communication devices used to deliver instruction where the teacher and the students are in separate physical settings.
- 2.11 **Educator Licensure** is the official recognition by the State Board that an individual has met state requirements and has been authorized to practice as a professional educator in Arkansas.
- 2.12 **Field Experiences** means the activities for students in professional education that are completed in P-12 school settings. These include observations, tutoring, assisting teachers and administrators, student teaching, pre-service teaching and internships.
- 2.13 **General Studies** means the courses and other learning experiences in the liberal arts and sciences that students in degree programs normally complete during the first two years of their higher education experience.
- 2.14 **Nontraditional Educator Licensure Program** means a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.
- 2.15 **Preconditions** are fundamental requirements undergirding CAEP standards that must be met before a professional education unit is permitted to advance to candidacy for initial accreditation.
- 2.16 **Professional Education Unit** is a college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel; also referred to as “unit”.
- 2.17 **Program or Program of Study** means a planned sequence of courses and experiences that prepares educators or other school professionals for licensure and employment in pre-kindergarten through high school settings.
- 2.18 **Provisional Teaching License** means a temporary license, which is issued by the State Board to an individual who has met certain requirements but not all of the requirements for a standard license, that allows the holder to teach or work in Arkansas public schools.
- 2.19 **Specialized Professional Association (SPA)** means any of the national associations representing educators of specific subject areas, grade levels or student groups; administrators; or other school professionals that establish standards for candidates preparing for educator licensure.

- 2.20 **Standard Teaching License** means a five-year renewable license issued by the State Board that allows the license holder to teach in Arkansas public schools.
- 2.21 **Supervised Clinical Practice** means pre-service teaching or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing; completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.
- 2.22 **Teacher Effectiveness Support System (TESS)** is an integrated evaluation, feedback, and support system under the Department of Education Rules Governing The Teacher Effectiveness and Support System that encourages teachers to improve their knowledge and instructional skills in order to improve student learning,
- 2.23 **Teacher of Record** means an individual who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.
- 2.24 **Traditional Program for Educator Licensure** means an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for traditional licensure as a teacher, special education teacher, school counselor, school administrator, or other school professional.
- 2.25 **Universal Design for Learning** means a scientifically valid framework for guiding educational practice that (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

3.0 APPROVAL REQUIRED

Any educator licensure program offered by a college or university in Arkansas must be approved by the Arkansas Department of Education (ADE), Office of Educator Licensure (OEL). These policies shall be effective beginning September 1, 2014, and they shall supersede any previous ADE policies pertaining to professional education programs offered by colleges or universities in Arkansas. As often as may be necessary, these policies will be reviewed by the Professional Licensure Standards Board (PLSB) and approved by the Arkansas State Board of Education (State Board).

4.0 POLICIES FOR INSTITUTIONS OF HIGHER EDUCATION PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

- 4.01 Prior to program implementation, public institutions of higher education in Arkansas and any out-of-state institutions of higher education offering programs to students in

Arkansas shall be approved by the Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to educator licensure in Arkansas.

- 4.02 Institutions of higher education that offer programs in Arkansas leading to educator licensure shall be accredited by a regional accrediting agency that is recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

5.0 POLICIES FOR PROFESSIONAL EDUCATION UNITS PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

- 5.01 A professional education unit accredited by CAEP and in compliance with all other policies set forth in this document is considered eligible by the ADE to provide professional education programs leading to educator licensure in Arkansas.

5.01.1 If a unit is not yet accredited by CAEP, it shall meet all other preconditions for CAEP accreditation before the ADE can approve any of its programs for educator licensure.

5.01.2 If a unit fails to achieve initial CAEP accreditation, or CAEP accreditation is discontinued, the unit and its individual programs for educator licensure shall forfeit state approval.

5.01.3 The unit shall inform current and potential candidates of its standing with regard to CAEP accreditation and state approval of its licensure programs.

6.0 POLICIES FOR ALL PROGRAMS LEADING TO EDUCATOR LICENSURE (TRADITIONAL AND NONTRADITIONAL)

- 6.01 An educator licensure program proposed by a professional education unit that is CAEP accredited may be granted initial state approval upon review by the ADE in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

- 6.02 An educator licensure program proposed by a professional education unit that has met all other requirements for candidacy for CAEP accreditation, except having a state-approved licensure program, may be granted provisional state approval until accreditation is achieved or for a period of no longer than five (5) years. If accreditation is not achieved within the 5-year period, the unit's professional education programs will forfeit state approval, and no new students may be admitted into the programs.

- 6.03 Continued state approval of an educator licensure program shall be granted if it attains recognition from its affiliated CAEP Specialized Professional Association (SPA), or is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program.

- 6.03.1 A program for licensure endorsement requiring less than 18 credit hours shall not be required to prepare individual program reports, but the programs must provide candidate performance data from state-required licensure assessments in the unit's documentation for CAEP accreditation.
- 6.03.2 A program having no completers or enrolled candidates during its most recent three years of operation may be declared to be inactive, and therefore shall not be required to prepare a program report in conjunction with preparation for the unit's CAEP accreditation review.
- 6.04 Any revisions to an ADE-approved program of study for licensure shall be submitted to the ADE Office of Educator Effectiveness in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

7.0 POLICIES FOR TRADITIONAL EDUCATOR LICENSURE PROGRAMS

- 7.01 All traditional educator licensure programs shall include curriculum that addresses requirements established by Arkansas statutes governing educator preparation and ADE rules governing educator licensure, including without limitation, instruction in:
 - 7.01.1 The *Code of Ethics for Arkansas Educators*.
 - 7.01.2 Data literacy.
 - 7.01.3 The Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas;
 - 7.01.4 Disciplinary literacy;
 - 7.01.5 Universal Design for Learning;
 - 7.01.6 Child maltreatment, under Ark. Code Ann. § 6-61-133; and
 - 7.01.7 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.
- 7.02 All programs that prepare candidates for licensure to teach in grades birth through kindergarten (B-K), kindergarten through grade six (K-6) or grades four through eight (4-8) shall include at least six semester hours of instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.
- 7.03 Traditional programs that prepare candidates for middle childhood licensure to teach in grades four through eight (4-8) shall require concentrations in at least two content areas to be selected by the candidates from English-language arts, mathematics,

science and social studies. The concentrations shall include at least eighteen (18) semester hours of coursework in each of the selected content areas.

- 7.04 Traditional programs that prepare candidates for secondary licensure to teach in grades seven through twelve (7-12) shall require candidates to have content preparation in a teaching field equivalent to the institutional requirements for an academic major (at least 30 semester hours). Degree requirements shall be determined by the institution, but the requirements for a student seeking a teaching degree shall not be substantially different from the requirements for a student seeking a non-teaching degree in the same content field.
- 7.05 Programs that prepare candidates for standard or add-on licensure to teach special education in grades K-12, shall include a curriculum of at least twenty-one (21) semester hours in special education content and pedagogy and shall comply with standards of the Council for Exceptional Children (CEC).
- 7.06 Programs that prepare candidates for licensure as school administrators, grades P-12, shall comply with the *Standards for School Administrators in Arkansas* and Educational Leadership Constituent Council (ELCC) standards.
- 7.07 Professional education programs shall engage candidates in direct, substantial, quality participation in field experiences and supervised clinical practice.
- 7.07.1 The combination of field experiences and supervised clinical practice shall provide opportunities for a candidate for teacher licensure to teach across the entire grade of the license being sought.
- 7.07.1.1 Field experiences and supervised clinical practice in a program of study for teacher licensure, Birth – Kindergarten (B-K), shall be divided between prekindergarten and kindergarten, with no less than 40% of the total experiences completed in either area.
- 7.07.1.2 Field experience and supervised clinical practice in a program of study for teacher licensure, grades K-6, shall be divided between grades K-3 and 4-6, with no less than 25% of the experiences completed in either grade range.
- 7.07.1.3 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-8, shall be divided between grades 4-6 and 7-8, with no less than 25% of the total experiences completed in either grade range, and shall include teaching in each area of concentration selected by the candidate.
- 7.07.1.4 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 7-12, shall be divided between grades 7-9 and 10-12 in the licensure content area(s) with no less than 25% of the total assignment completed in either grade range. If a candidate is seeking licensure in more than one content

area, the field experiences and supervised clinical practice shall be divided among the content areas.

- 7.07.1.5 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades K-12, shall be divided between grades K-6 and 7-12 in the licensure content area with no less than 25% of the total experiences completed in either grade range. If no K-6 settings are available in a K-12 licensure area, candidates may complete their experiences within the 7-12 grade range.
- 7.07.2 Programs of study for the licensure of teachers shall require candidates to be engaged in supervised clinical practice for a minimum of sixty (60) complete school days (approximately 420 contact hours).
- 7.07.3 Programs of study for the licensure of school administrators (principal, curriculum/program administrator, district administrator) and other professional school personnel (counselors, school psychologists, etc.) shall require candidates to complete supervised clinical practice across the grade range for each license being sought by the candidate.
- 7.07.4 Field experiences and supervised clinical practice in traditional undergraduate or graduate programs for teacher licensure areas that involve grades K-12, or in graduate programs for school administration and other non-teaching licensure areas, shall be completed in:
 - 7.07.4.1 Traditional public K-12 school settings that are accredited by the ADE; or
 - 7.07.4.2 Traditional in-state or border-state private or public school settings where Common Core and other content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to Arkansas' TESS.
- 7.07.5 Field experiences and supervised clinical practice in a B-K licensure program shall be completed in:
 - 7.07.5.1 An early childhood education setting accredited by the Division of Child Care and Early Childhood Education of the Department of Human Services as a Better Beginnings Level 3 or higher program; or
 - 7.07.5.2 A border-state early childhood education setting having state accreditation similar to the Arkansas accreditation for a Better Beginnings Level 3 or higher program.

- 7.07.6 Field experience and internship placements for candidates in a traditional program of study for educator licensure shall not include priority schools, school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts, unless the candidate is in an administrator licensure program and either:
- 7.07.6.1 The state has replaced the administrator in the applicable priority school or school district in academic distress or under administrative takeover; or
 - 7.07.6.2 Under an extreme circumstance, the Department of Education approves the field experience or internship placement in the applicable priority school or school district in academic distress or under administrative takeover.
- 7.07.7 Candidates for educator licensure may complete their supervised clinical practice in instructional settings that employ distance learning technology, but at least 75% of their clinical practice must engage them in face-to-face interaction where the candidate and the students are in the same physical setting.
- 7.07.8 Professional education faculty, including adjunct faculty, and cooperating teachers who teach and/or supervise teacher candidates must be trained in the domains and criteria of Arkansas' TESS. Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.
- 7.08 Programs of study for teacher licensure shall require the following of candidates before completing the program:
- 7.08.1 Achieve a passing score on each state-approved content assessment for the license.
 - 7.08.2 Take the state-approved pedagogical assessment.

8.0 POLICIES FOR CANDIDATES IN TRADITIONAL PROGRAMS FOR EDUCATOR LICENSURE

- 8.01 Candidates in programs leading to a baccalaureate degree with educator licensure shall complete, as a minimum, a general studies curriculum similar to that required for other baccalaureate degree programs offered by the institution.
- 8.02 To qualify for admission as a candidate into a traditional program for first-time educator licensure:

- 8.02.1 An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.
- 8.02.2 An individual shall achieve a passing score, as determined by the ADE, for each of the state-approved basic skills assessments, except as noted below.
 - 8.02.2.1 In lieu of the state-approved basic skills assessments, an individual seeking entry into a baccalaureate program for first time licensure for teaching may substitute:
 - 8.02.2.1.1 A minimum composite score of 24 on the ACT with scores of at least 22 in reading and 22 in mathematics, or the equivalent scores on the Scholastic Aptitude Test (SAT) determined by ADE; and
 - 8.02.2.1.2 A passing score on the writing skills in the basic-skills assessments approved by the State Board.
 - 8.02.2.2 An individual seeking entry into a post-baccalaureate program for first time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessments.
- 8.03 A candidate for licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.
 - 8.03.1 A candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate's program of study.
 - 8.03.2 A candidate shall indicate, via interviews or other means determined by the candidate's program of study, an appropriate disposition for teaching.
- 8.04 Before entering a classroom to complete a supervised clinical practice, a candidate shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.

9.0 POLICIES FOR NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

- 9.01 Nontraditional educator licensure programs may be offered at the post-baccalaureate level by institutions of higher education. Such programs may be offered as degree or non-degree programs of study.

- 9.02 A nontraditional educator licensure program may admit and prepare candidates only for ADE-approved teacher licensure areas at the middle childhood (grades 4-8) and secondary (grades 7-12 or K-12) levels, not including special education.
- 9.03 A nontraditional educator licensure program may include two tracks:
- 9.03.1 Track 1 allows a candidate to be employed as a teacher of record with a provisional teaching license for the duration of the prescribed program of study; a candidate shall teach only in the content area(s) and grade level(s) indicated on the provisional teaching license. Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.
 - 9.03.2 Track 2 allows a candidate to complete a traditional internship (student teaching) as a culminating experience of the candidate's program of study or obtain a provisional teaching license and be employed as a teacher of record as a culminating experience of the candidate's program of study.
- 9.04 A candidate in a nontraditional educator licensure program shall complete an internship or obtain a provisional license and be employed as a teacher of record only in the area(s) which s/he has passed the state-required content assessment(s).
- 9.05 Nontraditional educator licensure programs shall include curriculum that addresses requirements established by Arkansas statutes governing preparation for nontraditional educator licensure and ADE rules governing nontraditional educator licensure, including without limitation, instruction in:
- 9.05.1 The Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas;
 - 9.05.2 The *Code of Ethics for Arkansas Educators*;
 - 9.05.3 Data literacy;
 - 9.05.4 Disciplinary literacy;
 - 9.05.5 Universal Design for Learning (UDL);
 - 9.05.6 Arkansas' Teacher Excellence Support System (TESS);
 - 9.05.7 Child maltreatment, under Ark. Code Ann. § 6-61-133; and
 - 9.05.8 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.
- 9.06 Nontraditional educator licensure programs that prepare candidates to teach grades four through eight (4-8) shall include at least six semester hours of instruction in

- reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.
- 9.07 Candidates completing a nontraditional educator licensure program in middle childhood, grades 4-8, or secondary social studies, grades 7-12, must complete a three semester hour course in Arkansas history, as required by state law.
- 9.08 Nontraditional educator licensure program shall require internships or teaching service to be completed in:
- 9.08.1 Traditional public K-12 school settings that are accredited by the ADE; or
- 9.08.2 Traditional in-state or border-state private or public school settings where Common Core and other content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to Arkansas' TESS.
- 9.09 Teaching and internship placements for candidates in nontraditional educator licensure programs shall not include priority schools, school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts, unless the candidate is the teacher of record in the priority school or school district in academic distress or under administrative takeover.
- 9.10 Candidates in nontraditional educator licensure programs may complete their teaching or internships in instructional settings that employ distance learning technology, but at least 75% of their clinical practice must engage them in face-to-face interaction where candidates and the students are in the same physical setting.
- 9.11 Professional education faculty in nontraditional educator licensure programs, including adjunct faculty, and cooperating teachers who teach and/or supervise nontraditional teacher candidates must be trained in the domains and criteria of Arkansas' TESS. Candidates shall be paired only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.

10.0 POLICIES FOR CANDIDATES IN NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

- 10.01 Individuals seeking admission into a nontraditional educator licensure program are subject to the following requirements:
- 10.01.1 An applicant shall provide an official transcript(s) documenting an earned bachelor's degree or higher from 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. An applicant who earned a degree from an out-of-country college or university may provide an official college transcript evaluation from a nationally recognized credential evaluation agency documenting that their degree is equivalent to a four-year degree from an accredited United States institution of higher learning.

- 10.01.2 An applicant shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.
- 10.01.3 An applicant shall have achieved a passing score, as determined by the ADE, for each of the state-approved basic skills assessments, except as noted below:
 - 10.01.3.1 An individual seeking entry into a post-baccalaureate program for first-time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessments.
- 10.01.4 An applicant seeking licensure in middle childhood, grades 4-8, must achieve passing scores, as determined by the ADE, on at least two of the state-required content assessments required for middle childhood licensure.
- 10.01.5 An applicant seeking licensure in secondary teaching, grades 7-12 or K-12, must achieve a passing score, as determined by the ADE, on the state-required content assessment(s) for each level and content area in which licensure is sought.
- 10.02 A candidate for nontraditional licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.
 - 10.02.1 The candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate's program of study.
 - 10.02.2 The candidate shall indicate, via interviews or other means as determined by the candidate's program of study, an appropriate disposition for teaching.
- 10.03 Before entering a classroom to complete a supervised clinical practice, a candidate for nontraditional licensure shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.

11.0 PROGRAM AND UNIT ACCOUNTABILITY REQUIREMENTS

- 11.01 An educator licensure program having at least ten (10) program completers during its most recent three-year period shall maintain an eighty percent (80%) average candidate pass rate on all assessments required by the state for professional licensure. Programs failing to maintain a three-year average pass rate of at least 80% on the assessments will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% average pass rate is achieved within the 3-year probationary period. A program that fails to achieve an 80% average pass rate by the end of the 3-year probationary period shall forfeit its state approval.
- 11.02 A professional education unit shall maintain an eighty percent (80%) pass rate on the state-required licensure assessments among all of its candidates for licensure. A unit that fails to maintain an 80% pass rate will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% pass rate is achieved within the 3-year period. A unit that fails to achieve an 80% pass rate by the end of the 3-year probationary period will forfeit its state approval and will no longer be eligible to offer any programs for educator licensure.
- 11.03 A professional education unit may be designated as “low performing” as defined in the *Plan for Title II Reporting Requirements of the Higher Education Act* published by the ADE. If a unit is designated as low performing for three consecutive years, state approval for the unit and its programs for licensure will be revoked, and the unit will no longer be eligible to recommend candidates for educator licensure.
- 11.04 If a program or unit is designated as “on probation” or “low performing,” current and potential candidates must be advised of the program’s or unit’s standing.

Public Comment Matrix –
Proposed Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas
Public Comment Period Ending: 2/17/2014

Date	Respondent	Comment	ADE Response
2/13/14	Cynthia Moten, Arkansas Department of Higher Education	<p>“program” or “programs” should read “program of study” or “programs of study” as applicable in the following sections: 1.03, 2.06, 2.14, 2.16, 2.17, 5.01, 6.01, 6.02, 6.03, 6.03.1, 6.03.2, 7.01-7.06, 7.07.5, 8.01, 9.03</p>	Comment considered and a change has been made to 2.17.
2/13/14	Cynthia Moten, Arkansas Department of Higher Education	<p>4.01 should be rewritten to read as follows: <u>Prior to program implementation, Public and private public institutions of higher education in Arkansas and any out-of-state institutions of higher education offering programs to students in Arkansas shall be certified approved by the Arkansas Department of Higher Education (ADHE) Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to baccalaureate or higher degrees and educator licensure in Arkansas.</u></p>	Comment considered and changes made.

Date	Respondent	Comment	ADE Response
1/31/2014 and 2/3/2014	Donny Lee, Harding University Cannon-Clary College of Education	<p>6.05.4.2 [correct section is 7.07.4.2 and 9.08.2]</p> <p>Occasionally, candidates out of necessity complete their internship out-of-state because spousal or family commitments. This rule seems too narrow in that it prescribes implementation of Common Core State Standards and TESS. With a growing number of states reconsidering the Common Core State Standards and may actually choosing not to implement them, we would suggest language which requires evidence of a similar evaluation process and similarly rigorous standards rather than the specific terminology now present.</p>	<p>Comment considered but no change is made. The Department is approving educator programs that prepare students for an Arkansas teaching license and exposure to Arkansas standards for curriculum and evaluation.</p>
1/31/2014	Donny Lee, Harding University Cannon-Clary College of Education	<p>6.05.8 [correct section is 7.07.8]</p> <p>The requirement that cooperating teachers score proficient on TESS implicates possible violations of confidentiality with respect to teacher evaluation performance and implicates a specific evaluation system (see comments on 7.05.4.2).</p> <p>Comment resubmitted on 2/3/2014 for 7.07.8: The requirement that cooperating teachers score proficient on TESS implicates possible violations of confidentiality with respect to teacher evaluation performance and implicates a specific evaluation system (see comments above).</p>	<p>Comment considered but no change is made. This provision does not require disclosure of the cooperating teacher's performance evaluation; it will, however, require the principal to identify who is eligible to be a cooperating teacher. This will ensure that universities and schools collaborate on identifying teachers who are best qualified to serve as cooperating teachers.</p>
1/31/2014 and 2/3/2014	Donny Lee, Harding University Cannon-Clary College of Education	<p>7.04 [correct section is 7.08]</p> <p>The timeline between completion of content courses and internship is constricted, and completing the Praxis II content exam with a passing score will exacerbate the</p>	<p>Comment considered, and a change has been made to require the candidate to pass the content exam before graduation and before</p>

Date	Respondent	Comment	ADE Response
		<p>narrowness of this gap. A student’s performance on this exam implicates financial aid and scholarships as well as continuance in the program. Further, this rule has the potential to adversely affect the number of candidates entering the Arkansas teaching force. We would suggest the following language: “A candidate for a teaching license shall take each state-approved content assessment for the license being sought before participating in a supervised clinical practice. Should the candidate achieve a passing score upon graduation, he or she may be recommended for a one-year provisional license. The candidate must achieve a passing score (in addition to successfully completing an approved program of study) to be recommended for standard licensure.”</p>	<p>a provisional license is issued.</p>
<p>2/7/2014</p>	<p>Shelly Albritton, Arkansas Professors of Educational Administration (ARPEA)</p>	<p>7.07.6 Arkansas Professors of Educational Administration (ARPEA) is concerned with section 7.07.6 which states, “Field experience and internship placements for candidates in a traditional program of study for educator licensure shall not include priority schools, school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts.” We believe this rule will place an undue hardship on many leadership candidates in university programs throughout the state. According to Educational Leadership Constituent Council (ELCC), Standard Element 7.2, leadership programs must require candidates engage in the following: “Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship</p>	<p>Comment considered and changes have been made.</p> <p>In 7.07.6, for candidates in traditional teacher licensure programs, there is no change; however, for candidates in administrator licensure programs, the candidate may be placed in a school or school district in academic distress or a priority school if the leadership has been replaced by the state or if, under extreme circumstances, the Department approves the placement.</p>

Date	Respondent	Comment	ADE Response
		<p>that includes field experiences within a school-based environment.” Because our candidates are most commonly classroom teachers, administrators, or other school personnel working full-time in their classrooms/school settings, it is possible they could be working in a school/district as described in the rules. If this is the case, it is highly unlikely a leadership candidate will be able to leave their schools during the day or week to seek internship experiences in non-priority/ distressed/taken-over schools, particularly in rural and/or isolated areas throughout the state. We argue that leadership candidates are receiving standards-based knowledge, dispositions, and skills and bring these best practices to bear in their school settings while engaging in their internship experiences and field-based learning projects under the supervision of a university. We ask this rule be revised to allow leadership candidates to complete their field/internship experiences in the school district in which they work, and where they have an opportunity to make improvements through their work as interns.</p>	<p>In 9.09, for candidates in nontraditional (post-baccalaureate programs), if the candidate is a teacher of record, he or she may be placed in a priority school.</p>
2/5/2014	Amy Adair, Harding University	<p>7.07.1.2 The rule will substantially limit the possible field placements for the K-6 interns. As the rule currently reads, if an intern is placed in a 3rd grade classroom for one placement, the other placement must be at least 2 grades above 3rd grade. Therefore the intern would be limited to grade 6 for the second placement. Placements for interns would undoubtedly become more difficult to find. This rule narrows substantially the field of possibilities. We would prefer the following wording,</p>	<p>Comment considered. A change has been made to adjust the percentages for K-6, 4-8, and 7-12 licenses from 40% to 25%.</p> <p>For K-6, changes have also been made to reflect the suggested language in the comment and to combine field experience and clinical practice to be consistent</p>

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		"Supervised clinical practice in a program of study for teacher licensure, grades K-6, shall be divided between grades K-3 and 4-6, with no less than 40% of the experiences completed in either grade range."	with the other licensure programs.
2/14/14	<p data-bbox="344 412 667 591">Dr. Mary B. Gunter, Dean, Graduate College; Director, Center for Leadership and Learning</p> <p data-bbox="344 649 667 714">Dr. Sherry Field, Dean, College of Education</p>	<p data-bbox="688 412 798 444">7.07.1.2</p> <p data-bbox="688 457 1415 889">The division of field experience and supervised clinical practice for traditional programs which have grown in number will become problematic when placements increase to two sites, particularly middle level. Recognizing the need to provide experiences at multiple levels, more flexibility needs to be considered. The percentage of placement should be a decision made by the university program and clinical site meeting the needs of both the university and public school site. We have clinical supervisors who are not willing to continue taking student teachers who will only be in a classroom for a seven-week period.</p>	See the response to the comment by Amy Adair.
2/10/2014	Patsy Ramsey, UCA	<p data-bbox="688 912 798 945">7.07.1.4</p> <p data-bbox="688 958 1415 1282">As the program coordinator and internship supervisor of UCA's secondary social studies education program, I have evidence that teacher candidates are much more successful if they spend a full year in one internship classroom (120 hours in fall and full semester in spring). Their lesson reflections and their weekly reports to me indicate an increasing depth of understanding and commitment to good teaching as the year progresses. Things I wish you would consider:</p> <p data-bbox="688 1321 1373 1385">1. Interns who are in the same placement for a whole year or a full semester have time to correct their early</p>	See the response to the comment by Amy Adair.

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		<p>mistakes, and time to gain the trust of their students.</p> <p>2. Mentor teachers are reluctant to turn over their classes to interns who have just entered their classrooms.</p> <p>3. It takes several weeks for most interns to be ready to teach. If they are in a new classroom every 6 or 7 weeks they will never be comfortable in front of the class.</p> <p>\$. Students respond better to teachers they know. They will not know a teacher who is with them for only 7 weeks. In short, we cannot expect positive impact on student learning if interns have only 7 weeks in a classroom.</p> <p>6. There is a shortage of social studies teachers who can be mentors because so many social studies teachers are also coaches or teachers of other subjects. If we have to have twice as many mentors we will not have enough high quality mentors for our interns. We take pride in choosing our mentors carefully, and providing professional development to help them with mentoring.</p>	
2/14/14	<p>Dr. Mary B. Gunter, Dean, Graduate College; Director, Center for Leadership and Learning</p> <p>Dr. Sherry Field, Dean, College of Education</p>	<p>7.07.3 Definition of category of licensure may need to be added to the definition section.</p>	<p>Comment considered, and a change has been made to clarify the language.</p>
2/7/2014	<p>Donny Lee, Harding University Cannon- Clary College of Education</p>	<p>7.07.6 This rule will place an undue hardship on our ability to place teacher and administrator interns in schools. Placement in priority schools will not inherently</p>	<p>See the response to Shelly Albritton's comment.</p>

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		jeopardize or compromise the intern's experience; indeed, it may enhance their opportunity to learn and use knowledge and skills they've gained in their preparation programs.	
2/14/14	<p data-bbox="344 412 667 591">Dr. Mary B. Gunter, Dean, Graduate College; Director, Center for Leadership and Learning</p> <p data-bbox="344 651 667 716">Dr. Sherry Field, Dean, College of Education</p>	<p data-bbox="688 412 779 444">7.07.6</p> <p data-bbox="688 461 1434 1149">We are in agreement with the spirit of the field experience and internship placement not taking place in priority schools, school districts in academic distress or school districts under administrative takeover for violation of the Standards for Accreditation of Arkansas Public Schools and School Districts as stated. The reality of the requirements for field experiences and internships do not allow this ideal situation to be an option. For a candidate in an educator preparation program to leave their district to fulfill the requirements in a school that would qualify under this rule, would require districts to provide the release time for a candidate and require schools that meet the requirement to be agreeable to accepting these candidates. We believe at this time it would be very problematic. It would be our hope that as we continue to progress with our school improvement efforts and full implementation of LEAD, TESS and the CCSS the need to do this would be much less making it a possibility.</p>	See the response to Shelly Albritton's comment.
2/11/2014	Sue Martin, UAM	<p data-bbox="688 1213 890 1245">7.07.6 and 9.09</p> <p data-bbox="688 1261 1434 1399">These policies could have negative impact on schools needing highly qualified teachers whom colleges are preparing. There may be some schools in these "priority " districts who are performing and need added help from</p>	See the response to Shelly Albritton's comment.

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		<p>newly qualified teachers so as to bring these schools in the district to higher levels. How can local districts improve if they don't see our newly licensed teachers performing and implementing what they have been taught? To not allow researched-based, highly performing new teacher candidates model what is expected in candidates would definitely be a negative thing for a struggling school or school district.</p>	
2/3/2014	Kristi Bond, Harding University	<p>7.08 The requirement of passing the Praxis II content exam before participating in a supervised clinical practice will require that candidates take the exam in time for the program coordinators to receive scores and subsequently arrange a placement. In many cases, this timing may in fact put candidates in the disadvantaged position of taking the exam after only six completed semesters of content courses. The requirement is especially difficult for candidates with increasingly more varied backgrounds, for example, students who miss out on a semester due to participation in overseas programs or who add a second licensure field late in their college career, etc. The requirement also renders it highly unlikely and perhaps impossible that clinical placements could be made in the fall semester of a candidates' senior year, a current practice which allows more flexibility for students and also for programs that are often already strapped to find enough clinical educators with whom to work in a given semester.</p>	See response to Donny Lee Harding comment on 7.08.
2/14/14	Dr. Mary B. Gunter, Dean, Graduate College; Director, Center for	<p>8.04 Our comment is one of implementation. Universities are</p>	Comment considered and a change has been made. The requirement should be for the student to <u>pass</u>

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	<p data-bbox="344 250 548 315">Leadership and Learning</p> <p data-bbox="344 375 646 440">Dr. Sherry Field, Dean, College of Education</p>	<p data-bbox="690 250 1423 829">already responsible for the Child Maltreatment training for educators seeking licensure. The criminal background check provides us with multiple concerns. Candidates for educator internships could be going through a background check multiple times, depending on their program progress and the length of validity of the background check. The rule states the candidate shall apply before entering the classroom. This implies they are not required to successfully clear the background check before they enter the classroom. For those who do not pass the background after they have applied and are in the classroom, the issue becomes one of immediate removal from the classroom as well as being dropped from the university internship program until the background check is cleared. The delays due to unclear/unacceptable fingerprints presents another issue.</p>	<p data-bbox="1457 250 1906 753">the background checks and Child Maltreatment Central Registry check before the student teaching. Those background checks should be conducted under the ADE Rules Governing Background Checks with the results returned to the Department of Education for clearance. Under the new law, effective August 16, 2013, a preservice teacher may seek a waiver from the State Board of Education for a disqualifying offense.</p> <p data-bbox="1457 769 1871 911">Also, the background check will apply to the application for licensure if it is less than twelve months old.</p> <p data-bbox="1457 927 1898 1386">As to fingerprinting delays, students are urged to begin that process at least six months before student teaching. The Department is implementing the use of live scan fingerprinting which will be available at all education service cooperatives, and at the department. Live scan fingerprinting is also available at the Arkansas State Police Headquarters and at some local law enforcement offices.</p>

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			Typically, the Arkansas State Police return the results of the state background check quickly. The Department has no control over the length of time the Federal Bureau of Investigation takes (or the Department of Human Services on a Child Maltreatment Central Registry check) to return results.
2/17/2014	Thomas Gathen, McGehee School District	To not allow non-traditional licensed teachers to teach at "priority schools places those schools/districts in an unfair and compromising position. Many of these schools already have problems recruiting teachers. Such a measure would only serve to farther plunge them into an academic and staffing pit. Additionally, not allowing student interns from traditional licensing institutions to be placed at "priority schools" is not wise. To do so would serve to restrict placement at the overwhelming majority of our most financially burdened schools. This is true because most of the "priority schools are located in financially depressed/strapped districts/areas.	See the response to Shelly Albritton's comment.
2/14/2014	Karen Eoff, Southeast Co-op	9.09 Teaching and internship placements for candidates in a traditional program of study for educator license shall not include priority schools etc. This rule will be a disaster for two of our school districts in the Southeast Co-op region. Dermott and Lakeside in Lake Village both	See the response to Shelly Albritton's comment.

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		employ a large number of Non Traditional Teachers and MAT Teachers in their schools. Both districts have a priority school. Please clarify the wording on this rule if this is not the intent of this rule. We already have a teacher shortage in our area. Both Dermott and Lakeside hire many outstanding new teachers from the nontraditional programs in our area.	