



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

November 12, 2015

Arkansas Department of Education

ADE Auditorium, Four Capitol Mall, Little Rock, AR 72201

10:00 AM

Back Print

Reports

Report-1 Recognition of the 2016 Superintendent of the Year - Dale Query

The Arkansas Association of Educational Administrators' Superintendent of the Year program pays tribute to the talent and vision of the men and women who lead Arkansas's public schools. Candidates are judged on the following criteria: leadership for learning, communication, professionalism, and community involvement. The selected superintendent is in the running for National Superintendent of the Year and will be recognized and honored at the American Association of School Administrators National Conference on Education in February 2016.

Presenter: Commissioner Key and Dr. Richard Abernathy

Report-2 ForwARd Report

ForwARd Arkansas is a strategic partnership of the Winthrop Rockefeller Foundation, Walton Family Foundation and Arkansas Board of Education that aims to prepare all Arkansas students for success in college and the workplace. To accomplish its vision, ForwARd has creating a holistic guide for P-16 education in Arkansas, with specific recommendations for academically distressed schools and school districts. The recommendations are available at <http://www.forwardarkansas.org>

Presenter: Kathy Smith, Senior Program Officer - Walton Family Foundation; Sherece West-Scantlebury, president and CEO – Winthrop Rockefeller Foundation; Jared Henderson, managing director – ForwARd Arkansas

Consent Agenda

C-1 Minutes - October 8, 2015

Presenter: Deborah Coffman

C-2 Minutes - October 9, 2015

Presenter: Deborah Coffman

C-3 Progress Report on the Status of Districts Classified in Fiscal Distress

Currently seven districts are classified by the State Board of Education as being in Fiscal Distress. Department staff conducts on-site visits, reviews district financial improvement plans and financial reports, and works with Fiscal Distress districts on issues specific to the individual districts. The seven districts in Fiscal Distress are Guy-Perkins, Hector, Helena-West Helena, Lee County, Maynard, Pulaski County Special and Yellville-Summit.

The Progress Report on the status of each district contains a District Profile and an Unrestricted Financial Report which includes a summary of revenues and expenditures.

The Department is requesting the State Board of Education to accept this report in compliance with A.C.A. § 6-20-1908(g), which requires the Department to submit an evaluation on the status of each district in Fiscal Distress every six months.

Presenter: Greg Rogers

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 agency's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.

Presenter: Greg Rogers and Clemetta Hood

C-5 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 143 school districts covering a total of 481 waivers. There were also requests for long-term substitutes from 88 school districts requesting a total of 57 waivers for long-term substitutes. These requests have been reviewed, and have either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: Ivy Pfeffer

C-6 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-159 – Toya Marie Graves

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 recommends that the State Board order a written warning. Ms. Graves was notified of the Ethics Subcommittee's recommendation on September 15, 2015. Ms. Graves did not respond within the required thirty-day period.

Presenter: Wayne Ruthven

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-154 – Lindsey Marie Box

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 recommends that the State Board order a written warning and require Ms. Box to complete six (6) hours of social media

training through AETN no later than sixty (60) days from the date of the State Board of Education's final order. Ms. Box accepted the recommendation on October 13, 2015

Presenter: Wayne Ruthven

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-144 – Debra Kim Helm

Violation of 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. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a one-year suspension, assess a \$100.00 fine, require proof that Ms. Helm has completed a certified alcohol rehab program, provide proof of continued attendance in an alcohol treatment program, and provide a letter from a licensed therapist that Ms. Helm is fit to return to the classroom. Ms. Helm was notified of the Ethics Subcommittee's recommendation of August 11, 2015. Ms. Helm did not respond within the required thirty-day period.

Presenter: Wayne Ruthven

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-140 – Terri Deniese Hatfield

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of 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. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written warning. Ms. Hatfield was notified of the Ethics Subcommittee's recommendation on September 15, 2015. Ms. Hatfield accepted the recommendation on September 16, 2015.

Presenter: Wayne Ruthven

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-135 – James Wesley Mode

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 recommends that the State Board order a one-year probation, assess a \$75.00 fine, and require that Mr. Mode complete social media training through ArkansasIDEAS. Mr. Mode was notified of the Ethics Subcommittee's recommendation on September 15, 2015. Mr. Mode accepted the recommendation on September 25, 2015.

Presenter: Wayne Ruthven

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-132 – James Gregory Presley

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 recommends that the State Board order two-year probation, assess a \$75.00 fine, and require Mr. Presley to complete six

(6) hours of social media training. Mr. Presley was notified of the Ethics Subcommittee's recommendation on October 7, 2015. Mr. Presley accepted the recommendation on October 9, 2015.

Presenter: Wayne Ruthven

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-127 – Emory Lee Atkins

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 his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand and assess a \$50.00 fine. Mr. Atkins was notified of the Ethics Subcommittee's recommendation on August 11, 2015. Mr. Atkins did not respond within the required thirty-day period.

Presenter: Wayne Ruthven

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-121 – Nancy Ann Stillman

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 his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand, assess a \$50.00 fine, and require that Ms. Stillman provide a letter from a licensed counselor that she is fit to return to the classroom. Ms. Stillman was notified of the Ethics Subcommittee's recommendation on September 15, 2015. Ms. Stillman did not respond within the required thirty-day period.

Presenter: Wayne Ruthven

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-125 – Sherry Sue Barefield

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 recommends that the State Board order a three-year probation and assess a \$75.00 fine. Ms. Barefield was notified of the Ethics Subcommittee's recommendation on August 11, 2015. Ms. Barefield accepted the recommendation on September 11, 2015.

Presenter: Wayne Ruthven

C-15 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-118 – Dale Christopher Horine

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 recommends that the State Board order a written warning. Mr. Horine was notified of the Ethics Subcommittee's recommendation on August 11, 2015. Mr. Horine did not respond within the required thirty-day time period.

Presenter: Wayne Ruthven

C-16 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-069 – Denan Elaine Cagle

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 recommends that the State Board order a one-year probation and assess a \$75.00 fine. Ms. Cagle was notified of the Ethics Subcommittee's recommendation on August 11, 2015. Ms. Cagle accepted the recommendation on September 11, 2015.

Presenter: Wayne Ruthven

C-17 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-026 – Mary Ellen Sneed

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 his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a three-year probation, assess a \$75.00 fine, and 3.5 hours of professional development in classroom management and behavior for special education students. Ms. Sneed was notified of the Ethics Subcommittee's recommendation on September 22, 2015. Ms. Sneed accepted the recommendation on October 1, 2015.

Presenter: Wayne Ruthven

C-18 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-119 – Joy A. Holt

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand and assess a \$50.00 fine. Ms. Holt was notified of the Ethics Subcommittee's recommendation on September 15, 2015. Ms. Holt did not respond within the required thirty-day period.

Presenter: Wayne Ruthven

Action Agenda

A-1 Consideration of Arkansas Better Chance One Time Cost of Living Increase

\$1.5 million was appropriated to provide a one time cost of living increase. This increase will be equally distributed across all ABC programs according to the number of children each program serves. The Board is requested to approve the attached payments for a total of \$1,491,906.00.

Presenter: Mary Kaye McKinney

A-2 Consideration of Arkansas Better Chance Funding Request for the Mulberry School District

The Mulberry School District was approved in August 2015 to provide services for 15 children. The Mulberry School District was also serving five additional children via another funding source provided by the DHS Preschool Development Funds through a private entity. The private entity moved the funding and the Mulberry District was not clear at the time regarding this change. These five children have been receiving

services with the Mulberry School District since their approval for the 15 children in August. The recommendation is to increase the Mulberry School District total number of ABC children to 20 and allow for retroactive payment for these five children back to the beginning of the school year. The Board is requested to approve an amended payment of \$24,300. The previous approved payment of \$72,900 (for 15 students) plus \$24,300 (for 5 additional students) would give a total payment of \$97,200 for the Mulberry School District.

Presenter: Mary Kaye McKinney

A-3 Consideration of the Little Rock School District Report of Progress

Little Rock School District Superintendent Mr. Baker Kurrus and staff will provide a monthly report of the progress of the six schools identified in academic distress.

Presenter: Baker Kurrus, LRSD Superintendent

A-4 Consider Removal of Hector School District from Fiscal Distress Classification effective November 12, 2015

The Hector School District was classified in Fiscal Distress on May 8, 2014. The Department has conducted on-site technical evaluations and assistance, off-site assistance, and analysis of the financial status of the Hector School District.

The Department is reporting that the Hector School District has currently corrected all criteria for being removed from Fiscal Distress. Attached is a letter from the Hector School District petitioning the State Board for removal of Fiscal Distress status. The Department recommends that the Hector School District be removed from Fiscal Distress effective November 12, 2015.

The Board is requested to accept and approve this petition in compliance with A.C.A. §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: Greg Rogers

A-5 Consideration of Pine Bluff School District Academic Distress Progress Report

Given concerns identified by the State Board Subcommittee for Academic Distress, Pine Bluff School District has been asked to provide quarterly reports to the State Board of Education.

Presenter: Elbert Harvey, Dr. Richard Wilde, Dr. T.C. Wallace, Pine Bluff School District Superintendent, and Henry Dabner, Pine Bluff School Board President

A-6 Consideration to approve an agreement for a Teacher Residency non-traditional pathway to licensure

The University of Arkansas at Monticello has approached the ADE with a proposal to implement a UAM Teacher Residency Program, a post-baccalaureate, non-traditional teacher licensure route for public school paraprofessionals. This non-traditional route to teacher licensure will provide an additional pathway for K-6, Middle Childhood, and 7-12 teacher licensure in high poverty schools and high minority schools, increase the Arkansas teacher pipeline through a "grow your own" program, provide an additional pathway to attract a diverse population of teachers, and address the need for highly qualified teachers in critical shortage areas.

The approval for the degree program is pending; however, the ADE asks the Board for approval to pursue the concept and to develop an agreement with UAM once approval is received and the rules for Educator Preparation Programs receive full approval for pending revisions. The agreement will allow the ADE to provide a one-year provisional license for the degreed candidate to complete a residency program while serving as a teacher of record in a public school, receiving support from university and school district personnel. If approved, the University hopes to begin the program in the Fall of 2016. It is anticipated that the first candidates could begin a residency within two years.

Presenter: Ivy Pfeffer and Dr. Peggy Doss

A-7 Consideration of 3-8 Partnership for Assessment of Readiness for College and Careers (PARCC) Cut Scores

The Arkansas Department of Education requests approval from the State Board of Education of the 3-8 PARCC cut scores for Arkansas.

Presenter: Hope Allen

A-8 Consideration of Requisite Scale Score of Student Performance

Pursuant to A.C.A. §§ 6-15-433 and 6-15-2009, the Arkansas Department of Education requests approval of the requisite scale score of student performance on the PARCC exams.

Presenter: Hope Allen

A-9 Consideration of Waiver Request for Teaching License – Melanie J. Williams

Melanie J. Williams is a licensed educator. On August 17, 2015, the Department was informed that Ms. Williams' name appears on the Child Maltreatment Central Registry. On August 19, 2015, the Department notified Ms. Williams that she is disqualified from holding a teaching license under Ark. Code Ann. § 6-17-410. Ms. Williams has requested a waiver from the State Board. Ms. Williams is represented by attorney Steve Smith.

Presenter: Jennifer Liwo

A-10 Consideration of Waiver Request for Teaching License – Danna M. Strozyk

Danna M. Strozyk is seeking the renewal of her teaching license. On August 26, 2015, the Department notified Ms. Strozyk that she was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Ms. Strozyk requested a waiver of the disqualifying offense. Ms. Strozyk represents herself.

Presenter: Jennifer Liwo

A-11 Consideration of Waiver Request for Teaching License - Sharon Davis-Williams

Sharon Davis-Williams is a licensed educator. On August 31, 2015, the Department notified Ms. Davis-Williams that she was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Ms. Davis-Williams requested a waiver of the disqualifying offense. Ms. Williams is represented by attorney Teresa Mann.

Presenter: Cheryl Reinhart

A-12 Consideration of Waiver Request for Teaching License - Kerri Williams

Kerri Eugenia (Hendrix) Williams is a licensed educator. On August 28, 2015, the Department notified Ms. Williams that she was ineligible for licensure for failing to establish or maintain the necessary requirements and standards set forth in Arkansas law or State Board rules and regulations for teacher licensure under Ark. Code Ann. § 6-17-410. Ms. Williams requested a waiver of the disqualification for licensure. Ms. Williams represents herself.

Presenter: Cheryl Reinhart

A-13 Consideration of Waiver Request for Teaching License – Bruce A. Maddox

Bruce A. Maddox is a licensed educator seeking the renewal of his teaching license. On August 26, 2015, the Department notified Mr. Maddox that he was ineligible for licensure and employment in an Arkansas public school based on a disqualifying offense enumerated in Ark. Code Ann. § 6-17-410. Mr. Maddox requested a waiver of the disqualifying offense. Mr. Maddox is represented by attorney Greg Alagood.

Presenter: Jennifer Liwo

A-14 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Future School of Fort Smith, Fort Smith, Arkansas

On October 14, 2015, the Charter Authorizing Panel conducted open-enrollment charter applicant hearings. Representatives of Future School of Fort Smith appeared before the Panel and requested that Future School, the sponsoring entity, be allowed to open a charter school in Fort Smith to serve students in grades 10-12 with a maximum enrollment of 450. By a unanimous vote, the Panel approved the 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 the State Board's December 2015 meeting.

Presenter: Alexandra Boyd

A-15 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Redfield Tri-County Charter School, Redfield, Arkansas

On October 14, 2015, the Charter Authorizing Panel conducted open-enrollment charter applicant hearings. Representatives of Redfield Tri-County Charter School appeared before the Panel and requested that Redfield Tri-County Charter School, the sponsoring entity, be allowed to open a charter school in Redfield to serve students in grades 5-12 with a maximum enrollment of 400. By a unanimous vote, the Panel denied the 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 the State Board's December 2015 meeting.

Presenter: Alexandra Boyd

A-16 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment Request: 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 October 15, 2015, representatives of Northwest Arkansas Classical Academy appeared before the Charter Authorizing Panel to request an amendment to the current charter. By a unanimous vote, the Panel

denied the 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 the State Board's December 2015 meeting.

Presenter: Alexandra Boyd

A-17 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment Request: Quest Middle School of West Little Rock

The State Board of Education approved the application for Quest Middle School of West Little Rock on January 10, 2014. The charter is approved to serve students in grades 6-12 with a maximum enrollment of 490. On October 15, 2015, representatives of Quest Middle School of West Little Rock appeared before the Charter Authorizing Panel to request an amendment to the current charter. By a unanimous vote, the Panel approved the 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 the State Board's December 2015 meeting.

Presenter: Alexandra Boyd

A-18 Charter Authorizing Panel Action on District Conversion Public Charter School Amendment Request: Bauxite Miner Academy

The State Board of Education approved the application for the Bauxite School District to operate Bauxite Miner Academy on March 11, 2013. The charter is approved to serve students in grades 6-12 with a maximum enrollment of 200. On October 15, 2015, representatives of the Bauxite School District appeared before the Charter Authorizing Panel to request an amendment to the current charter. By a unanimous vote, the Panel approved the 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 the State Board's December 2015 meeting.

Presenter: Alexandra Boyd

A-19 Charter Authorizing Panel Action on District Conversion Public Charter School Amendment Request: Rogers New Technology High School

The State Board of Education approved the application for the Rogers School District to operate Rogers New Technology High School on January 14, 2013. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 600. On October 15, 2015, representatives of the Rogers School District appeared before the Charter Authorizing Panel to request an amendment to the current charter. By a unanimous vote, the Panel approved the 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 the State Board's December 2015 meeting.

Presenter: Alexandra Boyd

A-20 Consideration of Final Rule – Arkansas Department of Education Rules Governing Background Checks

On August 13, 2015, the State Board authorized the Department to publish for public comment the proposed Rules Governing Background Checks that contain changes to the rules based on recent legislation and for other updates. Public comment was received on the proposed rules, but no changes were made. Department staff respectfully requests that the State Board approve these as final rules.

Presenter: Cheryl Reinhart

A-21 Consideration of Final Rule – Arkansas Department of Education Rules Governing the Teacher Excellence and Support Program

On August 13, 2015, the State Board authorized the Department to publish for public comment the proposed Rules Governing the Teacher Excellence and Support System that contain changes to the rules based on recent legislation and for other updates. Public comment was received on the proposed rules, but no changes were made. Department staff respectfully requests that the State Board approve these as final rules.

Presenter: Cheryl Reinhart

A-22 Consideration of Final Rule – Arkansas Department of Education Rules Governing the Leader Excellence and Development System

On August 13, 2015, the State Board authorized the Department to publish for public comment the proposed Rules Governing the Leader Excellence and Development System that contain changes to the rules based on recent legislation and for other updates. Public comment was received on the proposed rules, but no changes were made. Department staff respectfully requests that the State Board approve these as final rules.

Presenter: Cheryl Reinhart

A-23 Consideration of Resolution for Arkansas Computer Science Week

Arkansas Computer Science week will be observed December 7-13, 2015. The Board is asked to adopt an Arkansas Computer Science Week resolution.

Presenter: Anthony Owen

Reports

Report-1 Chair's Report

Presenter: Toyce Newton

Report-2 Commissioner's Report

Presenter: Johnny Key

Report-3 Arkansas Teacher of the Year (ATOY) Report

The 2015 Arkansas Teacher of the Year will present a component of her professional development project.

Presenter: Ouida Newton

Report-4 EdTPA Pilot Summary Report

This report serves as an update on the state's pilot of EdTPA, a performance based teaching assessment. The pilot began in March 2014 and will conclude in the spring of 2016.

Presenter: Ivy Pfeffer

Report-5 Update on Equitable Access Strategies

This report is provided to update the State Board on the implementation of strategies identified in Arkansas' Equitable Access Plan. An overview of progress on three of the plan's strategies is attached.

Presenter: Ivy Pfeffer

Report-6 Computer Science Report

A monthly report will be provided to update the State Board on the progress of Governor Asa Hutchinson's Computer Science Initiative.

Presenter: Anthony Owen

Report-7 Priority School First Quarter Progress Reports

ESEA Flexibility Waiver established that the State Board would receive quarterly progress reports related to schools in Priority Status.

Presenter: Dr. Richard Wilde

Report-8 2015 NAEP Scores Update

This item is to update the board on the release of the 2015 NAEP scores.

Presenter: Hope Allen and Dr. Pamela A. Byrd

Report-9 Assessment Update

This information is provided to update the State Board of Education on the ACT and ACT Aspire implementation.

Presenter: Hope Allen

Report-10 Learning Services Report

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

Presenter: Dr. Debbie Jones

Minutes
State Board of Education Meeting
Thursday, October 8, 2015

The State Board of Education met Thursday, October 8, 2015, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 10:02 a.m.

Present: Toyce Newton, Chair; Diane Zook; Dr. Jay Barth; Susan Chambers; Brett Williamson; Charisse Dean; and Johnny Key, Commissioner.

Absent: Mireya Reith, Vice-Chair; Vicki Saviers; Joe Black; and Ouida Newton, Teacher of the Year.

Consent Agenda

Dr. Barth moved, seconded by Ms. Chambers, to approve the consent agenda less C-5 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309. The motion carried unanimously.

Educator Licensure Director Mr. Darrick Williams responded to questions from the Board regarding consent item C-5 report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309.

Ms. Zook moved, seconded by Ms. Chambers, to approve the consent agenda item C-5 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - September 10, 2015
- Minutes - September 11, 2015
- Review of Loan and Bond Applications
- 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
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case 15-094 – Terry Lynn Simmons
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case 15-111 - Mary Elizabeth Fitzgerald
- Consideration of the Recommendation of the Professional Licensure

Action Agenda

A-1 Consideration of Resolution for Arkansas School Bus Safety Week

Arkansas Division of Public School Academic Facilities and Transportation Senior Transportation Manager Mr. Mike Simmons said pursuant to Arkansas Code Annotated § 6-19-117, School Bus Safety Week is annually observed during the third week of October which coincides with the observance of National School Bus Safety Week. This year, Arkansas School Bus Safety Week will be observed October 19-23, 2015.

Ms. Zook moved, seconded by Mr. Williamson, to adopt the resolution for Arkansas School Bus Safety Week. The motion carried unanimously.

Recognition

Mr. Simmons and Commissioner Key recognized Ms. Susie Everett, owner of Everett Buick GMC in Bryant, and Mr. Tom Farmer, transportation director for the Bryant School District. Mr. Simmons said Ms. Everett and Mr. Farmer have both been tremendously supportive and active in the state's annual *Flashing Red. Kids Ahead.*

A-2 Consideration of the Little Rock School District Report of Progress

Little Rock School District Civic Advisory Committee Co-Chairs Dr. Dionne Jackson and Mr. Greg Adams said the committee had a retreat to focus on their assigned work. Mr. Adams said the committee was organized into four subcommittees. He said the subcommittees would meet monthly. He said the committee addressed the four questions requested by LRSD Superintendent Mr. Baker Kurrus. He said more detailed information would be provided at a later date.

Little Rock School District Deputy Superintendent Dr. Marvin Burton said the organization structure was focused on supporting student learning. He said the central office was supporting formative assessments, disciplinary literacy, reflective feedback and technical support. He said the LRSD has worked with ADE to provide training on the Indistar (school improvement) and 45-day plan template. He said leadership teams have been identified. He said all priority and focus schools have daily, dedicated time for planning of instruction and assessment. The schools utilize the data to make decisions about professional development, and the district utilizes the data to make decisions about the distribution of resources and support. He said as a result of the low reading scores at the secondary level, a focus on disciplinary literacy would assist

students in learning how to read, write and think in ways that are characteristic of discrete academic disciplines. Dr. Burton outlined the data to be reported in the 45-day plan.

Little Rock School District Associate Superintendent Dr. Sadie Mitchell said the work at Baseline Elementary School was progressing. She said the afterschool program was showing amazing results. She said the School Improvement Grant was providing resources that assist the underperforming students. She said the teachers at Baseline Elementary have received over 90 hours of professional development. She said the educators were using small group and one-to-one instruction with the students.

Little Rock School District Superintendent Mr. Baker Kurrus said the district was planning systemically. He said the key to solving the problem at the high schools was to ensure students are reading on grade level in elementary schools. He said the district was working systematically through clear lines of authority and accountability. He said the district must appreciate the teachers because they are working very hard. He said the district was close to finalizing the contract with the teachers. He said the community was donating resources and providing support. He said the distractions would not prevent the LRSD from moving forward to a world-class education for the Little Rock School District students.

Commissioner Key read the following statement, "Our legal team will review the filing with the Arkansas Attorney General's Office, so it is premature at this time to comment on the veracity of the claims made by Rep. Walker, Mr. Ross, Ms. Springer and the other plaintiffs. This we do know: Student learning occurs in the classroom, not the courtroom. To that end, this agency will remain focused on supporting Baker Kurrus and his team in improving the delivery of education to all the students of the Little Rock School District. The presentation by Mr. Burton to the State Board of Education today clearly demonstrates the urgency of this task."

Ms. Zook moved, seconded by Ms. Chambers, to approve the Little Rock School District Report of Progress and confirm Commissioner Key's statement. The motion carried unanimously.

A-3 Consideration of Appeal from Denial of School Choice Application – Cleaves

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. (as amended by Act 560 of 2015) and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Cleaves family appealed the decision of the Palestine-Wheatley School District to deny school choice applications for the 2015-2016 school year. She said the family resided in the Forrest City School District.

Palestine-Wheatley School District Superintendent Mr. John Estes said the district denied the application because the Forrest City School District submitted an exemption for school choice.

Forrest City School District counsel Mr. Sam Jones said multiple items were submitted in response to the appeal. Mr. Jones said the application was a request under the opportunity school choice act. He said the student was enrolled in an elementary school that was not identified in academic distress; therefore, the application should be denied. Mr. Jones said the Forrest City School District was scheduled for a current court case to be heard in January. He said the lawsuit might move the district closer to unitary status.

Ms. Davis said that the parent had said this was the application provided to her; therefore, Ms. Davis did not feel it was fair to deny the application on that point alone.

Parent Ms. Cleaves said she wanted the best education for her daughter. She said her neighbor's children were accepted into the Palestine-Wheatley School District, and she requested her child be approved.

Dr. Barth moved, seconded by Ms. Chambers, to deny the appeal for the School Choice Application for Cleaves. Ms. Zook, Mr. Williamson, and Ms. Dean voted no. The final vote was 2-3. The motion failed.

Ms. Zook moved, seconded by Mr. Williamson, to grant the appeal of the School Choice Application for Cleaves. Dr. Barth and Ms. Chambers voted no. The final vote was 3-2. The motion carried.

Commissioner Key said many of the factors in determining school choice have changed over time. Ms. Davis said the standards and district self-reporting requirements might cause districts to move forward toward obtaining unitary status and removal from court supervision.

A-4 End of Semester Review of Open-Enrollment Public Charter School in the Initial Year of Operation: Exalt Academy of Southwest Little Rock

Division of Learning Services Coordinator Ms. Mary Perry said pursuant to Ark. Code Ann. §6-23-406, end-of-semester financial and student enrollment data were provided for the initial school year of operation of open-enrollment charter Exalt Academy of Southwest Little Rock.

Exalt Academy of Southwest Little Rock Principal Ms. Tina Long said the current enrollment was 233 with a cap of 240. She said the students were demonstrating academic growth. She said the educators were utilizing small

group learning and data decision-making.

Dr. Barth moved, seconded by Ms. Zook, to approve the end of semester review of Open-Enrollment Public Charter School in the initial year of operation: Exalt Academy of Southwest Little Rock. The motion carried unanimously.

A-5 End of Semester Review of Open-Enrollment Public Charter School in the Initial Year of Operation: Quest Middle School of West Little Rock

Charter School Coordinator Ms. Alexandra Boyd said pursuant to Ark. Code Ann. §6-23-406, end-of-semester financial and student enrollment data were provided for the initial school year of operation of open-enrollment charter Quest Middle School of West Little Rock.

Quest Middle School of West Little Rock Program Manager Mr. Curtis Shack said the current enrollment was 233. He said the school was recruiting more diversity in the student enrollment. He said the school does not provide transportation.

Quest Middle School of West Little Rock Campus Director Mr. Christopher Stevens said the school has demonstrated growth and increased parental involvement. He said the school received an EAST grant.

Mr. Williamson moved, seconded by Ms. Dean, to approve the end of semester review of Open-Enrollment Public Charter School in the initial year of operation: Quest Middle School of West Little Rock. The motion carried unanimously.

A-6 Consideration of Waiver from Repayment Obligations for NBPTS Program Funding - Miranda McDiarmid

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said Ms. Miranda McDiarmid was a licensed educator who received state funding for participation in the National Board for Professional Teaching Standards certification program. She said Ms. McDiarmid did not complete the certification and was required by law to repay the state funding she received. The State Board may suspend or revoke an educator's license for failure to repay the state funding. Ms. McDiarmid requested that the State Board grant a waiver from the repayment obligation due to extenuating circumstances. Ms. Reinhart said the Department recommended that the Board grant the waiver.

Dr. Barth moved, seconded by Ms. Chambers, to approve the waiver from repayment obligations for the NBPTS Program Funding for Ms. Miranda McDiarmid. The motion carried unanimously.

A-7 Consideration of Waiver Request for Teaching License – Lynn D. Lang

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Lynn D. Lang applied for a first-time teaching license. On April 28, 2015, the Department notified Mr. Lang that a background check conducted under Ark. Code Ann. § 6-17-410 revealed a disqualifying offense for licensure.

Mr. Lang said he previously worked in Memphis City Schools. He made a poor decision, and his teaching license was suspended. He said his Tennessee teaching license was reinstated, and he is currently licensed in three states.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said she did not believe Mr. Lang's licensure areas were critical shortage areas.

Ms. Liwo said Georgia revoked Mr. Lang's teaching license. She said Mississippi did reinstate the license for Mr. Lang.

Ms. Zook moved, seconded by Dr. Barth, to deny the waiver request for teaching license for Mr. Lynn D. Lang. The motion carried unanimously.

A-8 Consideration of Waiver Request for Teaching License – Anwar H. Fairley

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said Mr. Anwar H. Fairley was a licensed educator. On August 14, 2015, Mr. Fairley was notified that the Department would seek revocation of his teaching license based on a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410.

Attorney Mr. Greg Alagood said Mr. Fairley previously taught in the Pulaski County Special School District. He requested a probationary status of license during the period of probation.

Ms. Liwo said the Department was concerned by the sentence received by Mr. Fairley. She said Mr. Fairley had a previous ethics sanction by the State Board.

Pulaski County Special School District Human Resources Director Mr. Paul Brewer said Mr. Fairley's employment was suspended pending outcome of the State Board decision. He said if Mr. Fairley were provided a license, he would be re-employed by the district.

Mr. Fairley said he was transparent with the PCSSD about the incident. He said he didn't realize he was pleading guilty to a disqualifying offense. He said he completed the 200 hours of community service. He said the home detention was removed from his requirements. He said he completed the counseling requirement and paid all fines.

Ms. Liwo said Mr. Fairley initialed a legal document verifying the sentence applied. She said the affidavits indicated the severity of the incident. She requested Mr. Fairley's license be suspended during the probation period.

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said a license would not be renewed during suspension. At the end of suspension, an educator may apply to renew the license.

Dr. Barth moved, seconded by Ms. Chambers, to approve a two-year suspension of license followed by a one-year probation of license with all professional development requirements met and no additional disqualifying offenses during the three years. Ms. Dean and Mr. Williamson voted no. The final vote was 3-2. The motion carried.

A-9 Consideration of Waiver Request for Teaching License – Melanie J. Williams

The item was pulled from the agenda.

A-10 Adoption of State Board of Education Meeting Dates for Calendar Year 2016

General Counsel Ms. Kendra Clay said Arkansas statute required each constitutional board and commission to set proposed dates for the next calendar year. The State Board of Education has previously set the second Thursday and Friday of each month as its regular meeting dates. She said the Board would need to approve these dates again in December as required by statute, but the Department was requesting the dates earlier to assist in setting schedules.

Ms. Zook moved, seconded by Ms. Dean, to adopt the State Board of Education Meeting Dates for Calendar Year 2016. The motion carried unanimously.

A-11 Consideration of High School Partnership for Assessment of Readiness for College and Careers (PARCC) Cut Scores

Assessment Director Ms. Hope Allen requested approval of the high school PARCC cut scores for Arkansas. She reviewed the performance level setting process followed by the PARCC states. She presented scores for Algebra I, Geometry, ELA Grade 9, and ELA Grade 10. She also presented scores for Algebra II and ELA Grade 11 (these assessments were optional for schools).

Assistant Commissioner for Learning Services Dr. Debbie Jones said rules are

being revised.

General Counsel Ms. Kendra Clay said the Department was considering timelines and emergency rules as needed.

Ms. Dean moved, seconded by Ms. Chambers, to approve the High School Partnership for Assessment of Readiness for College and Careers (PARCC) cut scores. The motion carried unanimously.

A-12 Consideration to Approve Cut Scores for the National Center and State Collaborative (NCSC) Assessment

Assessment Director Ms. Hope Allen requested approval of the cut scores for the National Center and State Collaborative (NCSC) Assessment. She reviewed the performance level setting process followed by the NCSC states. She said the assessment was for students with significant cognitive disabilities.

Dr. Barth moved, seconded by Ms. Dean, to approve the cut scores for the National Center and State Collaborative (NCSC) Assessment. Ms. Zook voted no. The final vote was 4-1. The motion carried.

A-13 Consideration of Praxis Test for New Age 3-4 Special Educational Licensure passing score

Public School Program Advisor Mr. Michael Rowland said to address a new Arkansas educator licensure area in Age 3-4 Special Education, Educational Testing Service (ETS) provided the following information from a state test review for the Praxis™ Interdisciplinary Early Childhood Education (5023). The 5023 is currently one of two tests required for the Early Childhood Special Education Integrated (Birth-Kindergarten) license and is the content assessment for the special education components of the B-K license. To support the decision-making process for the Arkansas Department of Education (ADE) with regards to establishing a passing score, or cut score, for the Praxis™ Interdisciplinary Early Childhood Education (5023) test, research staff from ETS designed and conducted a state test review in February 2014 and a follow-up meeting in April 2014. He said the review collected content related validity evidence to confirm the importance of the content specifications for entry-level early childhood special education integrated (B-K) teachers. The two-hour assessment contains 100 multiple choice questions covering four content areas: Growth and Development of Young Children Across the Spectrum of Development (24 questions); Educational and Service Requirements for Children with a Range of Abilities and Special Needs (19-20 questions); Curriculum, Instruction, and Assessment for Young Children (26-27 questions); Play and Learning Environment for Young Children (24 questions); Collaboration with Families and Colleagues (14-15

questions); and Professionalism and Growth through Professional Development (11-12 questions). He said the recommended passing score was provided to help the ADE determine an appropriate operational passing score. For the Praxis™ Interdisciplinary Early Childhood Education (5023), the recommended passing score was 160 (on a 100 - 200 scale). For the Age 3-4 Special Education license, the ADE recommends adopting the Praxis™ Interdisciplinary Early Childhood Education (5023) test with a cut score of 160 immediately.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said this opportunity would add an endorsement for Age 3-4 Special Education. She said this would eliminate a barrier for educators with a K-12 license for Special Education.

Dr. Barth moved, seconded by Ms. Dean, to approve the Praxis Test for New Age 3-4 Special Education Licensure passing score of 160 effective immediately. The motion carried unanimously.

A-14 Consideration for Final Approval: Arkansas Department of Education Rules Governing Consolidation and Annexation of School Districts

Staff Attorney Ms. Jennifer Davis said the State Board released these rules for public comment on July 9, 2015. A public hearing was held on August 6, 2015, and the public comment period expired on August 14, 2015. She said public comments were received; no substantive changes were made. The proposed rules have been approved by the Governor's Office. Ms. Davis requested that the State Board of Education give final approval to these rules pending Legislative Council review.

Ms. Chambers moved, seconded by Ms. Dean, to approve the Arkansas Department of Education Rules Governing Consolidation and Annexation of School Districts. The motion carried unanimously.

A-15 Consideration for Final Approval: Arkansas Department of Education Rules Governing Professional Development

Staff Attorney Ms. Jennifer Davis said the State Board released these rules for public comment on August 13, 2015. A public hearing was held on September 2, 2015. She said the public comment period expired on September 18, 2015. No public comments were received. She said the proposed rules have been approved by the Governor's Office. She requested that the State Board of Education give final approval to these rules pending Legislative Council review.

Dr. Barth moved, seconded by Mr. Williamson, to approve the Arkansas Department of Education Rules Governing Professional Development. The

motion carried unanimously.

A-16 Consideration for Final Approval: Arkansas Department of Education Rules Governing Required Training for School Board Members

Staff Attorney Ms. Jennifer Davis said the State Board released these rules for public comment on July 9, 2015. A public hearing was held on August 6, 2015. She said the public comment period expired on August 14, 2015. No public comments were received. She said the proposed rules have been approved by the Governor's Office. She requested that the State Board of Education give final approval to these rules pending Legislative Council review.

Ms. Dean moved, seconded by Ms. Chambers, to approve the Arkansas Department of Education Rules Governing Required Training for School Board Members. The motion carried unanimously.

A-17 Consideration for Final Approval - Arkansas Department of Education Rules Governing College and Career Readiness Planning Programs

Staff Attorney Mr. Cory Biggs said on August 13, 2015, the State Board approved the proposed Rules Governing College and Career Readiness Planning Programs for public comment. He said the Department received no comments.

Mr. Williamson moved, seconded by Ms. Dean, to approve the Arkansas Department of Education Rules Governing College and Career Readiness Planning Programs. The motion carried unanimously.

A-18 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Succeed Scholarship Program

Staff Attorney Mr. Cory Biggs said Act 1178 of 2015 created the Succeed Scholarship Program and directed the State Board of Education to adopt rules and develop notices and other documentation necessary to administer the Succeed Scholarship Program that are in the best interest of students.

Ms. Chambers moved, seconded by Ms. Dean, to approve the Arkansas Department of Education Rules Governing the Succeed Scholarship Program for public comment. The motion carried unanimously.

A-19 Consideration for Public Comment: Proposed Arkansas Department of Education Rules Governing Schools of Innovation

Staff Attorney Mr. Cory Biggs said Act 1136 of 2015 revised Arkansas laws pertaining to Schools of Innovation, adding a requirement that schools comply with state law and rules regarding the education of gifted and talented students.

Dr. Barth moved, seconded by Ms. Zook, to approve the proposed Arkansas Department of Education Rules Governing Schools of Innovation for public comment. The motion carried unanimously.

A-20 Consideration for Public Comment – Proposed Arkansas Department of Education Policies Governing Educator Preparation Program Approval

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart said the Department recommended changes to the Arkansas Department of Education Policies Governing Educator Preparation Program Approval. She said these changes are needed to update the rules.

Dr. Barth moved, seconded by Ms. Dean, to approve the proposed Arkansas Department of Education Policies Governing Educator Preparation Program Approval for public comment. The motion carried unanimously.

A-21 Consideration for Public Comment: Arkansas Department of Education Rules Governing Local Education Agency Numbers

Staff Attorney Ms. Jennifer Davis said Ark. Code Ann. § 25-6-107 addressed local education numbers and allowed the State Board of Education to adopt rules necessary to fully implement the issuance of LEA numbers.

Assistant Commissioner of Public School Accountability Ms. Annette Barnes said if a school requested an LEA change, a process must be completed. She said there are guidelines in ESEA Flexibility.

Ms. Zook moved, seconded by Mr. Williamson, to approve the Arkansas Department of Education Rules Governing Local Education Agency Numbers for public comment. The motion carried unanimously.

Reports

Report-1 Chair's Report

Dr. Barth participated in the ForwARd working group. He said the focus was on the quick wins identified in the recommendations. He said the group was continuing communication efforts and meeting with focus groups. He said more information would become available regarding the ForwARd Communities.

Ms. Zook attended the Special Education task force meeting and reported discussion centered around discipline, funding, and the state personnel development grant.

Report-2 Commissioner's Report

Commissioner Key and Mr. Andrew Tolbert attended the Arkansas School Board Association school board training for the Lee County School Board.

Commissioner Key said he was very encouraged by the conversations with the new board members.

Commissioner Key said four Arkansas public schools and one private school were named the 2015 National Blue Ribbon Schools by the U.S. Department of Education. He recognized Mount Pleasant Elementary School in the Melbourne School District, Park Magnet School in the Hot Springs School District, Valley View Junior High School in the Valley View School District, Vandergriff Elementary School in the Fayetteville School District, and St. Vincent de Paul Catholic School in Rogers (part of the Diocese of Little Rock school system). He said these five schools received the Exemplary High Performing School designations and were among 335 schools nationally that were designated as National Blue Ribbon Schools. He said the program recognizes public and private schools for high academic achievement or noteworthy progress toward closing the achievement gap.

Commissioner Key said October is National Principals' Month. He said Governor Hutchinson signed a proclamation declaring October as National Principals' Month. Commissioner Key expressed his appreciation for the hard work of all principals.

Commissioner Key said Ms. Shelina Warren, Gifted and Talented Facilitator for Jack Robey Junior High in the Pine Bluff School District, received the John Morton Excellence in the Teaching of Economics Award. He said Ms. Warren would be recognized by Economics Arkansas.

Report-7 My Child/My Student Report

Director of Communications Ms. Kimberly Friedman said the ADE Communications Team launched the 2015-16 My Child/My Student public awareness campaign in August. This school year, a monthly student safety topic has been added as well. To see the list of topics, go to http://www.arkansased.gov/public/userfiles/Communications/MyChild/MyChildTo picsList_FINAL_Jan2015SBOE_2.pdf.

Ms. Friedman said school bus safety was the My Child/My Student safety topic for August. The three-week school bus safety campaign was titled Flashing Red. Kids Ahead. During this time, ADE Deputy Commissioner Mark Gotcher and Director of Communications Kimberly Friedman appeared on multiple TV and radio shows: KATV's Daybreak, KTHV, KSSN, Tom FM, The Edge, Power 92, and KARN.

Ms. Friedman said National Preparedness Month was the September student safety topic. She said in support of emergency preparedness, the Arkansas Department of Health issued a joint press release about National Preparedness Month resources and the My Child/My Student campaign. The press release is available on the My Child/My Student webpage or at http://www.arkansas.gov/health/newsroom/index.php?do:newsDetail=1&news_id=1128.

Ms. Friedman shared a new video featuring Ms. Ouida Newton, the 2015 Arkansas Teacher of the Year, promoting the My Child/My Student resources that are available to teachers. The video is available at <http://www.arkansased.gov/divisions/communications/video-gallery/182/2016-my-child-my-student-campaign>.

Adjournment

Ms. Zook moved, seconded by Ms. Dean, to adjourn. The motion carried unanimously.

The meeting adjourned at 3:12 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Meeting
Friday, October 9, 2015

The State Board of Education met Friday, October 9, 2015, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 9:01 a.m.

Present: Toyce Newton, Chair; Diane Zook; Joe Black; Dr. Jay Barth; Brett Williamson; Charisse Dean; Susan Chambers; and Johnny Key, Commissioner.

Absent: Mireya Reith, Vice-Chair; Vicki Saviers; and Ouida Newton, Teacher of the Year.

Reports

Report-3 Learning Services Report

Assessment

Assistant Commissioner of Learning Services Dr. Debbie Jones reported the state data from SAT, PSAT/NMSQT Junior, Advanced Placement, and PSAT/NMSQT Sophomore assessments. She recommended districts prioritize the Advanced Placement Program and develop a plan to get more students involved and supported for success. She said Arkansas pays for the Advanced Placement exams for students. In addition, the ADE pays a school \$50 per student who scores a 3, 4, or 5 on an AP exam. She said these funds could be used to build a support system within a school.

Commissioner Key said former Commissioner Dr. Ken James recently reported that several delta schools were participating in *Laying the Foundation* training. This work would help to build expertise in the STEM areas.

State Standards

Dr. Jones said teams for Standards Review have been selected. The team members would begin work next week. She said AETN would live stream all sessions. Information is posted on the ADE website at <http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/state-standards-review-for-mathematics-and-english-language-arts> and the ArkansasIDEAS website at: <http://ideas.aetn.org/standards>.

Report-4 Learning Services Professional Development Annual Report

Professional Development Director Mr. Kevin Beaumont said the annual professional development report summarized the work of the Professional Development Unit, the regional education cooperative specialists and STEM Center specialists.

Mr. Beaumont said the unit has provided professional development for the new science standards. He said this work included disciplinary literacy that connects science and literacy. He said a science safety video would be coming soon to Arkansas IDEAS. He said the unit was collaborating with state agencies to align work around the new science standards.

Mr. Beaumont said the literacy specialists created small modules that focused on research-based strategies for ELLA and Effective Literacy. He said the data have shown a great increase in participation.

Mr. Beaumont said the co-op specialists and STEM Center specialists were working hard to serve schools. He said the recorded data on monthly logs reflected the amount of time the specialists had spent in schools. He said the ADE professional development work goes to co-op and STEM Centers and then to schools and teachers. He said this train-the-trainer model has been successful in delivery of professional development across the state.

Mr. Beaumont said the Literacy Design Collaborative was expanding into elementary. He said this year was the pilot year.

Mr. Beaumont said the math specialist created small modules that focus on research based strategies for Cognitively Guided Instruction, Extending Children's Mathematics, and Mathematics Design Collaborative.

Mr. Beaumont said Arkansas IDEAS has a new learning management system. He said they are in the process of migrating courses to the new system. He said Arkansas IDEAS offers a course of study for specific licensure areas.

Mr. Beaumont said the Professional Development Unit planned to study the impact of professional development. He said the Standard Assessment Inventory from Learning Forward was providing self-assessment data to schools.

Mr. Beaumont said each professional development event has a pre and post assessment. He said the specialists are providing more follow-up with classroom visits and collaboration with administration. He said the educators are integrating this work with *Bloomboard*.

Report-5 Update on Assessment

Assessment Director Ms. Hope Allen said the Department was in the final stages

of contract approval for the ACT and ACT Aspire Assessments and the proposed contracts would be reviewed by the Legislative Review Committee on October 13, 2015.

Ms. Allen said the Assessment Unit was providing training on writing accommodations to assist educators in reviewing IEP's in preparation for spring assessments.

Ms. Allen said during November, the Assessment Unit and representatives from the Arkansas Department of Information Systems would be providing support for schools moving to online assessment. She said some schools received a waiver from online testing last year, but the schools would be moving to online assessments this spring. She said training would be available to all schools regarding the ACT and ACT Aspire. She said the Assessment Unit and representatives from the ACT, ACT Aspire, and Pearson would be traveling around the state to meet with district testing coordinators to ensure proper assessment policies and practices are followed.

Ms. Allen said the Assessment Unit would be posting professional development for educators on how to interpret the PARCC scores. She said information was available at <http://understandthescore.org>. She said schools would receive high school scores on November 16 and Grades 3-8 scores on November 25, 2015.

Report-6 Computer Science Report

Computer Science Director Mr. Anthony Owen said educators and industry leaders from across the state participated in the K-8 Computer Science Standards development.

Mr. Owen said the task force was considering a rules change recommending the current 7th or 8th grade keyboarding requirement be replaced with a coding block requirement within the Standards of Accreditation.

Mr. Owen said during his recent visit to the Bryant High School, Bryant School District, the educators, and students demonstrated a deep level of commitment for computer science.

Mr. Owen said the Computer Science Task Force provided break out sessions at the Computer Science Summit in Hot Springs. He said issues were identified and solutions were offered.

Report-8 Special Committee on Academic Distress

Ms. Zook said on September 11, 2015, the Special Committee on Academic

Distress met with representatives from the Blytheville High School - A New Tech School and Blytheville Middle School, Blytheville School District. The Blytheville School District requested the meeting with the special committee. She said the teachers, leaders, and community embraced the label of academic distress as momentum for change. She said the educators were pro-active in examining their practices to identify ways to better serve the students.

Report-9 ESEA Flexibility: Focus and Priority Schools

Public School Accountability Coordinator Mr. Elbert Harvey said that Arkansas submitted a required ESEA Flexibility update this week. He said the Department would have a monthly call with the State Support team at USDOE.

Mr. Harvey said priority and focus schools were identified based on requirements from USDOE. Commissioner Key met with leaders from the newly identified schools. He said the school improvement specialists would be working regionally with the locally hired school improvement specialists and principals from the focus schools. Priority schools will receive on-site support.

Report-10 Educator Effectiveness

Assistant Commissioner of Educator Effectiveness and Licensure Ms. Ivy Pfeffer said as part of the Educator Equity Plan, the unit has been hosting focus groups across the state to discuss teacher shortages and the challenges that teachers face in the classroom. The Atkins Elementary School, Atkins School District, is a focus of a video for the SREB Spotlight. The following members of the Atkins team are highlighted in the video:

- Ms. Rocci Malone, Principal, Atkins Elementary School
- Ms. Lindsay Lunningham, Teacher
- Ms. Cindy Kuonen, Teacher
- Ms. Lois Duvall, Reading Interventionist
- Ms. Stacey Webb, Teacher

Ms. Malone said the work starts with the building leadership. Leaders need to communicate with the community and build community support for the teachers and the school. She said the principal's role was to support the teachers. She said teachers love students, and they are working very hard.

Ms. Malone said parents needed to be invited to the school and feel welcomed to participate in school activities. The Atkins Elementary School has offered parent nights with activities designed to engage parents with their children in the learning. She holds parent information meetings with parents to help parents ensure their children are successful.

Commissioner Key expressed gratitude for the great work by the Atkins School District. Chair Newton recommended taking this video to Chamber, Kiwanis, Rotary and church meetings to share this remarkable collaboration and support.

Adjournment

Mr. Black moved, seconded by Ms. Chambers, to adjourn. The motion carried unanimously.

The meeting adjourned at 10:29 a.m.

Minutes recorded by Deborah Coffman.

Month on Board	LEA	District	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted	Comment	Posted
Nov 2015		Methodist Children's Home Dacus RTC	William Roach	BSE- ASU	None	Math/Science	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	6091	Arkansas School for the Blind	Sheree Fagan	BA- Tennessee	None	Art	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7302	Beebe School Dist	Peter Romano	BA- Harding	Stacy Chabino	Sp Education	Granted	1st	Maternity leave	10/6/2015
Nov 2015	0401	Bentonville School Dist	Michelle Lewis	BA-Fayetteville	Rebecca Hudman	Business Education	Granted	1st	Maternity leave	10/6/2015
Nov 2015	4702	Blytheville School Dist	Neisha Griffin	BA Monticello	None	Art	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	1603	Brookland School Dist	Paula Cossey	MSE- ASU	Katelyn Garoutte	Elem	Granted	1st	Maternity leave	10/6/2015
Nov 2015	4901	Caddo Hills School Dist	Thomas Morvant	BA-Henderson	None	Sec Math	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	3601	Clarksville School Dist	Judith Ann Thornton Jr	BA- Ozarks	Kacy Hice	6th Grd Literacy	Granted	1st	Maternity leave	10/6/2015
Nov 2015	2301	Conway School Dist	Jennifer Barnett	BA- San Jose	Crystal Certain	Art	Granted	1st	Teacher FMLA	10/6/2015
Nov 2015	5707	Cossatot School Dist	Dana Hall	BA-SAU	Terry Alexander	English 9 & 10 gd	Granted	1st	Teacher took another position	10/6/2015
Nov 2015	0402	Decatur School Dist	Hannah Hawkins	MA-Johns Brown	None	Counselor	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	0402	Decatur School Dist	Ethan Pendergraft	BA-Uof A	None	MS Science	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	5106	Deer/Mt Judea School Dist	Vanessa Daniels	BA-ATU	None	3rd grade	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5106	Deer/Mt Judea School Dist	Scarlett Davis	BA- ATU	None	Math 7-8	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	0901	Dermott School Dist	Colby Thompson	BA-UAM	None	Pre School	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	0101	DeWitt School Dist	Mandy Cotten	BA- ASU	None	MS Soc Studies	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	3102	Dierks School Dist	Casey Hunter	BBA- Henderson	Crystal Smith	Business Education	Granted	1st	Teacher working in another position	10/6/2015
Nov 2015	3502	Dollarway School Dist	Frank Lyles Jr	BA	None	Math 7-12	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2202	Drew Central School Dist	Steve Fleming	BA- UAM	Elaine Tipton	Sp Education	Granted	1st	Teacher FMLA	10/6/2015
Nov 2015	2104	Dumas School Dist	Amanda Harrison	BA-UAM	None	Kindergarten	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2104	Dumas School Dist	Sandra Smith	BA- UAM	None	3rd Gade	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2104	Dumas School Dist	Jimmy Zachery	MS- Grambling	None	PE/Wellness	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	1802	Earle School District	Mary Craft	BS-ASU	None	MS Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	1802	Earle School District	Karmen Moore	BS-UAPB	None	MS Science	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	1802	Earle School District	Kitanda Moore	BS- LeMoyne-Owen	None	Special Education	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	1802	Earle School District	Kourtney Moore	BS- UAPB	None	MS ELA	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	5608	East Poinsett County School Dist	Megan Smith	BS-ASU	None	Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Rachel Stoven	BA- SAU	None	MS Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Connor Cook	BA-Xavier	None	Spanish	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Henry Larson	BS- Bradley	None	Sec Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Robert McBryde	BA- Uof A Fayetteville	None	Soc Studies	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Lesa Simpson	BA-ATU	None	Sec Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Kimberly Olney	BS-ULM	None	MS Science	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	4302	England School District	Krystal Hyde	BA- Uof A Fayetteville	None	Agriculture	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7203	Fayetteville School District	Jessica Prewitt	BA- Fayetteville	None	Spanish	Granted	1st	No Teacher of Record	10/8/2015

Nov 2015	2301	Conway School Dist	Jennifer Barnett	BA- San Jose	Crystal Certain	Art	Granted	1st	Teacher FMLA	10/6/2015
Nov 2015	5707	Cossatot School Dist	Dana Hall	BA-SAU	Terry Alexander	English 9 & 10 gd	Granted	1st	Teacher took another position	10/6/2015
Nov 2015	0402	Decatur School Dist	Hannah Hawkins	MA-Johns Brown	None	Counselor	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	0402	Decatur School Dist	Ethan Pendergraft	BA-Uof A	None	MS Science	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	5106	Deer/Mt Judea School Dist	Vanessa Daniels	BA-ATU	None	3rd grade	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5106	Deer/Mt Judea School Dist	Scarlett Davis	BA- ATU	None	Math 7-8	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	0901	Dermott School Dist	Colby Thompson	BA-UAM	None	Pre School	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	0101	DeWitt School Dist	Mandy Cotten	BA- ASU	None	MS Soc Studies	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	3102	Dierks School Dist	Casey Hunter	BBA- Henderson	Crystal Smith	Business Education	Granted	1st	Teacher working in another position	10/6/2015
Nov 2015	3502	Dollarway School Dist	Frank Lyles Jr	BA	None	Math 7-12	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2202	Drew Central School Dist	Steve Fleming	BA- UAM	Elaine Tipton	Sp Education	Granted	1st	Teacher FMLA	10/6/2015
Nov 2015	2104	Dumas School Dist	Amanda Harrison	BA-UAM	None	Kindergarten	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2104	Dumas School Dist	Sandra Smith	BA- UAM	None	3rd Gade	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2104	Dumas School Dist	Jimmy Zachery	MS- Grambling	None	PE/Wellness	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	1802	Earle School District	Mary Craft	BS-ASU	None	MS Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	1802	Earle School District	Karmen Moore	BS-UAPB	None	MS Science	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	1802	Earle School District	Kitanda Moore	BS- LeMoyn- Owen	None	Special Education	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	1802	Earle School District	Kourtney Moore	BS- UAPB	None	MS ELA	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	5608	East Poinsett County School Dist	Megan Smith	BS-ASU	None	Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Rachel Stoven	BA- SAU	None	MS Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Connor Cook	BA-Xavier	None	Spanish	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Henry Larson	BS- Bradley	None	Sec Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Robert McBryde	BA- Uof A Fayetteville	None	Soc Studies	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Lesa Simpson	BA-ATU	None	Sec Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7001	El Dorado School District	Kimberly Olney	BS-ULM	None	MS Science	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	4302	England School District	Krystal Hyde	BA- Uof A Fayetteville	None	Agriculture	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7203	Fayetteville School District	Jessica Prewitt	BA- Fayetteville	None	Spanish	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7203	Fayetteville School District	Julea Decker	BA	Harmony Felts	2nd Grade	Granted	1st	Maternity leave	10/8/2015
Nov 2015	4102	Foreman School Dist	Sandra McIntyre	BA- Texas	Samantha Young	1st Grade	Granted	1st	Maternity leave	10/8/2015
Nov 2015	6601	Fort Smith School Dist	Candis Barnes	BS- Northeastern	Candace Ketchum	Music	Granted	1st	Maternity leave	10/8/2015
Nov 2015	2807	Greene County Tech SD	Debbie Clark	MSE-ASU	Haley Deck	Kindergarten	Granted	1st	Maternity leave	10/8/2015
Nov 2015	2304	Guy-Perkins School Dist	Kimberly Kerr	BS- UCA	Barabara Grissom	GT and Art	Granted	1st	Teacher FMLA	10/6/2015
Nov 2015	0203	Hamburg School District	DarShauna Ferrell	BA-Monroe	None	MS Science	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Ramona Harville	BA- UAM	None	2nd Grade	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Kelsea Jackson	BA Monticello	None	Elementary	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Ryan Moritz	BS- ASU	None	MS Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Leigh Sharp	BS-UAM	None	Argiculture	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Ashley Smith	BA-UAM	None	Art	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7010	Hampton School Dist	Caira Newton	BS-UAM	Jimmie Roark	5th Grade	Granted	1st	Sick Leave	10/8/2015
Nov 2015	5602	Harrisburg School Dist	Stephen Engelken	BA- ASU	none	Argiculture	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	5903	Hazen School District	Jade Martin	BA	None	4th grade	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	5403	Helena-West Helena School Dist	Sandra Davis	BA- Fayetteville	None	Chemistry	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	4401	Huntsville School Dist	Jenifer Phillips	BA- Uof A Fayetteville	Heather Greenfield	Sp Education	Granted	1st	Maternity leave	10/6/2015
Nov 2015	4401	Huntsville School Dist	Lindsay Davis	BA- ATU	None	Kindergarten	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5102	Jasper School Dist	Janie Compton	BS-ATU	Whitney Brasel	Soc Studies	Granted	1st	Maternity leave	10/8/2015
Nov 2015	1608	Jonesboro School Dist	Kelly Chrch	BA-Gonzaga	Stephanie Richardson	Gifted & talented	Granted	1st	Maternity leave	10/6/2015
Nov 2015	1608	Jonesboro School Dist	Crystal Aronson	MA-ASU	None	Music	Granted	1st	Retired end of 14-15 school year	10/6/2015
Nov 2015	1608	Jonesboro School Dist	Raeschelle Beneit	BA-Texas A&M	Karen Thompson	Sp Education	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	0903	Lakeside School Dist	Rachel Allen	BA-Northeastern	None	Art 7-12	Granted	1st	No Teacher of Record	9/29/2015
Nov 2015	3004	Malvern School Dist	LaShanda Love	BA-Grambling	None	Math	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2501	Mammoth Spring School Dist	Kylie O'Neill	BS- Harding	None	Art K-12	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Louis Bennett	BS-UAPB	None	MS Math	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Angela Coleman	BA-UAPB	None	Science	Granted	1st	No Teacher of Record	10/6/2015

Nov 2015	4302	England School District	Krystal Hyde	BA- Uof A Fayetteville	None	Agriculture	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7203	Fayetteville School District	Jessica Prewitt	BA- Fayetteville	None	Spanish	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7203	Fayetteville School District	Jullea Decker	BA	Harmony Felts	2nd Grade	Granted	1st	Maternity leave	10/8/2015
Nov 2015	4102	Foreman School Dist	Sandra McIntyre	BA- Texas	Samantha Young	1st Grade	Granted	1st	Maternity leave	10/8/2015
Nov 2015	6601	Fort Smith School Dist	Candis Barnes	BS- Northeastern	Candace Ketchum	Music	Granted	1st	Maternity leave	10/8/2015
Nov 2015	2807	Greene County Tech SD	Debbie Clark	MSE-ASU	Haley Deck	Kindergarten	Granted	1st	Maternity leave	10/8/2015
Nov 2015	2304	Guy-Perkins School Dist	Kimberly Kerr	BS- UCA	Barabara Grissom	GT and Art	Granted	1st	Teacher FMLA	10/6/2015
Nov 2015	0203	Hamburg School District	DarShauna Ferrell	BA-Monroe	None	MS Science	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Ramona Harville	BA- UAM	None	2nd Grade	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Kelsea Jackson	BA Monticello	None	Elementary	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Ryan Moritz	BS- ASU	None	MS Math	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Leigh Sharp	BS-UAM	None	Argiculture	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0203	Hamburg School District	Ashley Smith	BA-UAM	None	Art	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	7010	Hampton School Dist	Caira Newton	BS-UAM	Jimmie Roark	5th Grade	Granted	1st	Sick Leave	10/8/2015
Nov 2015	5602	Harrisburg School Dist	Stephen Engelken	BA- ASU	none	Argiculture	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	5903	Hazen School District	Jade Martin	BA	None	4th grade	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	5403	Helena-West Helena School Dist	Sandra Davis	BA- Fayetteville	None	Chemistry	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	4401	Huntsville School Dist	Jenifer Phillips	BA- Uof A Fayetteville	Heather Greenfield	Sp Education	Granted	1st	Maternity leave	10/6/2015
Nov 2015	4401	Huntsville School Dist	Lindsay Davis	BA- ATU	None	Kindergarten	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5102	Jasper School Dist	Janie Compton	BS-ATU	Whitney Brasel	Soc Studies	Granted	1st	Maternity leave	10/8/2015
Nov 2015	1608	Jonesboro School Dist	Kelly Chrch	BA-Gonzaga	Stephanie Richardson	Gifted & talented	Granted	1st	Maternity leave	10/6/2015
Nov 2015	1608	Jonesboro School Dist	Crystal Aronson	MA-ASU	None	Music	Granted	1st	Retired end of 14-15 school year	10/6/2015
Nov 2015	1608	Jonesboro School Dist	Raeschelle Beneit	BA-Texas A&M	Karen Thompson	Sp Education	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	0903	Lakeside School Dist	Rachel Allen	BA-Northeastern	None	Art 7-12	Granted	1st	No Teacher of Record	9/29/2015
Nov 2015	3004	Malvern School Dist	LaShanda Love	BA-Grambling	None	Math	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2501	Mammoth Spring School Dist	Kylie O'Neill	BS- Harding	None	Art K-12	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Louis Bennett	BS-UAPB	None	MS Math	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Angela Coleman	BA-UAPB	None	Science	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Eddlun Marshall	BA-UAPB	None	English	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Terra Rose	BA- UAPB	None	6th Grade	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Ashley Wilson	BA- UofA	None	Fam & Con Science	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2015	McGehee School Dist	Taylor Morphis	BS	Christie Mizell	English	Granted	1st	Teacher FMLA	10/6/2015
Nov 2015	2003	Millcreek School Dist	Lytonya Johnson-Ferrell	BA- UAPB	None	All Subjects	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	2404	Ozark School Dist	Emma Caldwell	MA-Southern Baptist	Elisabeth Seratt	English	Granted	1st	Maternity leave	10/8/2015
Nov 2015	2404	Ozark School Dist	Donna Hillard	MSE- ASU	Jessica Vest	Fam & Con Science	Granted	1st	Maternity leave	10/8/2015
Nov 2015	7007	Parker Chapel SD	Christian Rubio	PHD- Columbia	None	Spanish	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	0405	Rogers School District	Brad Butler	BS- Uof A	None	MS Science	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0405	Rogers School District	Tina Fair	BA- Louisiana Tech	Amanda Vandehoef	Pre-Kindergarten	Granted	1st	Maternity leave	10/8/2015
Nov 2015	5805	Russellville School Dist	Traci Morris	BS - Phoenix	None	Special Education	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	2502	Salem School Dist	Summer Moss	BS- ASU	David Cone	6th Grade	Granted	1st	Administrative Leave	10/8/2015
Nov 2015	7008	Smackover-Norphlet SD	Amanda Thurkill	BS-SAU	None	MS English	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	7009	Strong-Huttig School Dist	Radiance Paterson	BA- U of A Fayetteville	none	Physical, Life & Earth Science	Granted	1st	No Teacher of Record	9/29/2015
Nov 2015	0104	Stuttgart School Dist	Kristen McCormick	BSE-ASU	Sarah Smith	First Grade	Granted	1st	Maternity leave	9/29/2015
Nov 2015	0104	Stuttgart School Dist	Jimmy Castillejo	BS- UCLA	None	Math 7-8	Granted	1st	No Teacher of Record	9/29/2015
Nov 2015	4605	Texarkana School Dist	Cynthia Tyous	BAAS- Texas A&M	None	Fam & Con Science	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	4605	Texarkana School Dist	Jennifer Mugno	BA- UALR	None	English Lang Arts	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	4605	Texarkana School Dist	Tonja Taylor	BAAS- Texas A&M	None	MS Music	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	4605	Texarkana School Dist	Whitney Lindsey	BS- Colorado	Karen West	Medical Profession	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	5605	Trumann School Dist	Sylvia Clemons	BA ASU	None	Fine Arts	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0505	Valley Springs School Dist	Bethany Ledford	BA-ASU	Stephanie Huddleston	MS Science/Soc Stu	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	1705	Van Buren School Dist	Eddie Gatlin	BA- ATU	Mary Bates	Art K-5	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	6020	Warren School Dist	Johnny Brown	BA-UAPB	Wanda Jordan	Fam & Con Science	Granted	1st	Retired as of Sept 2015	10/6/2015
Nov 2015	1803	West Memphis School Dist	Marion Young	BA-Memphis	Melissa Nesby	Elem 1-6	Granted	1st	Medical Leave	10/6/2015
		Westside School Dist				5&6 Soc Studies &				

Nov 2015	5404	Manell-Elaine School Dist	Louis Bennett	BS-UAPB	None	MS Math	Granted	1st	Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Angela Coleman	BA-UAPB	None	Science	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Eddlun Marshall	BA-UAPB	None	English	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Terra Rose	BA- UAPB	None	6th Grade	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	5404	Manell-Elaine School Dist	Ashley Wilson	BA- UofA	None	Fam & Con Science	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	2015	McGehee School Dist	Taylor Morphis	BS	Christie Mizell	English	Granted	1st	Teacher FMLA	10/6/2015
Nov 2015	2003	Millcreek School Dist	Lytonya Johnson-Ferrell	BA- UAPB	None	All Subjects	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	2404	Ozark School Dist	Emma Caldwell	MA-Southren Baptist	Elisabeth Seratt	English	Granted	1st	Maternity leave	10/8/2015
Nov 2015	2404	Ozark School Dist	Donna Hillard	MSE- ASU	Jessica Vest	Fam & Con Science	Granted	1st	Maternity leave	10/8/2015
Nov 2015	7007	Parker Chapel SD	Christian Rubio	PHD- Columbia	None	Spanish	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	0405	Rogers School District	Brad Butler	BS- Uof A	None	MS Science	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0405	Rogers School District	Tina Fair	BA- Louisiana Tech	Amanda Vandehoef	Pre-Kindergarten	Granted	1st	Maternity leave	10/8/2015
Nov 2015	5805	Russellville School Dist	Traci Morris	BS - Phoenix	None	Special Education	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	2502	Salem School Dist	Summer Moss	BS- ASU	David Cone	6th Grade	Granted	1st	Administrative Leave	10/8/2015
Nov 2015	7008	Smackover-Norphlet SD	Amanda Thurkill	BS-SAU	None	MS English	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	7009	Strong-Huttig School Dist	Radiance Paterson	BA- U of A Fayetteville	none	Physical, Life & Earth Science	Granted	1st	No Teacher of Record	9/29/2015
Nov 2015	0104	Stuttgart School Dist	Kristen McCormick	BSE-ASU	Sarah Smith	First Grade	Granted	1st	Maternity leave	9/29/2015
Nov 2015	0104	Stuttgart School Dist	Jimmy Castillejo	BS- UCLA	None	Math 7-8	Granted	1st	No Teacher of Record	9/29/2015
Nov 2015	4605	Texarkana School Dist	Cynthia Tyous	BAAS- Texas A&M	None	Fam & Con Science	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	4605	Texarkana School Dist	Jennifer Mugno	BA- UALR	None	English Lang Arts	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	4605	Texarkana School Dist	Tonja Taylor	BAAS- Texas A&M	None	MS Music	Granted	1st	No Teacher of Record	10/6/2015
Nov 2015	4605	Texarkana School Dist	Whitney Lindsey	BS- Colorado	Karen West	Medical Profession	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	5605	Trumann School Dist	Sylvia Clemons	BA ASU	None	Fine Arts	Granted	1st	No Teacher of Record	10/8/2015
Nov 2015	0505	Valley Springs School Dist	Bethany Ledford	BA-ASU	Stephanie Huddleston	MS Science/Soc Stu	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	1705	Van Buren School Dist	Eddie Gatlin	BA- ATU	Mary Bates	Art K-5	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	6020	Warren School Dist	Johnny Brown	BA-UAPB	Wanda Jordan	Fam & Con Science	Granted	1st	Retired as of Sept 2015	10/6/2015
Nov 2015	1803	West Memphis School Dist	Marion Young	BA-Memphis	Melissa Nesby	Elem 1-6	Granted	1st	Medical Leave	10/6/2015
Nov 2015	3606	Westside School Dist (Jonesboro)	Jonathan Vire	BA-ATU	James Anderson	5&6 Soc Studies & Reading	Granted	1st	Teacher Resigned	10/6/2015
Nov 2015	7304	White County School Dist	Sam Farris	BA- ASU	Beverly Froud	Elem Principal	Granted	1st	Teacher FMLA	10/6/2015

Additional Licensure Waiver Requests
2015 - 2016 School Year
November State Board Meeting

Total number of waivers requested this month – 481

Total number of waivers granted – 432

Total number of waivers denied – 49

Total number of School Districts requesting waivers – 143

Waiver requests for schools considered 2014 ESEA Needs Improvement Priority. (*) Indicates schools also classified as Academic Distressed on February 12, 2015.

Augusta School District

Augusta High School- Elizabeth Boatman (288) Guid & Counseling K-12 (Granted)

Angela Sanders (296) Lib. Media Sci 7-12 (Granted)

Keenan Kellett (255) Mid. School English 4-8 (Denied)

Dermott School District

* Dermott High School - Kristi Ridgell (311) Dist. Admin. PK-12 (Granted)

Dollarway School District

* Dollarway High School - Paulette Bell (286) Lib. Media Spec. K-12 (Granted)

Fort Smith School District

Trusty Elementary School - Micki Musick (259) Art K-12 (Granted)

Belle Point Alternative Center - Beau Pumphrey (250) Bus Tech 4-12

(200) Math 7-12

(114) Speech 7-12 (all Granted)

Lee County School District

Lee County High School - Sonja McKinney (418) Career Dev 4-8 (Granted)

Osceola School District

Osceola High School - Kimberlon Washington (258) SpEd 7-12 (Granted)

Emily Hill (108) Journalism 7-12 (Granted)

Osceola Stem Charter - Donna Pilgrim (286) Lib Media Spec K12 (Granted)

Pine Bluff School District

Osceola Stem Charter - Donna Pilgrim (286) Lib Media Spec K12 (Granted)

Pine Bluff School District

* Pine Bluff High School - Shena Combs (215) Family & Con. Sci (Granted)

Timothy Scott II (262) Inst. Music K-12 (Granted)

Tiffani Dennis (200) Math 7-12 (Granted)

Texarkana School District

Arkansas High School – Johnathan Stone (167) Social Studies 7-12 (Granted)

Evelyn Smith (200) Mathematics 7-12 (Granted)

Waiver requests for *Schools Classified as Academic Distressed on February 12, 2015.*

Forrest City School District

Lincoln Academy of Excellence - Susan Lindsey (289) Gift&Tal K-12 (Granted)

Additional Licensure Waiver Requests
2015 - 2016 School Year
November State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
1701000	ALMA SCHOOL DISTRICT	4	COLLINS, KEVIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 222-Marketing Tech 7-12, 410-Career Academy Endorsement 7-12, 250-Business Technology 4-12	528	528-Computer Science 4-12	15-16	Granted
			HOWARD, CHRISTINA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			JONES, ZACHARY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15 15-16	Granted
			WILKINSON, SHARON	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
AR School for the Deaf		2	SMITH, CHRISTINE	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	15-16	Granted
			TURNER, MICHELLE	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	14-15 15-16	Granted
ARKANSAS RIVER EDUCATIONAL SERVICE COOPERATIVE		8	BUTLER, SHERICE	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
			CARMICKLE, KANASHA	001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
			CRAINE, LAUREN	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
			DONHAM, SHERYL	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			MCLOUD, KAWANA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
			PARKS, LASHUNDRA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
			WILLIAMS, VASHANTI	230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
			WILLIAMS, ASHLEY	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
6043700	ARKANSAS VIRTUAL ACADEMY	1	FELTON, AMANDA	004-Spanish 7-12	259	259-Art K-12	15-16	Granted
5804000	ATKINS SCHOOL DISTRICT	2	BURK, CHRISTOPHER	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			DIXSON, RHONDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16	Granted

9801000	AIKINS SCHOOL DISTRICT	5	KUHN, WESLEY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			LAWSON, JULIE	256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	166	166-Eng Lang Arts 7-12	15-16	Granted
			PRUITT, ANNA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			ALUMBAUGH, KATRINA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			BOATMAN, ELIZABETH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 258-Special Education K-12	288	288-Guid & Counseling K-12	15-16	Granted
7401000	AUGUSTA SCHOOL DISTRICT	5	KELLETT, KEENAN		255	255-Middle School English 4-8	15-16	Denied
			SANDERS, ANGELA	001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8	296	296-Lib Media Sci 7-12	14-15 15-16	Granted
			SCANLON, LORI	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			GOACHER, LINDSAY	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15 15-16	Granted
7301000	BALD KNOB SCHOOL DISTRICT	3	MCKINNEY, DANA	056-Middle School English 5-8, 067-Middle School French 5-8, 166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	108	108-Journalism 7-12	15-16	Granted
			RAGSDALE, MATTHEW	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15 15-16	Granted
5401000	BARTON-LEXA SCHOOL DISTRICT	2	DUNIGAN, CARMEN	001-Early Childhood Education PK-4, 255-Middle School English 4-8, 257-Middle School Science 4-8	259	259-Art K-12	15-16	Granted
			POOLE, GREGORY	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	256	256-Middle School Social Studies 4-8	14-15 15-16	Granted
3201000	BATESVILLE SCHOOL DISTRICT	1	WALLACE, MELINDA	132-Biology 7-12, 257-Middle School Science 4-8, 289-Gifted & Talented K-12	269	269-Physical Science 7-12	15-16	Granted
1601000	BAY SCHOOL DISTRICT	1	SANDERS, SAMANTHA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
0401000	BENTONVILLE SCHOOL DISTRICT	1	WOODS, JULIA	208-Drama/Speech 7-12, 276-Build Level Admin P-12	276	276-Build Level Admin P-12	15-16	Granted
			GROSS, JENNIFER	255-Middle School English 4-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
0502000	BERGMAN SCHOOL DISTRICT	2	SNOW, CANDACE	202-Art 7-12, 201-Art PK-8	256	256-Middle School Social Studies 4-8	15-16	Granted
0801000	BERRYVILLE SCHOOL DISTRICT	1	MAY-GAMBOA, ANAMARIA	710-Spanish K-12	247	247-ESL K-12	15-16	Granted
4201000	BOONEVILLE SCHOOL DISTRICT	2	MCLEAN, THOMAS	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16	Granted
			WILSON, TEENA	184-Elementary 1-6	258	258-Special Education K-12	15-16	Granted

	BOST, INC.	2	BOOKOUT, MELISSA	056-Middle School English 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
			JAQUA, CASSANDRA	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
			ARMSTRONG, TARA	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 231-Special Ed Ech Inst Specialist PK-4, 312-Build Administrator PK-8	282	282-Curr/Prog Admin (Spec Ed) P-12	15-16	Granted
			BREWER, TIMOTHY	254-Middle School Math 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
			BROCKERT, KARYE	308-ESL 7-12, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
			CONTORNO, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			GRIST, LYNN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 306-Gift & Talented 7-12, 305-Gift & Talented PK-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			LUCY, LESLI	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Granted
6303000	BRYANT SCHOOL DISTRICT	15	MCALLISTER, CORBI	300-Guid & Counseling 7-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8, 307-ESL PK-8	258	258-Special Education K-12	15-16	Granted
			MOORE, SHELBI	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
			PICKETT, JENNIFER	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			SEABERG, CAROLINE	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			SMITH, ASHLEY	253-Elementary K-6	258	258-Special Education K-12	15-16	Granted
			TINSLEY, JESSICA	166-Eng Lang Arts 7-12, 208-Drama/Speech 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			WHITE, JODI	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			WHITTAKER, RANDI	001-Early Childhood Education PK-4	306	306-Gift & Talented 7-12, 305-Gift &	13-14 14-15 15-16	Granted

			WRIGHT, RANDI	001-Early Childhood Education PK-4	305	Talented PK-8	13-14 14-15 15-16	Granted
1605000	BUFFALO IS. CENTRAL SCH. DIST.	1	JACKSON, LEIGH	206-Instrumental Music 7-12, 205-Instrumental Music PK-8	265	265-Vocal Music K-12	15-16	Granted
4901000	CADDO HILLS SCHOOL DISTRICT	1	BELL, JOHN	166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 412-Career Preparation Endorsement 7-12	418	418-Career Development 4-8	15-16	Granted
3301000	CALICO ROCK SCHOOL DISTRICT	2	GIPSON, WAYNE	159-Middle School Social Studies 5-8, 184-Elementary 1-6	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			IVY, RICHARD	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	15-16	Granted
5204000	CAMDEN FAIRVIEW SCHOOL DISTRICT	1	BRYANT, SARAH	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	257	257-Middle School Science 4-8	15-16	Granted
3212000	CEDAR RIDGE SCHOOL DISTRICT	2	LAROSE, JULIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			TRAMMEL, ERICA	056-Middle School English 5-8, 184-Elementary 1-6	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
5502000	CENTERPOINT SCHOOL DISTRICT	4	BRIGHT, LAWANDA	036-Business Ed/Voc Endors 7-12, 166-Eng Lang Arts 7-12, 225-Business Tech 7-12, 308-ESL 7-12, 307-ESL PK-8, 250-Business Technology 4-12	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			KIZER, BRITTANY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	15-16	Granted
			ROGERS, SHERI	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 402-Elementary Principal K-9, 229-Adult Educ PK-PS	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			SMITH, BEVERLY	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
2402000	CHARLESTON SCHOOL DISTRICT	1	MILLIGAN, SHERRY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			COLLINS, CRYSTAL	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
			COTTON, KATRINA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	166	166-Eng Lang Arts 7-12	15-16	Granted
			DAVIS, DANIELLE	001-Early Childhood Education PK-4	230,	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist	14-15 15-16	Granted

4802000	CLARENDON SCHOOL DISTRICT	9	DAVIS, DANIELLE	001-Early Childhood Education PK-4	231	631-Special Ed Ed Inst Specialist PK-4	14-15 15-16	Granted
			HALBERT, RYAN	500-P. E. & HEALTH K-12	257	257-Middle School Science 4-8	15-16	Granted
			KING, CASSANDRA	001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	004	004-Spanish 7-12	14-15 15-16	Granted
			MCCULLOUGH, MONICA	104-Grade 5-6 Endorsement Science 5-6, 105-Grade 5-6 Endorsement English 5-6, 166-Eng Lang Arts 7-12, 268-Life Science 7-12	289	289-Gifted & Talented K-12	15-16	Granted
			NICHOLS, KATHERINE	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			WOFFORD, DEREK	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
7102000	CLINTON SCHOOL DISTRICT	2	HALL, RITA	183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			MEELER-JONES, JENNY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	14-15 15-16	Granted
1201000	CONCORD SCHOOL DISTRICT	4	BEDNAR, CONNIE	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			KING, LINDSEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	276	276-Build Level Admin P-12	15-16	Granted
			ROARK, MIRANDA	001-Early Childhood Education PK-4, 500-P. E. & HEALTH K-12	250	250-Business Technology 4-12	15-16	Granted
			WILLIAMS, MARY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	286	286-Library Media Spec K-12	14-15 15-16	Granted
1901000	CROSS COUNTY SCHOOL DISTRICT	1	BURNETTE, AUBRIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16	Granted
7504000	DARDANELLE SCHOOL DISTRICT	2	GEORGE, AMANDA	001-Early Childhood Education PK-4	253	253-Elementary K-6	13-14 14-15 15-16	Granted
			HUNTER, KRISTI	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
0402000	DECATUR SCHOOL DISTRICT	3	COURTNEY, DEVON	001-Early Childhood Education PK-4	247	247-ESL K-12	15-16	Granted
			LEE, ELIZABETH-ANN	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			RICHARDSON, TAMMI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted

5106000	DEER/MT. JUDEA SCHOOL DISTRICT	2	ROYCE, SHELLY	001-Early Childhood Education PK-4	166	166-Eng Lang Arts 7-12	15-16	Granted
			WINDEL, NATHAN	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	528	528-Computer Science 4-12	15-16	Granted
0901000	DERMOTT SCHOOL DISTRICT	4	GUSTAFSON, STEPHANIE	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 14-15 15-16	Denied Denied
			RIDGELL, KRISTI	200-Mathematics 7-12, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8	311	311-District Administrator PK-12	14-15 15-16	Granted
			RODGERS, LA WARN	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
5901000	DES ARC SCHOOL DISTRICT	1	MILHOLEN, DOUGLAS	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
3102000	DIERKS SCHOOL DISTRICT	1	ALEXANDER, KEVIN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 271-Coaching K-12	257	257-Middle School Science 4-8	15-16	Granted
3502000	DOLLARWAY SCHOOL DISTRICT	1	BELL, PAULETTE	082-Secondary Physical Education 7-12	286	286-Library Media Spec K-12	14-15 15-16	Granted
5802000	DOVER SCHOOL DISTRICT	1	COFFMAN, BRAD	206-Instrumental Music 7-12, 205-Instrumental Music PK-8	276	276-Build Level Admin P-12	15-16	Granted
2202000	DREW CENTRAL SCHOOL DISTRICT	4	CRUCE, APRIL	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			EUBANKS, STEPHANIE	200-Mathematics 7-12	289	289-Gifted & Talented K-12	15-16	Granted
			MCCONE, KRISTIN	167-Social Studies 7-12	288	288-Guid & Counseling K-12	15-16	Granted
			MCNEIL, DESTINY	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	253	253-Elementary K-6	15-16	Granted
2104000	DUMAS SCHOOL DISTRICT	3	HUDDLESTON, CLINT	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
			SIMPSON, CICELY	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 271-Coaching K-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			SMITH, PAUL	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	13-14 14-15 15-16	Denied
5608000	EAST POINSETT CO. SCHOOL DIST.	2	WEATHERS, BRIAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 293-Coaching 7-12, 271-Coaching K-12	276	276-Build Level Admin P-12	15-16	Denied
			WILLIAMS, KATHERINE	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15 15-16	Granted
			IRVIN, JONATHON		410	410-Career Academy Endorsement 7-12	15-16	Denied

7001000	EL DORADO SCHOOL DISTRICT	12	JONES, LINDA	004-Spanish 7-12, 056-Middle School English 5-8, 068-Middle School Spanish 5-8, 159-Middle School Social Studies 5-8, 166-Eng Lang Arts 7-12, 298-Reading Specialist 7-12, 403-Secondary Principal 5-12, 7030-World Cult/History 5-8, 297-Reading Specialist PK-8	253	253-Elementary K-6	15-16	Granted
			KENNEDY, VARONICA	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			MASON, NATASHA	184-Elementary 1-6	258	258-Special Education K-12	15-16	Granted
			MILLER, AMBER	200-Mathematics 7-12, 300-Guid & Counseling 7-12, 4546-Transitional Math 9-12	288	288-Guid & Counseling K-12	15-16	Granted
			MONDEN, JEREMIAH	228-PE/Wellness/Leisure 7-12, 5020-Driver Education 7-12, 227-PE/Wellness/Leisure PK-8	169, 170	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	13-14	Granted
							14-15	
			MORGAN, GLENN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 228-PE/Wellness/Leisure 7-12	500	500-P. E. & HEALTH K-12	15-16	Granted
			RILEY, AMANDA	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	15-16	Granted
			TURNER, CHELSEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	15-16	Granted
			WATSON, NANCY	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8, 299-Guid & Counseling PK-8	288	288-Guid & Counseling K-12	15-16	Granted
			WILSON, MEGAN	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			BAGWELL, ANNA	166-Eng Lang Arts 7-12	114	114-Speech 7-12	15-16	Granted
7201000	ELKINS SCHOOL DISTRICT	3	CHADICK, KARLA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			HALL, TERESA	202-Art 7-12, 201-Art PK-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			BENNETT, TAMMYE	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 288-Guid & Counseling K-12	312	312-Build Administrator PK-8	14-15	Granted
4302000	ENGLAND SCHOOL DISTRICT	4	MANEK, SHERI	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			RUH, JUDY	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	282	282-Curr/Prog Admin (Spec Ed) P-12	14-15	Granted

7203000	FAYETTEVILLE SCHOOL DISTRICT	16	TALLENT, BRANDY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			BENK, SARAH	001-Early Childhood Education PK-4, 247-ESL K-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			BRANCH, DARRENLEE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			CHADWICK, LATISHA	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			DAVIDSON, JEFFREY	225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 250-Business Technology 4-12, 271-Coaching K-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			FOSTER, BARTT	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8, 271-Coaching K-12	200	200-Mathematics 7-12	13-14 14-15 15-16	Granted
			GIBSON, SARAH	200-Mathematics 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			GIVENS, JANICE	166-Eng Lang Arts 7-12	296	296-Lib Media Sci 7-12	13-14 14-15 15-16	Granted
			JOHNSON, JULI	298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	247	247-ESL K-12	15-16	Granted
			NEWMAN, SHAE	236-PE/Wellness/Leisure 7-12, 413-Career Ser Special Population 7-12, 235-PE/Wellness/Leisure PK-8, 250-Business Technology 4-12	253	253-Elementary K-6	15-16	Granted
			NEWMAN, JOEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 250-Business Technology 4-12, 271-Coaching K-12	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			PLEDGER, BRANDON	170-Life/Earth Science 7-12	256	256-Middle School Social Studies 4-8	15-16	Granted

			SADLER, JENNIFER	036-Business Ed/Voc Endors 7-12, 037-Computer Tech Endorsement 7-12, 200-Mathematics 7-12, 225-Business Tech 7-12, 308-ESL 7-12, 307-ESL PK-8, 250-Business Technology 4-12	229	229-Adult Educ PK-PS	13-14 14-15 15-16	Granted
			SCALF, JACQUELYN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 287-Reading K-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			TAYLOR, JESSICA	202-Art 7-12, 201-Art PK-8	229	229-Adult Educ PK-PS	13-14 14-15 15-16	Granted
			TREMAIN, ERIN	166-Eng Lang Arts 7-12	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			WATTERSON, JOHN	170-Life/Earth Science 7-12	269	269-Physical Science 7-12	15-16	Granted
	FIRST STEP, INC.	3	BROWN, TRINITY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			HARMON, AMBER	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Denied
			RUSSELL, MALARIE	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16	Denied
4501000	FLIPPIN SCHOOL DISTRICT	1	LOSKOT, CASSANDRA	200-Mathematics 7-12	528	528-Computer Science 4-12	15-16	Granted
2002000	FORDYCE SCHOOL DISTRICT	1	LAWSON, RHONDA	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	312	312-Build Administrator PK-8	13-14 14-15 15-16	Granted
6201000	FORREST CITY SCHOOL DISTRICT	2	LINDSEY, SUSAN	159-Middle School Social Studies 5-8, 184-Elementary 1-6	289	289-Gifted & Talented K-12	15-16	Granted
			WINSTON, LENORA	159-Middle School Social Studies 5-8, 184-Elementary 1-6	289	289-Gifted & Talented K-12	15-16	Granted
	FORRESTER DAVIS DEVELOPMENT CENTER	1	JAMES, KAYLA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			BALLIN, BRITNEY	322-Curri/Prog Admin (Curr) 7-12, 001-Early Childhood Education PK-4, 321-Curri/Prog Admin (Curr) PK-8, 239-Curriculum Prog Adm/Curriculum PK-12	276	276-Build Level Admin P-12	14-15 15-16	Granted
			CLARK, DEBORAH	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 225-Business Tech 7-12, 001-Early Childhood Education PK-4, 250-Business Technology 4-12	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			CLEMENTS, LOGAN	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			COFFEY, KERI	002-Middle Childhood Lang Arts/SS 4-8, 184-Elementary 1-6, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted

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FORT SMITH SCHOOL DISTRICT

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CRANE, KELLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 239-Curr/Prog Admin (Curr) PK-12, 307-ESL PK-8, 312-Build Administrator PK-8, 321-Curr/Prog Admin (Curr) PK-8	167	167-Social Studies 7-12	13-14 14-15 15-16	Granted
CROSS, CAROLINE	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
DEFFENBAUGH, CHARLOTTE	255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
FOSTER, KRISTEN	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
FOX, KATHY	183-Elementary K-6 K-6, 224-Business Tech 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
FREEMAN, ALWINA	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	500	500-P. E. & HEALTH K-12	15-16	Granted
GIRDLEY, KENNET	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
GLASS, ANDREA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
GRINDER, STEPHANIE	001-Early Childhood Education PK-4, 312-Build Administrator PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
KURSH, MARIAN	271-Coaching K-12, 500-P. E. & HEALTH K-12	258	258-Special Education K-12	15-16	Granted
MEYERS, SHERRIE	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
MUSICK, MICKI	001-Early Childhood Education PK-4	259	259-Art K-12	15-16	Granted
PIXLEY, HOLLY	296-Lib Media Sci 7-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8, 307-ESL PK-8	500	500-P. E. & HEALTH K-12	15-16	Granted
PUMPHREY, BEAU	167-Social Studies 7-12	114, 200, 250	114-Speech 7-12, 200-Mathematics 7-12, 250-Business Technology 4-12	15-16 15-16 15-16	Granted Granted Granted
SHEPHERD, ELIZABETH	002-Middle Childhood Lang Arts/SS 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	258	258-Special Education K-12	15-16	Granted
SIMMONS, BENJAMIN	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted

			STARK, LEAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	259	259-Art K-12	15-16	Granted
			WHITE, CYNTHIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 253-Elementary K-6, 284-Sp Ed Visual K-12	258	258-Special Education K-12	15-16	Granted
4603000	FOUKE SCHOOL DISTRICT	2	MERRELL, KIMBERLY	200-Mathematics 7-12, 250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			WILSON, TRENT	271-Coaching K-12, 500-P. E. & HEALTH K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
	FRIENDSHIP COMMUNITY CARE	1	SANDERS, YER	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	15-16	Granted
4602000	GENOA CENTRAL SCHOOL DISTRICT	2	CROW, TOMMIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			GAFFORD, ELIZABETH	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			BOOTH, AUDREY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			CLARK, DEANNA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	15-16	Granted
			EMMERT, MELANIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
4708000	GOSNELL SCHOOL DISTRICT	8	FINCH, SANA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			MCHAN, DENISE	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			NEWSOM, KRYSTAL	167-Social Studies 7-12	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			WELCH JR, GROVER	166-Eng Lang Arts 7-12	289	289-Gifted & Talented K-12	15-16	Granted
			WRINKLES, ASHLEI	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			DAVIS, ROBIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
6603000	HACKETT SCHOOL DISTRICT	6	GANN, LAUREN	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
			MADDOX, STEPHANIE	214-Family & Con Sci 4-8, 215-Family & Con Sci 7-12	418	418-Career Development 4-8	15-16	Granted
			MCLELLAN, STACIE	035-Business Ed/Comp Tech Endors 7-12, 224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	286	286-Library Media Spec K-12	14-15 15-16	Granted

			SANDERSON, SHANE	166-Eng Lang Arts 7-12, 204-Vocal Music 7-12, 203-Vocal Music PK-8	114	114-Speech 7-12	15-16	Granted
0203000	HAMBURG SCHOOL DISTRICT	2	NUTTER, DOLORES	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	262, 265	262-Instrumental Music K-12, 265-Vocal Music K-12	15-16	Granted
			EVANS, DARCEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			HARRISON, TRAVIS	200-Mathematics 7-12, 4546-Transitional Math 9-12	276	276-Build Level Admin P-12	15-16	Granted
0701000	HAMPTON SCHOOL DISTRICT	6	LAMBERT, SANDRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	204, 206, 203, 205	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	13-14 14-15 15-16 13-14 14-15 15-16 13-14 14-15 15-16 13-14 14-15 15-16	Granted Granted Granted Granted
5205000	HARMONY GROVE SCHOOL DISTRICT (OUACHITA)	6	CARTER, SHERRY	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 312-Build 001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	254, 255	254-Middle School Math 4-8, 255-Middle School English 4-8	15-16 15-16	Denied Denied
			HARDIN, ANGELINA	254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			HARRIS, ANGEL	204-Vocal Music 7-12, 203-Vocal Music PK-8	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Granted Granted
			RANEY, KATIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15 15-16	Granted
0503000	HARRISON SCHOOL DISTRICT	1	ELLISON, DORIS	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 276-Build Level Admin P-12	280	280-Curriculum Prog Adm/Curriculum P-12	15-16	Granted
1202000	HEBER SPRINGS SCHOOL DISTRICT	1	KEECH, RANDALL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16	Granted
5803000	HECTOR SCHOOL DISTRICT	3	ADAMS, ELODIE	267-Earth Science 7-12, 268-Life Science 7-12, 269-Physical Science 7-12	200	200-Mathematics 7-12	15-16	Granted
			HEINZEN, SANGUILLEN	166-Eng Lang Arts 7-12	286	286-Library Media Spec K-12	15-16	Granted

			TAYLOR, MARK	228-PE/Wellness/Leisure 7-12, 417-Driver Education Endorsement 7-12, 227-PE/Wellness/Leisure PK-8	276	276-Build Level Admin P-12	15-16	Granted
5403000	HELENA/ WEST HELENA SCHOOL DISTRICT	2	FEARS, AMANDA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
			MILLER, TAMEKO	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15 15-16	Granted
3809000	HILLCREST SCHOOL DISTRICT	3	MYERS, JENINE	218-Agri Sci & Tech 7-12, 413-Career Ser Special Population 7-12, 418-Career Development 4-8	250	250-Business Technology 4-12	14-15 15-16	Denied
			WILSON, SANDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			WOODWARD, JULIE	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
2903000	HOPE SCHOOL DISTRICT	1	GHORMLEY, RAINNA	268-Life Science 7-12	269	269-Physical Science 7-12	15-16	Granted
6703000	HORATIO SCHOOL DISTRICT	4	BAKENHUS, DUSTIN	271-Coaching K-12, 500-P. E. & HEALTH K-12	418	418-Career Development 4-8	15-16	Granted
			GUINN, BRANDON	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	15-16	Granted
			SMITH, LEE	175-Sec Vocational Administrator 7-12, 218-Agri Sci & Tech 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 9050-Career Orientation 7-12, 9051-Career Om/Voc Fund 7-12, 312-Build Administrator PK-8	311	311-District Administrator PK-12	14-15 15-16	Granted
			VAUGHT, LORI	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	14-15 15-16	Denied
2603000	HOT SPRINGS SCHOOL DISTRICT	8	CALDWELL, BARBIE	114-Speech 7-12, 166-Eng Lang Arts 7-12, 566-Technical Permit 7-12, 613-Performing Art Permit 5-12, 617-Performing Art Permit PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			COWART, RICKEY	169-Phys/Earth Science 7-12, 228-PE/Wellness/Leisure 7-12, 411-Career Orientation Endorsement 7-12, 268-Life Science 7-12	258	258-Special Education K-12	15-16	Granted
			DOBBS, KRISTEN	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16	Granted
			GOINS, MARCELLE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15 15-16	Granted
			JEFFERS, JESSICA	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15 15-16	Granted

			KELLOMS, SEAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	258	258-Special Education K-12	15-16	Granted
			MARTHUR, JUSTIN	167-Social Studies 7-12, 413-Career Ser Special Population 7-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			NATT, NIKKI	236-PE/Wellness/Leisure 7-12	254	254-Middle School Math 4-8	15-16	Granted
			BENNETT, SHAUNA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			ENDSLEY, KIMBERLY	166-Eng Lang Arts 7-12, 167-Social Studies 7-12, 4040-Journalism 7-12	296, 295	296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Denied Denied
			WATSON, CORY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
			WINSTON, WENDY	255-Middle School English 4-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			MCLEOD, JAMES	167-Social Studies 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 311-District Administrator PK-12	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			DRAKE, FELICIA	051-Reading 1-12, 184-Elementary 1-6	253	253-Elementary K-6	14-15 15-16	Granted
			GODFREY-MAUPIN, MELANIE	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
			BRASEL, WHITNEY	114-Speech 7-12, 167-Social Studies 7-12, 306-Gift & Talented 7-12, 305-Gift & Talented PK-8	113	113-Drama 7-12	15-16	Granted
			COKER, ROBERT	167-Social Studies 7-12, 228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	268	268-Life Science 7-12	14-15 15-16	Granted
			DANIELS, AMANDA	225-business tech 7-12, 411-Career Orientation Endorsement 7-12, 602-Commercial Photography 7-PS, 618-	208, 254	208-Drama/Speech 7-12, 254-Middle School Math 4-8	15-16 15-16	Granted Granted
			ENGLE, KELSEY	001-Early Childhood Education PK-4	257	257-Middle School Science 4-8	15-16	Granted
			HASTY, RACHEL	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
3804000	HOXIE SCHOOL DISTRICT	5						
3840700	IMBODEN CHARTER SCHOOL DISTRICT	1						
3405000	JACKSON CO. SCHOOL DISTRICT	1						
6050700	JACKSONVILLE LIGHTHOUSE CHARTER	1						
5102000	JASPER SCHOOL DISTRICT	6						

2604000	JESSIEVILLE SCHOOL DISTRICT	2	BRADLEY, AMANDA	167-Social Studies 7-12, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8, 268-Life Science 7-12	289	289-Gifted & Talented K-12	15-16	Granted
			WATKINS, CANDACE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
1608000	JONESBORO SCHOOL DISTRICT	1	JONES, MARCUS	167-Social Studies 7-12	166	166-Eng Lang Arts 7-12	15-16	Granted
5440700	KIPP DELTA PUBLIC SCHOOLS	2	BARTON, JOHN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16	Granted
			RIBEIRO, MARY		258	258-Special Education K-12	15-16	Granted
3704000	LAFAYETTE COUNTY SCHOOL DISTRICT	4	BARNES, CHASITY	166-Eng Lang Arts 7-12	255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	15-16	Granted
			MARSHALL, BLAIR	167-Social Studies 7-12	254	254-Middle School Math 4-8	15-16	Granted
			MCCASLIN, ERYC	271-Coaching K-12, 500-P. E. & HEALTH K-12	269	269-Physical Science 7-12	15-16	Granted
2605000	LAKE HAMILTON SCHOOL DISTRICT	2	JOHNSON, JASON	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 131-General Science 7-12, 170-Life/Earth Science 7-12, 417-Driver Education Endorsement 7-12, 271-Coaching K-12	269	269-Physical Science 7-12	15-16	Granted
			MESSERSMITH, KATHERINE	218-Agri Sci & Tech 7-12, 230-Special Ed Inst Specialist 4-12	258	258-Special Education K-12	15-16	Denied
2606000	LAKESIDE SCHOOL DIST(GARLAND)	1	DAVIS, JENNIFER	250-Business Technology 4-12, 268-Life Science 7-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
3604000	LAMAR SCHOOL DISTRICT	1	BROWN, ANTHONY	271-Coaching K-12, 500-P. E. & HEALTH K-12	257	257-Middle School Science 4-8	15-16	Granted
3904000	LEE COUNTY SCHOOL DISTRICT	1	MCKINNEY, SONJA	250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			DUNCAN, TAMRA	250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
7205000	LINCOLN SCHOOL DISTRICT	3	REED, JAMILYN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			SWAIM, DEBRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 225-Business Tech 7-12, 418-Career Development 4-8, 250-Business Technology 4-12	268	268-Life Science 7-12	15-16	Granted
6041700	LISA ACADEMY	2	DOWDY, DEYAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			WALLS, APRIL	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
	LISA Academy Charter School	2	RITTER, STARLA	255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	289	289-Gifted & Talented K-12	15-16	Granted

			TEAGUE, KRISTLE	268-Life Science 7-12	247	247-ESL K-12	15-16	Granted
			DEWEY, HOLLY	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 306-Gift & Talented 7-12, 402-Elementary Principal K-9, 305-Gift & Talented PK-8	296, 295	296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	13-14 14-15 15-16	Granted
			DODDS, ALLYSON	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	13-14 14-15 15-16	Granted
			HUDDLESTON, ANGELA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	268	268-Life Science 7-12	15-16	Granted
			MILLER, TANA	215-Family & Con Sci 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 9042-Work Place Readiness 7-12	288	288-Guid & Counseling K-12	15-16	Granted
			NELSON, TAMMIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			RIEDINGER, MEGAN	184-Elementary 1-6, 001-Early Childhood Education PK-4, 255-Middle School English L.A. 287-Reading K-12	166, 208	166-Eng Lang Arts 7-12, 208-Drama/Speech 7-12	15-16	Granted
			RIEDINGER II, KENNETH	081-Health Education 7-12, 083-Physical Education K-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
			SHAW, TYLER	271-Coaching K-12, 500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	15-16	Granted
			SLITER, KATHY	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			SMITH, NICHOLAS	271-Coaching K-12, 500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	15-16	Granted
			WICKER, AMANDA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
			WOOTEN, NICARAH	001-Early Childhood Education PK-4	259	259-Art K-12	15-16	Granted
4202000	MAGAZINE SCHOOL DISTRICT	1	HAMMONDS, CLYCIA	200-Mathematics 7-12	418	418-Career Development 4-8	15-16	Granted
3003000	MAGNET COVE SCHOOL DIST.	1	COUCH, MARY	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			COWLING, SAMUEL	500-P. E. & HEALTH K-12	167	167-Social Studies 7-12	14-15 15-16	Denied
1402000	MAGNOLIA SCHOOL DISTRICT	3	KESSELL, PAMELA	166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 319-Build Administrator 7-12, 522-Guidance Elementary K-9, 523-Guidance Secondary 5-12, 311-District Administrator PK-12, 312-Build Administrator PK-8	208	208-Drama/Speech 7-12	15-16	Denied
			SPEAKMAN, KIMBERLY	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted

3004000	MALVERN SCHOOL DISTRICT	2	ANYIETH, AKAU	169-Phys/Earth Science 7-12, 269-Physical Science 7-12	268	268-Life Science 7-12	15-16	Granted
			BUTH, AMY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
4712000	MANILA SCHOOL DISTRICT	1	BROWN, MEGHAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	15-16	Granted
1804000	MARION SCHOOL DISTRICT	10	BROWN, VICKI	184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
			FORTNER, ROGER	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 167-Social Studies 7-12, 7060-Economics 7-12, 256-Middle School Social Studies 4-8	257	257-Middle School Science 4-8	15-16	Granted
			GEORGE, CHRISTIE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
			GRAY, SEAN	200-Mathematics 7-12	528	528-Computer Science 4-12	15-16	Granted
			JACKSON, LUCHANA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			MURPHY, CRYSTAL	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			RIDEOUT, RAYLEUN	225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 411-Career Orientation Endorsement 7-12, 412-Career Preparation Endorsement 7-12, 250-Business Technology 4-12, 271-Coaching K-12	200	200-Mathematics 7-12	15-16	Granted
			SHRUM, TYLER	167-Social Studies 7-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			TURNER, COLTON	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	15-16	Granted
			WESTERMAN, ASHLEIGH	114-Speech 7-12	250	250-Business Technology 4-12	15-16	Granted
5604000	MARKED TREE SCHOOL DISTRICT	9	BANKS, KIFFANY	001-Early Childhood Education PK-4	254, 257	254-Middle School Math 4-8, 257-Middle School Science 4-8	15-16 15-16	Granted Granted
			DREWETT, JON	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
			HALL, JENNIFER	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	282	282-Curr/Prog Admin (Spec Ed) P-12	15-16	Granted
			HOTCHKISS, TINA	001-Early Childhood Education PK-4	312	312-Build Administrator PK-8	14-15 15-16	Granted

			MCCRARY, SHERRY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
			PHARIS, BOBBIE	056-Middle School English 5-8, 166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	300, 299	300-Guid & Counseling 7-12, 299-Guid & Counseling PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Granted Granted
			THOMPSON, ASHLEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			CUMBERLAND, JOSEPH	166-Eng Lang Arts 7-12	208	208-Drama/Speech 7-12	15-16	Granted
5404000	MARVELL-ELAINE SCHOOL DISTRICT	4	DORER, JOSEPH	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 306-Gift & Talented 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8, 305-Gift & Talented PK-8	528	528-Computer Science 4-12	15-16	Granted
			MOORE, SYLVIA	183-Elementary K-6 K-6, 402-Elementary Principal K-9, 441-Curriculum Specialist K-12, 001-Early Childhood Education PK-4, 311-District Administrator PK-12, 229-Adult Educ PK-PS	302	302-Building Level Administrator 5-12	15-16	Granted
			WILLIAMS, BRENDA	166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	258	258-Special Education K-12	15-16	Granted
7403000	MCCRORY SCHOOL DISTRICT	3	DAVIS, BAILEY		418	418-Career Development 4-8	15-16	Granted
			LUCAS, CASSIDY	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	259	259-Art K-12	15-16	Granted
			WINNINGHAM, SEBRINA	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	108	108-Journalism 7-12	15-16	Granted
3302000	MELBOURNE SCHOOL DISTRICT	3	BLEVINS, SHARON	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 001-Early Childhood Education PK-4, 271-Coaching K-12	253	253-Elementary K-6	14-15 15-16	Granted
			IRVIN, CARRIE	254-Middle School Math 4-8, 257-Middle School Science 4-8	255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	15-16 15-16	Granted Granted
3211000	MIDLAND SCHOOL DISTRICT	1	THARP, DEREK	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	15-16	Granted
			MCGHEE, BRANDY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted

	MILLCREEK OF ARKANSAS	2	STRINGFELLOW, ROY	082-Secondary Physical Education 7-12, 131-General Science 7-12, 170-Life/Earth Science 7-12, 3020-Health 7-12, 6545-Physical Science 7-12	258	258-Special Education K-12	15-16	Granted
2203000	MONTICELLO SCHOOL DISTRICT	3	THOMAS, LEA	111-Middle School Mathematics 5-8, 184-Elementary 1-6	215, 418	215-Family & Con Sci 7-12, 418-Career Development 4-8	15-16	Granted
			WRIGHT, JANA	056-Middle School English 5-8, 166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	250	250-Business Technology 4-12	15-16	Granted
4902000	MOUNT IDA SCHOOL DISTRICT	1	NEIGHBORS, STACY	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
0303000	MOUNTAIN HOME SCHOOL DISTRICT	5	GRABOWSKI, JOSEPH	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	200	200-Mathematics 7-12	15-16	Denied
			JONES, KARYN	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 230-Special Ed Inst Specialist 4-12, 292-Special Ed Hearing Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4, 291-Special Ed Hearing Specialist PK-4	113	113-Drama 7-12	15-16	Granted
			THOMAS, JERI	183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	286	286-Library Media Spec K-12	15-16	Denied
			WELIVER, REBECCA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Denied
			WYNNE, ROSEMARY	002-Middle Childhood Lang Arts/SS 4-8, 257-Middle School Science 4-8, 269-Physical Science 7-12	166	166-Eng Lang Arts 7-12	15-16	Granted
2607000	MOUNTAIN PINE SCHOOL DISTRICT	3	JANUSH, DANA	306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8	280	280-Curriculum Prog Adm/Curriculum P-12	15-16	Granted
			SMITH, LAQUITA	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	15-16	Granted
			WILSON, MELISSA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Denied
3105000	NASHVILLE SCHOOL DISTRICT	6	BARFIELD, ANGELIQUE	166-Eng Lang Arts 7-12, 308-ESL 7-12, 307-ESL PK-8, 419-Grade 5/6 Business Tech Endors 5-6	254, 256, 257	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	13-14 14-15 15-16	Denied

			CHESSHIR, PHYLICIA	500-P. E. & HEALTH K-12	231, 258	231-Special Ed Ech Inst Specialist PK-4, 258-Special Education K-12	14-15 15-16 15-16	Granted
			WOODRUFF, ANDREA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 230-Special Ed Inst Specialist 4-12	258	258-Special Education K-12	15-16	Granted
1611000	NETTLETON SCHOOL DISTRICT	3	DURHAM, JADE	236-PE/Wellness/Leisure 7-12, 235- PE/Wellness/Leisure PK-8	258	258-Special Education K-12	15-16	Granted
			HOKE, SHERYL	035-Business Ed/Comp Tech Endors 7- 12, 225-Business Tech 7-12, 250- Business Technology 4-12	258	258-Special Education K-12	15-16	Granted
			LAWHON, BRIAN	200-Mathematics 7-12	528	528-Computer Science 4-12	15-16	Granted
5008000	NEVADA SCHOOL DISTRICT	1	DAVIS, PENNY	002-Middle Childhood Lang Arts/SS 4-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	200	200-Mathematics 7-12	15-16	Granted
3403000	NEWPORT SCHOOL DISTRICT	3	MC GEE, MARK	236-PE/Wellness/Leisure 7-12, 235- PE/Wellness/Leisure PK-8, 271- Coaching K-12	257	257-Middle School Science 4-8	15-16	Granted
			TODDY, BRANDI	254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			WOODSON, JERRI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	166	166-Eng Lang Arts 7-12	13-14 14-15 15-16	Granted
0304000	NORFORK SCHOOL DISTRICT	1	DOLLARD, CARLA	215-Family & Con Sci 7-12, 411-Career Orientation Endorsement 7-12, 418- Career Development 4-8	288	288-Guid & Counseling K-12	15-16	Granted
4713000	OSCEOLA SCHOOL DISTRICT	3	HILL, EMILY	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Denied
			PILGRIM, DONNA	139-Middle School Science 5-8, 159- Middle School Social Studies 5-8, 184- Elementary 1-6, 214-Family & Con Sci 4- 8, 224-Business Tech 4-8, 411-Career Orientation Endorsement 7-12, 418- Career Development 4-8, 227- PE/Wellness/Leisure PK-8	286	286-Library Media Spec K-12	15-16	Granted
			WASHINGTON, KIMBERLON	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
5706000	OUACHITA RIVER SCHOOL DISTRICT	1	LYLE, SHANNON	087-Coaching 7-12, 200-Mathematics 7- 12, 300-Guid & Counseling 7-12, 4511- Applied Math I 7-12, 4512-Applied Math II 7-12, 4546-Transitional Math 9-12, 271- Coaching K-12, 288-Guid & Counseling K-12	276	276-Build Level Admin P-12	15-16	Granted

3005000	OUACHITA SCHOOL DISTRICT	4	BELT, CHRISTON	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8, 269-Physical Science 7-12	166	166-Eng Lang Arts 7-12	15-16	Granted
			JACKSON, TAMARA	202-Art 7-12, 001-Early Childhood Education PK-4, 201-Art PK-8	113	113-Drama 7-12	15-16	Granted
			KISSIRE, DEVIN	108-Journalism 7-12, 114-Speech 7-12, 166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
			SPURLIN, KANDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	169	169-Phys/Earth Science 7-12	15-16	Granted
	OUR Coop	1	MATTOX, ALICIA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Denied
	OZARK GUIDANCE	2	GRACE, CHARITY	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	258	258-Special Education K-12	15-16	Granted
			PEACOCK, IRENA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
	Ozark Montessori Academy	1	TOWNSEND, LINDSEY	253-Elementary K-6	258	258-Special Education K-12	15-16	Granted
6505000	OZARK MOUNTAIN SCHOOL DISTRICT	2	GRICE, KATHERINE	250-Business Technology 4-12	418	418-Career Development 4-8	15-16	Granted
			HUDSON, CODY	222-Marketing Tech 7-12, 225-Business Tech 7-12, 228-PE/Wellness/Leisure 7-12, 411-Career Orientation Endorsement 7-12, 418-Career Development 4-8, 227-PE/Wellness/Leisure PK-8, 250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	15-16	Granted
6205000	PALESTINE-WHEATLEY SCH. DIST.	8	GALLOWAY, KERSTIN	258-Special Education K-12	208, 710	208-Drama/Speech 7-12, 710-Spanish K-12	15-16 15-16	Granted Denied
			HYNUM, JIMMY	206-Instrumental Music 7-12, 410-Career Academy Endorsement 7-12, 205-Instrumental Music PK-8	265	265-Vocal Music K-12	15-16	Granted
			KNOWLTON, CAREY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 269-Physical Science 7-12	500	500-P. E. & HEALTH K-12	15-16	Granted
			MEDFORD, EMILY	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Denied
			REED, JEREMY	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15 15-16	Denied

			TUNSTALL, BENNY	002-Middle Childhood Lang Arts/SS 4-8, 081-Health Education 7-12, 082-Secondary Physical Education 7-12, 085-Elementary Physical Education K-6, 087-Coaching 7-12, 168-Middle Childhood Science/Math 4-8, 6535-Earth Science 5-8, 6550-Life Science 7-12, 271-Coaching K-12	250	250-Business Technology 4-12	15-16	Granted
			TYGART III, WILLIAM	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	528	528-Computer Science 4-12	15-16	Granted
4203000	PARIS SCHOOL DISTRICT	1	ROBERTSON, ANDREA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			LYNCH, TREY	236-PE/Wellness/Leisure 7-12, 269-Physical Science 7-12, 271-Coaching K-12, 510-P. E. & HEALTH 7-12	200	200-Mathematics 7-12	15-16	Granted
7007000	PARKERS CHAPEL SCHOOL DIST.	2	MASON, CINDEE	001-Early Childhood Education PK-4, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	257	257-Middle School Science 4-8	15-16	Granted
			CLARK, CHARLES	108-Journalism 7-12, 166-Eng Lang Arts 7-12, 293-Coaching 7-12, 413-Career Ser Special Population 7-12, 7015-American History 5-8, 7020-Contemp Am History 7-8, 7030-World Cult/History 5-8, 271-Coaching K-12	276	276-Build Level Admin P-12	14-15 15-16	Denied
			GIBSON, JOHN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15 15-16	Granted
0407000	PEA RIDGE SCHOOL DISTRICT	7	HANNA, MINDY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Denied
			KEENE, KELLI	268-Life Science 7-12	257	257-Middle School Science 4-8	15-16	Granted
			MOLINE, LESLIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	276	276-Build Level Admin P-12	15-16	Granted
			MONCRIEF, SHELBI	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Granted
			SENNETT, AURELIAN	268-Life Science 7-12	528	528-Computer Science 4-12	15-16	Granted
1104000	PIGGOTT SCHOOL DISTRICT	1	HALBROOK, MICHAEL	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	200	200-Mathematics 7-12	15-16	Granted
			COMBS, SHENA	031-Business Ed/Sect Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	215	215-Family & Con Sci 7-12	15-16	Granted

3505000	PINE BLUFF SCHOOL DISTRICT	3	DENNIS, TIFFANI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	15-16	Granted
			SCOTT II, TIMOTHY	001-Early Childhood Education PK-4	262	262-Instrumental Music K-12	15-16	Granted
	Polk County Developmental Center	1	ALEXANDER, REBECCA	230-Special Ed Inst Specialist 4-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	519	519-Age 3-4 Special Education endorsement P-K	15-16	Granted
2703000	POYEN SCHOOL DISTRICT	1	BARRETT, JACLYN	236-PE/Wellness/Leisure 7-12, 613-Performing Art Permit 5-12, 235-PE/Wellness/Leisure PK-8, 419-Grade 5/6 Business Tech Endors 5-6	253	253-Elementary K-6	14-15 15-16	Granted
7206000	PRAIRIE GROVE SCHOOL DISTRICT	5	CARTE, BRANDY	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			HUYNH, THAO	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	200	200-Mathematics 7-12	13-14 14-15 15-16	Granted
			MITCHELL, STEPHANIE	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			PINKLEY, MASON	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	200	200-Mathematics 7-12	14-15 15-16	Denied
			SNYDER, BROOKE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	13-14 14-15 15-16	Denied
1106000	RECTOR SCHOOL DISTRICT	1	HOBBS, MELINDA	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8	108	108-Journalism 7-12	13-14 14-15 15-16	Granted
			BAILEY, SUSAN	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8, 254-Middle School Math 4-8	258	258-Special Education K-12	15-16	Granted
			BINK, SHANNON	215-Family & Con Sci 7-12, 001-Early Childhood Education PK-4, 253-Elementary K-6, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
			BRADLEY, PENNY	184-Elementary 1-6	253	253-Elementary K-6	15-16	Granted

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ROGERS SCHOOL DISTRICT

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BROOKS, MELISSA	056-Middle School English 5-8, 139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Denied
BRYANT, POWELL	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16	Granted
DAVIS, REBEKAH	166-Eng Lang Arts 7-12, 286-Library Media Spec K-12	114	114-Speech 7-12	15-16	Denied
EIDE, LAUREN	001-Early Childhood Education PK-4	306	306-Gift & Talented 7-12	13-14 14-15 15-16	Denied
FOX, KATELYN	001-Early Childhood Education PK-4, 247-ESL K-12	253	253-Elementary K-6	15-16	Granted
GILSTRAP, JAY	200-Mathematics 7-12, 566-Technical Permit 7-12, 575-Drafting and Design 7-PS	500	500-P. E. & HEALTH K-12	15-16	Granted
GROTTS, JEROME	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8	258	258-Special Education K-12	15-16	Granted
HARRIS, KIMBERLY	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	15-16	Granted
HEDRICK, BRENDA	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 308-ESL 7-12, 307-ESL PK-8	253	253-Elementary K-6	15-16	Granted
MATSUBURA, TINA	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Denied Denied
MCDOWELL, PAULA	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Denied
POOL, JOHN	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Denied
RANDOLPH, VICTORIA	166-Eng Lang Arts 7-12	255	255-Middle School English 4-8	14-15 15-16	Denied
REED, DEANNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	247	247-ESL K-12	15-16	Granted
RESENDIZ, MARTIN	004-Spanish 7-12, 003-Spanish PK-8	500	500-P. E. & HEALTH K-12	14-15 15-16	Denied
RICHEY, AMY	166-Eng Lang Arts 7-12	258	258-Special Education K-12	15-16	Granted

			SERATT, AMANDA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			SEVERS, HANNAH	200-Mathematics 7-12	500	500-P. E. & HEALTH K-12	15-16	Granted
			TAYLOR, LEANNA	166-Eng Lang Arts 7-12, 255-Middle School English 4-8	256	256-Middle School Social Studies 4-8	14-15 15-16	Denied
			TAYLOR, TIFFANY	169-Phys/Earth Science 7-12	500	500-P. E. & HEALTH K-12	15-16	Granted
			TERRELL, ROBIN	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	253	253-Elementary K-6	14-15 15-16	Denied
			THOMPSON, THERESA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	296, 295	296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Denied Granted
			VANSTON, DAVID	001-Early Childhood Education PK-4	253	253-Elementary K-6	15-16	Denied
			WILLIAMS, RYAN	200-Mathematics 7-12	257	257-Middle School Science 4-8	14-15 15-16	Denied
			ZECHIEDRICH, MELODY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	258	258-Special Education K-12	15-16	Granted
7310000	ROSE BUD SCHOOL DISTRICT	1	WORTHAM, STEPHANIE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15 15-16	Granted
5805000	RUSSELLVILLE SCHOOL DISTRICT	1	BRILL, NICHOLAS	228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 227-PE/Wellness/Leisure PK-8	257	257-Middle School Science 4-8	14-15 15-16	Granted
2502000	SALEM SCHOOL DISTRICT	3	ANDREWS, JULIE		259	259-Art K-12	15-16	Denied
			SLATER, HEATHER	255-Middle School English 4-8, 257-Middle School Science 4-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15 15-16	Granted
			WIGGINS, JAMES	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 167-Social Studies 7-12, 7035-Global Studies 7-12	269	269-Physical Science 7-12	15-16	Granted
6502000	SEARCY COUNTY SCHOOL DISTRICT	2	BEAVERS, HOLLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	15-16	Granted
			ROBERTS, JESSICA	002-Middle Childhood Lang Arts/SS 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
7311000	SEARCY SCHOOL DISTRICT	3	FIGLEY, CHRISTYE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			LITTLE, AMANDA	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted

			WHITSETT, KRISTIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
2705000	SHERIDAN SCHOOL DISTRICT	2	DEVENEY, JOAN	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
			PITTS, ANGIE	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 255-Middle School English 4-8	255	255-Middle School English 4-8	15-16	Granted
			EMMONS, AMANDA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
3806000	SLOAN-HENDRIX SCHOOL DISTRICT	2	MEEKS, WHITNEY	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	259	259-Art K-12	15-16	Granted
1507000	SOUTH CONWAY COUNTY SCHOOL DISTRICT	2	SULLIVAN, EMILY	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 15-16 15-16	Granted
5504000	SOUTH PIKE COUNTY SCHOOL DISTRICT	1	HENDERSON, ANDREW	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8	257	257-Middle School Science 4-8	15-16	Granted
7105000	SOUTH SIDE SCH DIST(VANBUREN)	1	RAINES, TRISTEN	254-Middle School Math 4-8, 257-Middle School Science 4-8	269	269-Physical Science 7-12	15-16	Granted
2906000	SPRING HILL SCHOOL DISTRICT	5	BROWN, JAMES	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	254	254-Middle School Math 4-8	15-16	Granted
			CAPPS, TARA	184-Elementary 1-6, 419-Grade 5/6 Business Tech Endors 5-6	288	288-Guid & Counseling K-12	15-16	Granted
			CURTIS, MACI	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
			MARSHALL, HEIDI	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	288	288-Guid & Counseling K-12	15-16	Granted
			PORTER, CHALEY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	256	256-Middle School Social Studies 4-8	15-16	Granted
0104000	STUTTGART SCHOOL DISTRICT	5	BOWMAN, MICHAEL	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	254, 255, 256, 257	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	14-15 15-16 15-16 14-15 15-16 15-16	Granted
						WAYMIRE, SANDI	001-Early Childhood Education PK-4	230

4605000	TEXARKANA SCHOOL DISTRICT	8	CANTERBURY, TAMI	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 184-Elementary 1-6, 410-Career Academy Endorsement 7-12	289	289-Gifted & Talented K-12	15-16	Denied
			HOLLEY, ZACHARY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 256-Middle School Social Studies 4-8, 271-Coaching K-12	257	257-Middle School Science 4-8	15-16	Granted
			JOE, AMBER	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	15-16	Granted
			MCCLLOUD, MASON	222-Marketing Tech 7-12	250	250-Business Technology 4-12	15-16	Granted
			RICHBURG, CANDACE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 412-Career Preparation Endorsement 7-12	250	250-Business Technology 4-12	15-16	Granted
			SMITH, EVELYN	002-Middle Childhood Lang Arts/SS 4-8, 111-Middle School Mathematics 5-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	200	200-Mathematics 7-12	15-16	Granted
			STONE, JOHNATHAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	15-16	Granted
			VAN HOOSE, JEANNIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	15-16	Granted
	The Learning Center of Northeast AR, Inc.	1	SPARKS, ELIZABETH	001-Early Childhood Education PK-4	252	252-ECH/SP. ED. INTEG B-K	15-16	Granted
5605000	TRUMANN SCHOOL DISTRICT	8	BOX, KERRI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	312	312-Build Administrator PK-8	14-15 15-16	Granted
			BUTLER, ZACHERY	228-PE/Wellness/Leisure 7-12, 236-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8, 235-PE/Wellness/Leisure PK-8	250	250-Business Technology 4-12	15-16	Granted
			CHEN, TIFFANY	168-Middle Childhood Science/Math 4-8	256	256-Middle School Social Studies 4-8	15-16	Granted
			FAGAN, ANNA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15 15-16	Granted
			GRAMLING, NATHAN	167-Social Studies 7-12	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
			KING, LORA	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	15-16	Granted
			MOORE, SUSAN	306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8	258	258-Special Education K-12	15-16	Granted

			SPENCE, SANDRA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	231	231-Special Ed Ech Inst Specialist PK-4	11-12 12-13 13-14 15-16	Granted
2503000	VIOLA SCHOOL DISTRICT	3	HOLT, DONNA	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	15-16	Granted
			SPENCER, BOBBY	111-Middle School Mathematics 5-8, 132-Biology 7-12, 139-Middle School Science 5-8, 417-Driver Education Endorsement 7-12, 250-Business Technology 4-12, 500-P. E. & HEALTH K-12	200	200-Mathematics 7-12	15-16	Granted
			WALKER, KANDIE	215-Family & Con Sci 7-12	418	418-Career Development 4-8	15-16	Granted
6401000	WALDRON SCHOOL DISTRICT	1	WALKER, JOSHUA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	276	276-Build Level Admin P-12	15-16	Granted
0602000	WARREN SCHOOL DISTRICT	2	HUITT, JADE	001-Early Childhood Education PK-4	299	299-Guid & Counseling PK-8	13-14 14-15 15-16	Granted
			MCDUGALD, VICKY	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 306-Gift & Talented 7-12, 402-Elementary Principal K-9, 403-Secondary Principal 5-12, 441-Curriculum Specialist K-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8, 311-District Administrator PK-12, 229-Adult Educ PK-PS	250	250-Business Technology 4-12	15-16	Granted
3509000	WATSON CHAPEL SCHOOL DISTRICT	3	HUDSON, CHRISTIAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15 15-16	Granted
			JACKSON, CASIE	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			ROBERTS, EDDIE	167-Social Studies 7-12, 302-Building Level Administrator 5-12	289	289-Gifted & Talented K-12	15-16	Granted
7208000	WEST FORK SCHOOL DISTRICT	2	FAULKNER, LISA	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted
			HOWERTON, MALISA	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	15-16	Granted
1803000	WEST MEMPHIS SCHOOL DISTRICT	2	DANIEL, CRYSTAL	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	256	256-Middle School Social Studies 4-8	15-16	Granted

			DEAN, BRITTNEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	15-16	Granted
1602000	WESTSIDE CONS. SCH DIST(CRAIGH	1	ADAMS, WHITLEE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258	258-Special Education K-12	15-16	Granted
			NEELY, MIRANDA	167-Social Studies 7-12	410	410-Career Academy Endorsement 7-12	15-16	Granted
1905000	WYNNE SCHOOL DISTRICT	3	RICHARDSON-SNERLING, DONNIS	166-Eng Lang Arts 7-12, 566-Technical Permit 7-12, 579-Explor Ind Tech Ed 7- PS, 606-Pre Engineering 7-PS, 250- Business Technology 4-12, 276-Build Level Admin P-12, 277-District Administrator P-12, 528-Computer Science 4-12	258	258-Special Education K-12	15-16	Granted
			SEAWOOD, VERNA	566-Technical Permit 7-12, 575-Drafting and Design 7-PS	410	410-Career Academy Endorsement 7-12	15-16	Granted
143	Total # Districts Requesting Waivers	481	Total # Waivers Requested this month					
						Total # of Waivers Granted		432
						Total # of Waivers Denied		49
						Total # of Waivers this month		481

Dyslexia

Even though October is National Dyslexia Awareness Month, dyslexia is in the forefront of the minds of many educators in Arkansas. So exactly what is dyslexia, and why should I know about it? Dyslexia is NOT a sign of low intelligence, laziness or poor vision. It is primarily associated with trouble reading. Dyslexia affects the way the brain processes written and spoken language.

According to the [International Dyslexia Association](#), some of the signs associated with dyslexia include the following:

- *Difficulty learning to speak*
- *Trouble learning letters and their sounds*
- *Difficulty organizing written and spoken language*
- *Trouble memorizing number facts*
- *Difficulty reading quickly enough to comprehend*
- *Trouble persisting with and comprehending longer reading assignments*
- *Difficulty spelling*
- *Trouble learning a foreign language*
- *Difficulty correctly doing math operations*

Dyslexia is a lifelong condition; children will not outgrow it. A dyslexia diagnosis, however, does not mean the child will not be successful. Children with dyslexia can still understand complex ideas. They just need strategies and tools to help them process information in a different way.

There are many successful people who have dyslexia and have made great contributions to our society. The list ranges from Thomas Edison and Albert Einstein to Stephen Spielberg, Charles Schwab and Whoopi Goldberg. People with dyslexia are often very creative. They just need support and intervention, but it is important as educators that we realize that their struggles with reading can often lead to frustration. Students under the stress that dyslexia can add may lose the motivation to keep trying. That is why it is so important that students are given the tools they need to succeed.

The Arkansas Department of Education has devoted a section of the ADE website to [dyslexia](#), including valuable information and resources to help with interventions and program development. It can be found at

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/dyslexia>

On the web page you will find information about the law governing dyslexia, using National School Lunch funds for dyslexia interventions, dyslexia coding and the current rules governing dyslexia programs.

The Arkansas Department of Education has also just released a [Dyslexia Resource Guide](#) that will be a valuable asset to every district. It is found at

http://www.arkansased.gov/public/userfiles/Learning_Services/Dyslexia/DRG_10.1.15_2.pdf

Another valuable asset for educators is the regional educational service cooperative. Each coop has a dyslexia specialist who is equipped to answer questions and to help teachers and administrators develop an effective dyslexia program. Coops also are sponsoring professional development each month on the topic of dyslexia. A few of the topics for October are as follows:

- Dyslexia Awareness
- K-12 Oral Language
- Dyslexia Contacts Meeting
- Dyslexia Screeners Training
- Dyslexia: To Screen or Not to Screen
- The Very Basics: School-Based Identification of Dyslexia in Arkansas

For a complete list of topics, dates and locations, search [ESC Works](#).

[Arkansas Ideas](#) also offers dyslexia courses for teachers and administrators. Two of the courses being offered are:

- Dyslexia: A Three Part Professional Development, and
- Dyslexia: Introduction to Principles of Assessment and Instruction

The ADE has established an email address specifically for dyslexia communication. Please email all dyslexia questions or comments to ADE.Dyslexia@arkansas.gov.

edTPA Pilot Summary Report

In March 2014, the Arkansas Department of Education (ADE) began a process to evaluate Teacher Performance Assessments (TPAs). The initial plan included both the Praxis Performance Assessment for Teachers (PPAT) and edTPA. edTPA was chosen for a pilot program because it was available for immediate implementation.

edTPA is a comprehensive content pedagogy performance-based assessment process, designed to evaluate teaching quality and to provide state education agencies and educator preparation programs nationwide with access to a multiple-measure assessment system that is aligned to state and national standards. The edTPA was developed and field tested in 2009 and has been used operationally since September 2013.

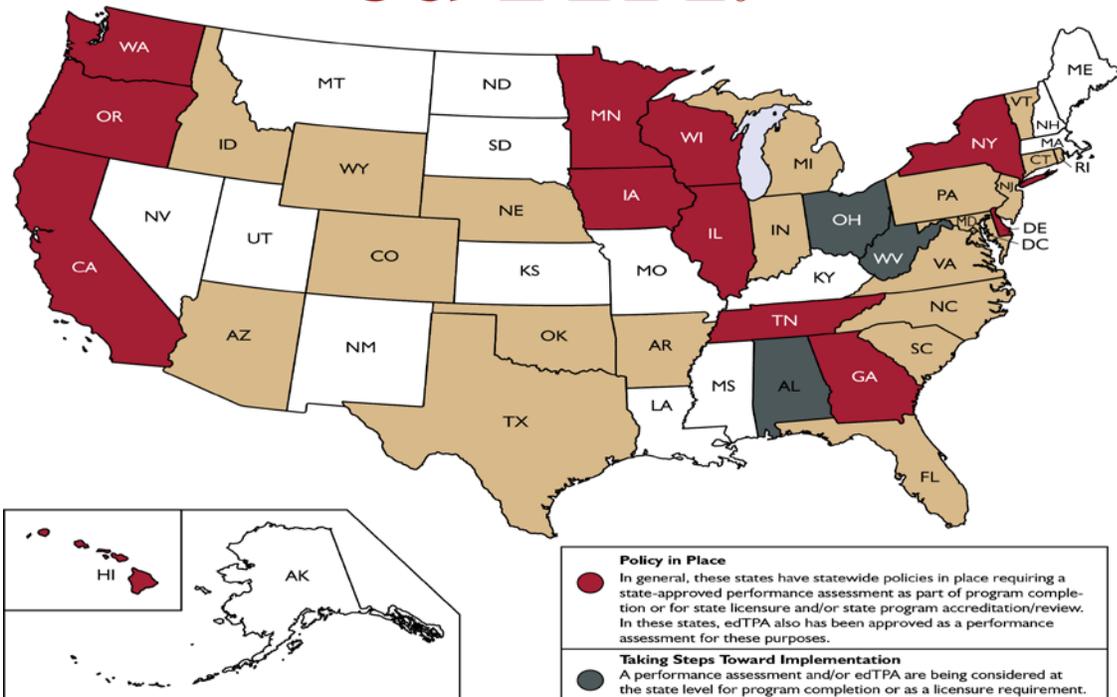
edTPA was collaboratively designed by teachers and teacher educators under the leadership of Stanford University and its Stanford Center for Assessment, Learning and Equity (“SCALE”). The Evaluation Systems group of Pearson is the sole provider of edTPA. Stanford University entered into an exclusive licensing agreement with Pearson to deliver operational and web-based services for edTPA, including online registration and an electronic edTPA submission platform for teacher candidates; an edTPA scoring platform; official scoring of edTPA submissions and results reporting; recruitment and qualification of scorers; and customer service.

The current assessment fee is \$300, which includes access for 18 months to the edTPA electronic portfolio platform for registration, submission, scoring, and score reporting services.

The 2014 administrative report was released in September 2015. The report presents all candidate performance data from the 18,000+ candidates who participated in edTPA during the first full operational year (January 1 to December 31, 2014).

The following map shows states currently using edTPA in some capacity:

edTPA[®]



SCALE
Stanford Center for Assessment, Learning, & Equity

ADE timeline for edTPA Pilot in Arkansas

Jan-April 2014 – Multiple Group phone conversations between the ADE licensure and Pearson

March 7, 2014 – Proposal presented to PLSB board for Pilot of Performance-based Assessment. PLSB agreed to fund pilot for two years at \$45,000. Initial proposal included both edTPA and PPAT.

March 2014 – HSU, UA Fayetteville, WBC, and APPEL agree to participate in edTPA pilot

April 1, 2014 – edTPA webinar for participating programs and State Leadership

May 2014 – Half day training at ADE – 19 attendees

- Nathan Estel from Pearson presented

June 2014 – UA Fayetteville rescinded their agreement to participate in pilot. Pilot proposal modified to include just edTPA.

June 2014 – Modified proposal for edTPA pilot was presented to PLSB board. Budget was approved for \$60,034.20.

June 2014 – 2 day training – 26 attendees

- Ann Bullock from Eastern Carolina University facilitated
- John Seelke from University of Maryland facilitated

October 2014 – edTPA National Implementation Conference in Los Angeles, CA. – 11 total attendees from Arkansas

November 2014 ADE Fall Update meeting – 23 attendees

- Pam Wetherington from Columbus State facilitated

April 2015 – ADE Spring Update Meeting – 29 attendees

- Judy Boisen from Northern Illinois University facilitated

September 2015 – ADE Fall Update Meeting – 26 attendees

- Jerry Bush from Pearson facilitated
- Program representatives gave updates

Fall Updates from Participating Programs

Arkansas Professional Pathway to Educator Licensure (APPEL)

- A two-year nontraditional licensure program administered by the ADE; enrollment requirements: have a bachelor's degree or higher and be employed as a classroom teacher
- The 2015-2016 Year Two APPEL Participants to submit edTPA in spring 2016
- edTPA embedded in monthly instructional modules for this academic year
- 150 participants anticipated to submit edTPA portfolios for national scoring in spring 2016

Williams Baptist College (WBC)

- edTPA used by candidates in WBC's undergraduate programs
- In fall 2014 two Elementary Literacy Candidates submitted edTPA portfolios for national scoring
- In spring 2015 four total candidates submitted – one elementary literacy, one middle childhood science, and two physical education
- It is anticipated that two candidates to submit in fall 2015 and four candidates will submit in spring 2016.

Henderson State University (HSU)

- edTPA used by candidates in Master of Arts in Teaching (MAT) program
- Two candidates submitted in summer of 2015
- MAT candidates will continue to submit as well as selected early childhood candidates

University of Arkansas at Fort Smith (UAFS)

- Completed third year of use of edTPA (independent of the ADE's pilot)
- Have been using the local evaluation process to score portfolios
- Will continue to use local evaluation scoring and submit sample of random portfolios as a way to "calibrate" scorers

University of Central Arkansas (UCA)

- Started working this fall with Pearson in an exploratory phase

Budget

Dates	Event	Total Cost
5/12/2014	edTPA Handbook Introduction - LR	0
6/4/2014	edTPA Handbook Two-Day training - LR	938.58
6/5 2014	edTPA Handbook Two-day Training - LR	933.43
9/1/2014	MOU - HSU funding for 30 student vouchers for 2014-2016	9000.00
	Fees for 3 to attend edTPA implementation on Oct 24-27, 2014	6000.00
9/1/2014	MOU - WBC funding for 50 student vouchers for 2014-2016	15,000.00
	Fees for 3 to attend edTPA implementation on Oct 24-27, 2014	6000.00
10/24-10/27, 2014	Fees for 2 from ADE edTPA implementation conference LA, CA	2892.86
11/3/2014	edTPA workshop and Fall update	972.06
4/20/2015	edTPA workshop Local Evaluator Training	3575
4/21/2015	edTPA APPEL facilitator Training (APPEL paid)	0
9/9/2015	Fall edTPA Update Meeting, ADE	353
	Total expenses (as of 10/20/2015)	45,664.93

Equitable Access Update

Building Teacher Leadership Capacity (Develop, Support, Retain Strategy 2)

The Arkansas Department of Education and the Arkansas Leadership Academy have partnered together to implement a combination of strategies, which are part of the Arkansas Equitable Access Plan to address Teacher and Principal Leadership. The intended results are to improve instructional practice by utilizing proven tools that foster collaboration and reflection for both students and adults. The work of the Team Leadership began in September with the first team session.

Six Equitable Access Schools were selected to participate based upon their percentage of minority and poverty students. Each school has agreed to a three-year commitment; principals will attend the Arkansas Master Principal Program while a school team of up to five teachers attends the Arkansas Teacher Leadership Institute. There will be three sessions each year for principals and four sessions each year for teachers. The principals will join their teacher teams in years two (2) and three (3). Depending on geographic locations of the teacher teams, additional regional learning experiences between institute sessions may be organized during all three (3) years of the cycle.

One of the challenges of a “building-wide team” structure is the tendency to focus on broad school-wide type issues that often do not translate to the classroom. The concept behind sending the same group of teachers and their principals through the leadership academies simultaneously is to help develop them both as individuals and collaborators which will result in a common vision and mission through action research.

Participation in year one (1) provides multiple opportunities to utilize collaboration tools and processes in authentic ways through a gradual release process. The learning design is to use these tools with participants as well as process “why” we use the tool and “when” the tool might be useful for them to use with students or other adults. During years two (2) and three (3), participants will practice and develop the ability to use the tools of collaboration, which are useful and relevant. Educators will believe in their abilities as an individual and together as a team, to make an impact for student and adult learners. During year three (3), the emphasis will continue on collaborative structures to impact teaching and learning with an ongoing culture of inquiry, reflection, innovation, valuing diverse ideas, and thinking. To gain capacity and sustainability, additional teams from other schools will participate each year while allowing educators who have completed the process to serve as mentors.

Critical Shortage Model Strategy (Attract and Prepare Strategy 1)

To address critical shortage areas, the ADE has begun the development of an Educator Workforce Critical Shortage Predictor Model to predict teacher supply and demand and academic shortage areas. The overall goal of the Predictor Model project is for the Arkansas Department of Education (ADE) and the South Central Comprehensive Center (SC3) to analyze data, and develop models and materials to describe teacher supply and demand and academic shortage areas. The analysis will include a description of the state’s teacher workforce over the past 10 years, how it has changed, and how these changes are related to the supply of and demand for teachers. An MOU between ADE and SC3 was drafted and reviewed by SC3 and its representatives and by ADE’s Legal,

Licensure, and Research and Technology offices. This MOU has been finalized.

The ADE, in collaboration with SC3 and the Center for Great Teachers and Leaders, conducted a series of focus group meetings in September, which were held in Conway, Little Rock, Searcy and Jonesboro. The ADE has continued focus groups throughout the state during the month of October at Helena, Monticello, Arkadelphia, Hope, Camden, Bentonville, Fayetteville and Mountain Home. The meetings have involved members from the business community, civic organizations, legislators, school district human resource directors, and local educators, including superintendents, principals, and teachers.

One immediate observation is that teacher shortages vary more by geographic regions than by subject area. However, common subject area shortages exist throughout the state, namely in Special Education. Evident in all regions are teachers leaving unexpectedly right before school and during the school year. The ADE will use data compiled from a survey to all focus group participants and continue to share information.

BloomBoard Districts (Leveraging Agency Resources Strategy 2)

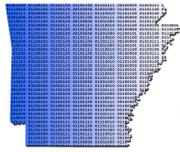
Four High-Poverty/High-Minority School Districts plus Baseline Elementary are working with the Arkansas Department of Education and BloomBoard to provide the district's educators with tools to successfully use data to drive a systemic instructional improvement process. The districts receive in-person training, on-demand consulting, premium reporting (Insight Reports; Strengths and Opportunities Reports), and Content Subscriptions to the Marketplace Resources in BloomBoard with professional development "bundles."

Districts have already been collecting TESS evaluation and growth data in BloomBoard over the past year. The Observation Progress Report allows Superintendents (and other designated administrators) to know whether or not principals are completing the necessary number of observations; completion of these observations ensure that the data required to support teachers and make decisions is being collected throughout the year. If a principal is off target, the district-level administrator can then connect with the principal to understand his/her barriers to completing observations and offer targeted support. Principals also have their own version of the report that shows their progress on completing observations for their staff.

The collection of these data on BloomBoard simplifies the gathering and sharing of data. Instead of the data sitting in a file cabinet or being distributed across emails or a shared drive, the data are at administrators' fingertips as they're entered into the platform. Because many districts don't have data teams to manipulate and analyze the data, accessibility isn't enough. BloomBoard provides data analysis with the Strengths & Opportunities report, allowing administrators to easily see the areas of the TESS rubric where their teachers are performing highest and lowest. The report can be customized to show the distribution of an individual teacher's performance on each component of the TESS rubric.

Most importantly will be the tie in to teacher's growth and development with the Marketplace resources provided through this partnership and the ability of a district to see whether teacher performance is tied to opportunities for professional development resources. Principals see a version of the report limited to their school and Superintendents see across the entire district.

The ADE will continue to track the progress of these districts and provide support for the strategy implementation.



ARKANSAS

K-12 COMPUTER SCIENCE

A FRAMEWORK FOR DYNAMIC LEARNING

Computer Science Education Week

Resolution for Computer Science Education Week December 7-11

Enrollment Numbers

Cycle 2 report numbers were not available at the time this document was created, but will be provided during the November SBE meeting.

School Visits (Manila High School)

Mr. Tony Crowell of Manila High School (MHS) is an outstanding example of a building level leader who is excited about this initiative. Through his leadership, MHS has embraced the teaching of computer science to its students and already has some great results to show as a result. I was not able to meet the CS teacher Ms. McCann because she was serving the state on the ELA revision committee. Notwithstanding, she has invited me back via email and took time to share her students' successes with me. I believe this school exemplifies what even our smaller rural schools can do when the leaders and teachers are excited about something.

It was shared with me that a student who "was off the radar" until this year has now found his niche and is excited about school. Already this year he won phase one of the Master of the Mainframe contest through IBM. A level one winner is someone who takes the time to read and follow the instructions to learn to work with mainframe computers. This student is currently working on level two. This same student has organized and is leading an Hour of Code session where he will engage Jr. High students in Code.org's hour of code during the Computer Science Education Week. December 7-11.

I am eager to return to MHS next year to see their work!

Southern Governor's Association (SGA) Meeting

On October 15th and 16th and at the request of Governor Hutchinson, I was honored to represent Arkansas during the SGA Annual Xonference. During these meetings I was able to network with many of our fellow SGA states to discuss how CS is being implemented. I am pleased to announce that Arkansas is leading the way in this initiative.

On Friday, I was able to present as part of a four-person panel, which also included Mr. Hadi Partovi, CEO of Code.org. During this panel discussion Mr. Partovi stated numerous times that Arkansas should be held up as the example of what other states should be doing, and not only that we were leading the SGA states, but all of the states in the nation regarding CS education implementation. Since Code.org's vision is "that every student in every school should have the opportunity to learn computer science" Mr. Partovi's statements speak very highly of our state, the Governor's support of this initiative, and the work that has been completed. It is now up to Arkansas to keep leading the way.

SREB Commission on Computer Science, Information Technology, and Related Career Fields

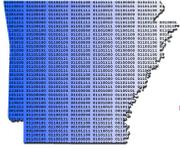
At the request of Governor Hutchinson, who is also the 2015-2016 SREB Chairman, I have agreed to serve on the SREB Commission on Computer Science, Information Technology, and Related Career Fields. This appointment will further support our initiative by allowing Arkansas to be informed about the work of other states.

Code.org Framework for K-12 Computer Science Development Effort

Code.org requested that I serve on this team. This will allow Arkansas to have a voice at the table regarding the future of curriculum that many of our schools and students currently use.

K-12 Computer Science Curriculum Standards

I will provide a brief update for the board regarding the three November workdays.



ARKANSAS

K-12 COMPUTER SCIENCE

A FRAMEWORK FOR DYNAMIC LEARNING

Email from Gerri McCann (MHS CS Teacher)

"I would like to thank you for your visit this week. However, I am sorry that I missed it. I really love computer science and sharing that with my students is a joy. One of my favorite things about this program is the organization of the course. Our program is laid out in modules by week. In doing this, I get to see progress every single week. It is a great way to instruct computer science. I heard that my students were somewhat able to discuss what we were accomplishing in my class. My other students were sad that they did not have the opportunity to share what we were doing in class. Hopefully, you will get to come visit us again and all of my boys can show off. Thanks for your interest in our program. If you have any questions for me please feel free to phone me any time."

Sincerely,
Gerri McCann

Schools in the ESEA status of Year 4 were asked to describe their current reality related to three turnaround principles of 1) change in teacher and leader practice, 2) student safety and discipline, 3) parent community involvement.

In addition to schools identifying planned tasks towards these improvement principles, they were asked to report “non-identifiable” student information and the principal was asked for a narrative on the school’s progress and planning.

Given schools were provided the format following the State Board meeting in September, the reports for this quarter are to be considered baseline information and specialists from the School Improvement Unit will assist schools in the refinement of these quarterly reports.

In addition, in December, the School Improvement Unit will provide the SBE with summative progress reports following verification of the schools’ reports.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LEE COUNTY
SCHOOL: ANNA STRONG LEARNING ACADEMY
(INCLUDING WHITTEN CAMPUS)

SUPERINTENDENT: WILLIE MURDOCK
PRINCIPAL: MARY HAYDEN

STATUS: PRIORITY

SITE-BASED SIS: NONE

EXTERNAL PROVIDER: FETTERMAN & ASSOCIATES

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN AND RICHARD MYRICK

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1

Change in Teacher Leader Practice

ADE Recommendation:**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

District policy supports a Personnel Policy Committee. There is also a policy supporting student organizations. However, there is no policy found on establishing and maintaining leadership teams, PLCs, etc. Regardless, Anna Strong has established a Leadership Team, PLCs, and Executive Leadership Team. The Leadership Team meets twice a month. A Year-at-a-Glance calendar will be completed. PLCs and Executive Leadership teams meet weekly. A student leadership has yet to be created, but they have been invited to attend conferences with parents and teachers to improve the culture and climate of ASLA.

District policies must be updated.

Quarterly Objective:						
Establish a team structure with specific duties and time for instructional planning						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. ID01-The Leadership Team will create a drafted policy proposal that specifies the establishment of teams with described purpose to be submitted to the superintendent.	10/21/15	10/21/15	Mary Hayden	X		Agenda of the meeting and the created proposal.
2. ID04—Identify potential students with diverse backgrounds to possibly serve on the school student leadership team	10/21/15	10/21/15	Grade Level Chairpersons	X		List of selected students from diverse backgrounds to serve on teams.
3. ID07—Create a year-at-a-glance calendar for leadership team meetings of one hour per week	10/21/15	10/21/15	Mary Hayden	X		Team meetings/professional learning calendar

<p>IMO Area: 1 Change in Teacher Leader Practice</p>
<p>ADE Recommendation:</p>
<p>Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)</p>
<p>Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>
<p>Current reality of effective practice (Assess where we are):</p> <p>Teachers have access to curricula units. Pre-tests have been conducted for the entire unit to measure students' current level of performance. Teachers currently administer weekly focus tests to measure students' progress towards unit standards taught that week. The data from these pre-tested units have been analyzed weekly and charted for each student. By conducting a gap analysis, we have determine that focus tests are not compared to pre-test data, which is needed in order to adequately progress monitor student achievement towards mastery of taught unit standards. Units are large and span over six-week time frame. The Instructional Team will participate in district-wide curriculum meetings to evaluate and revise units as necessary, to create smaller teachable units and to prepare guidelines for more timely assessed units.</p> <p>The Instructional Team has not conducted test analysis to plan for professional development. The results from the gap analysis indicates the plans for differentiated instruction has not been implemented as necessary following the units of instruction.</p>
<p>Quarterly Objective: Engage teachers in assessing and monitoring student progress to mastery</p>

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IIB02-- The Instructional Leadership Team will meet to create a process for test analysis to inform professional development	10/21/15		Instructional Facilitators		x	Agendas, sign-in sheets, minutes, mini-units
2. IIB02— The Instructional Leadership Team will create a process for developing more focused, smaller pre-tests.	10/21/15		Instructional Facilitators		x	Agendas, sign-in sheets, minutes, pre-/post-tests
3. IIB04—Instructional data teams will begin comparing students' growth as measured by pre-/post-tests.	10/21/15		Teachers		X	Agendas, sign-in sheets, minutes, data reports, lesson plans

IMO Area: 3
Student Safety and Discipline

ADE Recommendation:

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

The ASLA administration follows the policies set in the approved Lee County School District Student Handbook (2015-2016). We have taken extra steps to create a positive culture and climate for learning. The implementation of the school-wide Positive Behavior Intervention and Support (PBIS) model is used to provide continuity in discipline management and positive behavior support. Since we are in the initial implementation stage, ASLA has held one school-wide positive reinforcement activity. There will be school-wide monthly activities and small classroom activities weekly. Points are tracked using Classdojo.com.

All teachers have established rules and procedures in their classroom. Building level administrators look for evidence of the rules and procedures during classroom observations. Faculty and staff discuss and share rules, procedures, and best practices for teaching them at faculty meetings and workshops.

Quarterly Objective:
Create a culture for learning school-wide

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IIC10--Established PBIS committee that will meet monthly	10/21/15	10/12/15	Mary Hayden	X		Minutes of School-wide PLC
2. IIC10—Host monthly school-wide positive reinforcement activities	10/21/15	10/21/15	Mary Hayden	x		Lesson plans; morning announcements; emails

3. IIC10—Host weekly small group positive reinforcement activities	10/21/15	10/21/15	Grade Level Chair	x		Lesson plans; morning announcements; emails
4. IIC10—Teachers will track points in Classdojo.com	10/21/15	10/21/15	Mary Hayden	x		Classdojo.com reports from each teacher

IMO Area: 4
Family and Community Engagement

ADE Recommendation:

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Anna Strong currently has a document asking parents, students, teachers, and administrators to pledge to do their part to improve student achievement. The current compact lists each entity’s responsibility. We must develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement and how the school and parents can work together to help students achieve the state’s standards.

Quarterly Objective:

Establish policy and plans for parental involvement

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IVA01-- Establish Parental Involvement Committee	10/21/15	9/30/15	Anterica Baylark	x		Indistar report, agenda, sign-in sheet, and meeting notes from the PIC meeting.
2. IVA01—Create Parental Involvement Plan	10/21/15	9/30/15	Anterica Baylark	x		Indistar report, agenda, sign-in sheet, and meeting notes from the PIC meeting.
3. IVA01—Review current School-Parent Compact	10/21/15	10/1615	Mary Hayden	X		agenda, sign-in sheet, minutes

IMO Area: 4
Family and Community Engagement

ADE Recommendation:

Effective Practice within Category:
Opportunity to Learn Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Students at Anna Strong have the opportunity to master the same skills as other students throughout the country and to be prepared for success in high school and on a path to college and/or career. We have implemented the Common Core curriculum. The school also hosts a career day each year. The ACT Aspire assessment, which is somewhat of a precursor to the ACT assessment taken by high school students for college entrance, will also be administered this school year.

Quarterly Objective: Create opportunities for students begin thinking about college and careers

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. VA01—Teachers will post credentials, including college or university diplomas in their classrooms	10/21/15	10/21/15	Mary Hayden	X		Posting in classrooms
2. VA01—The school's counselor will meet with students to discuss college and career opportunities	10/21/15	10/21/15	Anteriaca Baylark	x		Counselor schedule and plans



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)
If yes, what support have you received from the district?

A meeting has been held with the District Leadership Team to review the school's needs and progress. The principal shared the need to implement a web-based program to assess students' current ability levels in reading and math (for example, a 6th grader may be on 4th grade reading level and 3rd grade math level). The District would like an evaluation of the current program before investing in a new one.

The school also shared the need for support in full implementation of PBIS with funding for incentives. The District will research resources for support.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

We will have after-school tutoring for select students (those basic and below basic). The students will receive extra support 2-4 a week and one Saturday a month. In addition, students receive Tier 2 and Tier 3 intervention. We also have quarterly conferences, in which students, parents, and staff come together to discuss barriers and how to overcome them.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

External providers provide support for leadership, job-embedded professional development classroom management and instructional strategies. ADE has provided support for Indistar, Rtl, and fiscal matters, including the 1003a grant.

What are the barriers, if any, in improving student outcomes?

Some students exhibit severely emotional disturbance. We must have training and support on dealing with students who have such a need.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Teachers review the data from assessments weekly during PLCs. The leadership team, which met twice a month, will begin meeting weekly. During each session, student progress/data will be a standing report. Teachers must report to me the breakdown of the class's progress and their plan to remediate those students scoring D's and F's.

How are you monitoring the progress in the area of science?

I review lesson plans and conduct classroom observations. I also review the data from interim assessments. The Science Specialist from GREC also reports the progress she is having with science teachers.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

We need to be consistent with expectations for student behavior and applying consequences. Teachers must also remain professional when having to interact with students who are displaying extreme behaviors.

If anything, what do you intend to change or modify for the next quarter?

While continuing to focus on improving the school's culture, increase the focus of improving teachers' instructional practices.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	53				11	0	0				0			
1	70				7	0	1				0			
2	78				18	0	2				3			
3	73				15	0	12				1			
4	54				12	0	8				0			
5	38				6	0	3				0			
6	42				12	0	5				1			

Comments/ Clarifications:

Grades K-1 are located on the Whitten Campus; grade 2-6 are located on the Anna Strong Campus.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>TenMarks</u> <u>9</u> /2015(Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>Developmental Reading Assessment/ 9/2015</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0%				N/A				N/A			
1	0%				35				16			
2	75%				38				46			
3	0%				30				39			
4	0%				29				12			
5	0%				21				6			
6	0%				20				12			

Comments/ Clarifications:

ELA data was determined by the Developmental Reading Assessment. This assessment has been administered to students in 1st-3rd grades. The 4th-6th grade level data is based on Special Education data.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	73	14				73	N/A	N/A	N/A	73	45	62%			
4	1	54	7				44	N/A	N/A	N/A	44	19	43%			
5	0	38	5				37	N/A	N/A	N/A	37	8	22%			
6	0	42	24				42	N/A	N/A	N/A	42	41	98%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
3	0	73	15				57	66	N/A	N/A	123	95	77%			
4	1	54	15				33	30	N/A	N/A	63	45	71%			
5	0	38	7				26	N/A	N/A	N/A	26	15	58%			
6	0	42	3				19	22	N/A	N/A	41	35	85%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: BASELINE ELEMENTARY SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: LISA MACK
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: JONATHAN CROSSLEY

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The school leadership team, principal, building-level ELL coordinator, district-level special education support, building-level special education coordinator, and the internal SIS should:

- Analyze the disaggregated data related to the number of years the English Language Learner population has been educated in the school in contrast to the academic progress made. Evaluate the effectiveness of the interventions that is being utilized with the ELL population
- Analyze, review and evaluate the effectiveness of the goals and interventions established for student achievement with the intent to set quarterly expectations consistent with supporting the specific instructional needs of ELL and SWD learners.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

- Members have been chosen for the Leadership Team: Jonathan Crossley (principal), Pamela Freeman (assistant principal), Lisa Mack (local school improvement specialist), Pamela Criss (literacy facilitator), Michael Henderson (math facilitator), Paula Vasquez (language acquisition facilitator), Paula Ramsey (counselor), Tamika Jordan (third grade teacher), and Ruth Harnish (first year, kindergarten teacher).
- Meetings have been scheduled to meet in the conference room at Baseline Academy from 1:00-2:30 twice monthly for the 2014-2015 school year.
- The team is currently working on team structure, organization, and bylaws.
- Team is learning how to assess indicators and how to make an action plan.

How it will Look	Evidence
<ul style="list-style-type: none"> • Principal, assistant principal and school improvement specialist will meet weekly to plan meeting and create agenda. • Leadership Team meeting agenda and Wise Ways will be sent to the team 1 week in advance. Update emails will be sent as needed. • Team members will come to the meeting prepared to accomplish the task at hand with all necessary data and materials. • Meeting will be led by the principal (chairperson), who may delegate leadership to other team members when appropriate. • The team will designate a time keeper, and recorder. • Minutes will be kept to share with the staff at monthly faculty meetings or via email (if appropriate). • All agendas and minutes will be posted to Indistar to be shared with the district, state, various community leaders and parents. • By laws will be established to include team purpose, membership, roles, meeting agenda,, date, time and place. • Classes will be covered in advance for classroom teachers <p>\$\$\$ Projector will be purchased to share materials, websites, and videos.</p>	<ul style="list-style-type: none"> • Baseline Bylaws of School Leadership Team • Copies of LS team agendas, minutes, next steps, sign in sheets (kept in a Leadership Team notebook and posted to indistar.) These items should reflect the focus on indicators for school improvement. • Calendar showing schedule of meetings

Quarterly Objective: The Baseline Academy Leadership Team will be established and fully functional by the end of the first quarter.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Agendas and minutes will be shared with all stakeholders.	10/16/15	10/16/15	Jonathan Crossley, principal Lisa K Mack, SIS	X		Posted to Indistar Shared at Faculty meetings
2. Bylaws will be established/consult with LRSD	10/16/15	10/16/15	Lisa K Mack; SIS	X		Posted to Indistar
3. Meet to determine agenda and work to be accomplished for LS team meeting	10/16/15	10/16/15	Jonathan Crossley, principal Pamela Freeman, assistant principal Lisa K Mack, SIS	X		Principals meeting agenda Leadership Team meeting agenda sent to members 1 week in advance Posted to Indistar
4. Find a responsibly priced projector to share materials, websites, and videos.	10/16/15	10/16/15	Jonathan Crossley, principal	X		Will purchase the selected projector with title I funding.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The internal SIS, principal, and Director of Elementary Education should set quarterly goals and measure for student achievement, with the intent to set expectations consistent with at least maintaining students that are proficient and accelerating those who are not.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

- A team of facilitators and teachers have completed the district CFA training.
- Grade level Instructional Teams have started creating/selecting questions for posttests.
- Grade level Instructional Teams have started creating/selecting questions for pretests.
- Grade level Instructional Teams have started analyzing work to guide instruction.
- Forms are being developed to archive data and to analyze data

Quarterly Objective: In the first quarter of the 2015-16 school year, Baseline Academy Instructional Teams will create at least two units of instruction for math and at least one unit of instruction for literacy with pre and posttests. Instructional Teams will analyze data from the pretest to develop a unit of instruction based on the grade level standards and student needs. The unit plan will provide support and enhanced learning opportunities for the students based on their individual results.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Facilitators and one teacher per grade level will attend the LRSD CFA training.	09/21/15	09/29/15	Pamela Criss, Literacy Facilitator Michael Henderson, Math Facilitator Paula Vasquez, Language Acquisition Facilitator Classroom teachers-Ruth Harnish, Trina Rovelli, Grace Waddell, Tamika Jordan, Robin Smith, Tamara Caston	X		District sign in sheet CFA certificates of completion (Instructional Team notebook)
2. Leadership Team will create clear expectations for pre/post test that coincide with the state and district expectations	10/02/2015	10/16/15	Principal	X		Minutes of October 16, 2015 Leadership Team meeting
3. Facilitators and trained teachers will start to lead the creation of pre/posttest in their instructional team meeting.	10/05/2015	10/05/2015	Facilitators and classroom teachers	X		Test results (Instructional Team notebook)
4. Facilitators will develop forms to archive and analyze test data.	10/02/2015	10/16/2015	Pamela Criss, Literacy Facilitator Michael Henderson, Math Facilitator Paula Vasquez, Language Acquisition Facilitator	X		Data analysis form Test results form
5. Facilitators and teachers will start to analyze test data to determine instruction.	10/16/2015	10/16/2015	Facilitators and classroom teachers	X		Completed Data analysis forms (Instructional Team notebook)

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

- Current reality of effective practice (Assess where we are):**
1. Teachers have established classroom rules and norms with the class.
 2. Rituals and Routines have been established the first 2 weeks of school.
 3. Teachers are not consistent and always positive about expectations.
 4. Individual behavior plans are starting to be made and implemented by the team consisting of the teacher, counselor, behavior specialist, resource teacher, and mental health worker.
 5. Gentlemen and Ladies clubs are being established for a targeted group of students.
 6. The faculty has begun to assess our current practice of behavior management and are starting create a schoolwide plan
 7. A schoolwide incentive system is being established.
 8. A schoolwide discipline plan is being established.

Quarterly Objective: Baseline academy will create a schoolwide incentive system and schoolwide discipline plan to be established by the end of the first quarter; ready to implement at the beginning of the second quarter.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The Baseline staff will collaboratively assess the current behavior management system.	10/05/2015	10/05/2015	Principal and staff	X		Baseline faculty meeting agenda
2. Establish and practice rituals and routines	08/17/15	08/25/2015	Principal, facilitators, and Classroom teachers	X		Common grade level rituals and routines will be observed in classrooms and building.

3. A schoolwide incentive plan will be created and established.	10/05/2015	10/16/2015	Behavior Specialist	X		A written document will be created explaining the weekly and quarterly incentives and the incentive plan to be used by Baseline. (Blue Jay Bucks)
4. Individual behavior plans will be made for students who require more structure and incentive for acceptable and improved behavior	10/16/2015	10/16/2015	Behavior specialist, counselor, resource teacher, classroom teacher	X		Written plans for individual students placed in IEP and 504 plan.
5. A system for collecting behavior data will be researched and shared with the principal.	10/15/2015	10/15/2015	Math facilitator Principal	X		Data from chosen system shared via email with the principal. (next step- share with Leadership Team to adopt for Baseline)

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

For the 2015-16 school year, Baseline Academy chose to use the LRSD Title I compact that outlines how parents, school staff, and students can work together. Compacts will be signed by principal, student, teachers, and parent and will be placed in the student’s permanent record file at Baseline.

Quarterly Objective: Compacts will be signed by all parties on file in each classroom. The Leadership Team and staff will research and elicit ideas from teachers and parents in order to create a meaningful compact to be used for the 2016-17 school year.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Begin checking to see if ALL compacts are on file.	10/12/15	10/20/15	Assistant principal Classroom teachers	X		Principal is collecting information to ensure that the current compact is in a folder/notebook in classroom. Compacts will be placed in the PRF at the end of the year.
2. Review with faculty.	10/19/15	10/19/15	Principal	X		On agenda for 10/19/2015 faculty meeting
3. Begin to research and elicit ideas for a meaningful compact that meets the needs and goals of Baseline Academy	10/02/15	10/02/15	All stake holders	X		Oct. 02, 2015 Leadership Team agenda and On agenda for 10/19/2015 faculty meeting

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

NA

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.	00/00/00	00/00/00				
2.	00/00/00	00/00/00				
3.	00/00/00	00/00/00				

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)

If yes, what support have you received from the district?

- Yes- The leadership team has worked closely with the local SIS (Lisa Mack) to ensure best practices; Lisa Mack works closely with the District Leadership Team—asking targeted questions and following protocols—to support Baseline.
- Additionally, the district team has visited Baseline. They met with the principal and support staff—asking questions to determine possible areas of need. Baseline leadership team members presented student achievement data and intervention plans to district leadership representatives.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- Baseline created transition classrooms for ELL students who exhibit low-level English proficiency. The language acquisition facilitator works closely with the two transition classroom teachers to create rosters of tier 2 and tier 3 intervention students.
- Baseline has two full-time reading teachers who use reading level data to select students for tier 2 and tier 3 reading groups. The reading teachers work with the teachers of record to create schedules and plans for intervention. Data is shared and recorded regularly.
- Baseline's School Based Intervention Team (SBIT) meets bi-monthly using data (pre/posttest, WRAP, SMI, SOAR) from classroom teachers and content facilitators to decide intervention plans and monitor progress of individual students. The team collaborates with parents to ensure transparency and effective services.
- Boys to Men and Ladies' Clubs for targeted interventions in both behavior and academics.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- District level: local SIS (Lisa Mack) - collaborates with principal weekly for progress monitoring and agenda creation; Local SIS also assists the leadership team to synthesize Indistar indicator assessment and planning. She is very attentive and reflective.
- District level: SIG Planning Committee- collaborates with district team to monitor and track progress for indicators concerning the SIG grant. The rubric for the SIG grant closely resembles the indicators for Indistar.
- District level: LRSD Office of Professional Development provided the principal with a mentor and leadership coach. Both positions meet with the principal on a bi-monthly basis. Facilitators and Lead Teachers from each grade level have had six hours of CFA training from the district.
- State Level: ADE SIG process monitor (Kyron Jones)- Mr. Jones works with the principal and SIG personnel to meet

benchmarks for success.

- State level: supports from ADE Office of Educator Effectiveness are in place to professionally develop teachers in areas of TESS and BloomBoard; ADE works with principal for professional development in area of LEADS and Bloomboard.

What are the barriers, if any, in improving student outcomes?

- The beginning-of-year diagnostic assessments indicate significant academic barriers in each grade level. The leadership team has developed targeted plans to address the vast knowledge gaps.
- Baseline maintains a large number of students receiving services from a mental health provider. This requires extra planning and collaboration to ensure high quality instruction for each student. The Baseline team has worked to establish a clear and consistent working protocol with the mental health provider.
- Consistent system for positive behavior interventions: Baseline has addressed this concern and created a collaborative plan for the second quarter.
- Since Baseline is a reconstituted school, the staff has worked to establish norms and procedures that reflect the core values and vision for Baseline Academy. This is a truly positive reality; however, this requires thoughtful planning and implementation to ensure consistent improvement in student outcomes.

How is your leadership team monitoring student progress in the skill area of science?

- The leadership team assesses the school improvement indicators and creates plans during the leadership team meetings. The principal and SIS discuss progress using student data and establish agendas for the leadership team meetings. The agendas are clear—complete with roles for each team member. The leadership team has established norms that have been reinforced on a consistent basis. Collaboration, transparency, and reflection are of the utmost importance during leadership team meetings.
- Baseline has a science instructional block built into the daily schedule; facilitators and administrators are observing classroom teachers to ensure consistent implementation of the science curriculum. The science block is integrated with math—complete with weekly engaging science experiments. Also, the science and literacy curriculum maps are integrated.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- The leadership team assesses the school improvement indicators and creates plans during the leadership team meetings. The principal and SIS discuss progress using student data and establish agendas for the leadership team meetings. The

agendas are clear—complete with tasks for each team member. The leadership team has established norms that have been reinforced on a consistent basis. Collaboration, transparency, and reflection are of the utmost importance during leadership team meetings.

- The leadership team uses data from each grade level in the areas of math, literacy, and writing. This information is used in planning for pretest and posttest implementation, tier 1 instruction, and tier 2 and 3 decisions. It is the vision that each classroom teacher will be able to provide high quality tier 2 instruction in their individual classrooms. This is not a consistent reality at this time.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- The leadership team has established the areas of highest priority and created action plans for addressing the gaps
- Classroom management and pre and post tests were the agreed areas of most need. The leadership team worked with classroom teachers to create a schoolwide positive behavior intervention plan and norms for pretest and posttest training.
- All school improvement areas have plans and timelines for implementation.
- Facilitators and lead teachers have had CFA training.

If anything, what do you intend to change or modify for the next quarter?

- Creation of a schoolwide positive behavior intervention system.
- Interim assessments using the ACT Aspire platform; this data will be recorded and monitored in the leadership team meetings. ACT Aspire will be the EOY assessment.
- Title I compact modifications that will reflect the core values and vision of Baseline Academy. Consistent communication with parents and community will enhance the compact for next year. This process starts now.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	60				6	30	0				0			
1	60				8	37	1				0			
2	50				9	25	0				0			
3	48				5	27	3				0			
4	40				4	22	1				0			
5	45				9	20	0				1			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by by Scholastic Math Inventory (SMI) September, 2015 (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____/_____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>BOY Reading Assessment (WRAP)</u> <u>August/2015</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____/_____ (Month Determined)	
					1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0											
1	0											
2	0				38/48				13 (27%)			
3	33.33%				47/49				11 (28%)			
4	0				38/39				20 (44%)			
5	0				36/39							

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C					
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th				
K	0	60	0															
1	0	60	7															
2	0	50	3															
3	0	48	1				46	45		91	26	29%						
4	3	40	9				20	19		39	23	59%						
5	5	45	11				26	41		67	43	64%						
							<i>Example</i>	<i>100</i>	<i>90</i>	<i>95</i>	<i>N/A</i>	<i>285</i>	<i>57</i>	<i>20%</i>				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C					
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th				
K	0	60	0															
1	0	60	5															
2	0	50	14															
3	8	48	9				46			46	19	41%						
4	5	40	16				37			37	11	29%						
5	6	45	5				42			42	29	69%						
							<i>Example</i>	<i>100</i>	<i>90</i>	<i>95</i>	<i>N/A</i>	<i>285</i>	<i>57</i>	<i>20%</i>				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



DISTRICT: TEXARKANA ARKANSAS SCHOOL

SCHOOL: ARKANSAS HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: MATT COLEMAN

EXTERNAL PROVIDER: ARKANSAS LEADERSHIP ACADEMY, JOE FRANKS

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER, LISA KNOEDL

SUPERINTENDENT: DR. BECKY KESSLER

PRINCIPAL: EVA NADEAU

PRIORITY SCHOOLS 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1

ADE Recommendation:

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

School Improvement Team - Meets the first Tuesday of every month at 4:00 p.m.

The school improvement team will consist of not less than six or more than fifteen members representing categories 1, 2, and 3 below, plus two ex officio members.

Certified Staff. At least 50% of the members of the team will be certified staff members.

Non-Certified Staff. At least one member will be a non-certified personnel.

Parents. Members of the school improvement team will nominate two parents to participate on this committee. Parent members must reflect the racial and socioeconomic composition of the student body and may not be permanent employees of the school system.

Administration. The principal of the school will serve as a member of the team and must be an active participant; this responsibility may not be delegated. One assistant principal will serve as a member of the team.

Curriculum Director. The curriculum director with responsibility for the school will serve as an ex officio member of the team.

Responsibilities

The school improvement team will serve as a representative voice for staff and parents in the decision-making process at the school level.

- To develop a school improvement plan, including appropriate instructional strategies, to address student and school performance goals that have been established for the school.
- To monitor implementation of the school improvement plan, including evaluation of teaching strategies and analysis of test data, and to make such modifications as may be required to meet the needs of the school.
- To make requests for waivers of policies and regulations that impede the instructional program.
- To identify staff development needs, plan school-level staff development activities, and budget school-level staff development funds.
- To develop a safe school plan, including procedures for identifying students who are at risk of academic failure and students who are or who are at risk of becoming disruptive and disorderly, mechanisms for assessing the needs of students at risk, and intervention strategies to assist at-risk students in achieving academically or modifying behaviors.
- To develop with the cooperation and approval of the principal a framework for school and student schedules and a plan for effective utilization of instructional positions.
- To advise the principal on the appropriate use of any days scheduled in the school calendar for use at the discretion of the school.
- To advise the principal in developing a budget for expenditure of any unrestricted instructional funds allocated to the school.
- To establish in cooperation with the principal all school-level procedures affecting the instructional program.¹⁰ To plan and implement a program to foster a positive school climate, including parental involvement, public relations, and positive discipline components.

Leadership Team - Meets the second Tuesday of every month at 4:00 p.m. Our SLT assist in the evaluation and assessment of the school's educational programs and their effects on student achievement and acts on the recommendations from the SIT. This team consist of the SIT members, all departments are represented, all administrators, and a parent liaison.

CIA/Department/Teacher Data Instructional Teams - All teachers meet weekly on Wednesdays during common planning times. Further break down the information and data to continue the improvement of student achievement. Small grade-level/department teams that examine individual student work generated from common formative assessments. Collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning, achievement gaps, our successes and challenges, to progress monitor, assessment schedules, intervention needs and resources. The special education department meets monthly with the special education director to review due process procedures, differentiated instruction, and other instructional support and practices that will meet the needs of all students, such as behavior support plans and IEP's.

Principal Advisory Team/Students - Meets last Wednesday of each month. A diverse group of student leaders committed to community service, school spirit and representing students' voices.

“A” Team/Management - Meets weekly on Tuesdays from 9:00 - 11:00. This is a team consisting of all administrators, counselor, SIS, and Curriculum Director. Many of our tasks are managerial but we also collect and analyze data for the 45 Day plan and daily success of student safety & achievement.

Parent/Community Advisory Committee - This group will begin meeting each month in November. We will meet the second Monday of each month. Meetings will be held at 8:15, 12:15, and 5:30 in order to offer a variety of times that will hopefully meet the needs of parents or community. The principal will keep parents advised of data and other important AHS happenings and well as giving them an opportunity to ask questions and discuss possible concerns.

Quarterly Objective: To consider not only the effective variables—test scores—but also the cause variables—the indicators in teaching curriculum - the indicators in teaching, curriculum, parental involvement, leadership decisions, and a host of other factors that influence student achievement on a consistent and ongoing collaborative effort.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish roles of the group.	10/21/15	10/13/15	Department Heads/Teachers /SIS	X		Charter and assignment of roles
2. Establish roles of individuals in groups.	10/21/15	10/13/15	Department Heads/Teachers /SIS	X		Assigning of roles to individuals
3. Establish norms and documentation (google docs) for weekly meetings.	10/21/15	10/13/15	Department Heads/Teachers /SIS	X		Folder in google docs where our information is saved is available for viewing

IMO Area: 1

ADE Recommendation:

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The

pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Teachers meet weekly in team meetings called CIA (curriculum, instruction, and assessment). During the meetings, teachers align the curriculum, scope/sequence, instructional practices and assessments. The unit plans are posted to an electronic platform (Build Your Own Curriculum or BYOC). These units include specific details about lessons and assignments so that students in alternative placement or home bound can access the information.

The state of common assessments is developing. Core areas are in the process of development but many course instructors have administered pre-tests and are preparing to administer post tests. These assessments have currently focused on parts of a particular strand of content.

The plan for moving forward is to embellish and increase the depth of content assessed and the number of classes utilizing common tests.

Quarterly Objective:

1. Units pre / post assessments will be created for Math and English;
2. Pre- and post-tests will be utilized to assess student mastery of common standards, plan for differentiated instruction and reteaching;
3. Utilize results of pre- and post-tests to plan professional development and/or adjust curriculum.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create units with pre- and post-tests	10/21/15	10/16/15	Math and English department heads	X		Data shared on Google Drive
2. Insure that pre- and post-tests assess common standards and	10/21/15	10/16/15	Math and English	X		Pre- and post-tests are collected by department heads (To be documented in BYOC next quarter)

plan for differentiated instruction and reteaching			department heads			
3. Utilize results of pre- and post-tests to identify professional development needs and/or adjust curriculum	10/21/15	10/16/15	Math and English department heads	X		Documentation of curriculum changes and professional development schedules. Minutes from district PD on RTI Arkansas and TurnItIn training.

IMO Area: 3
ADE Recommendation:
Effective Practice within Category: Expecting and monitoring sound classroom management (IIC10)
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).
Current reality of effective practice (Assess where we are): The policies and procedures for the school are published in the form of a Parent/Student Handbook. Receipt of the Handbook is acknowledged by returned signature sheet. The Handbook contains general information about residence requirements, equal educational opportunities, and other legal stipulations. The behavior management issues addressed in the handbook include: Dress code, attendance regulations, and codes of conduct for each age appropriate school setting. Code of Conduct violations specifically addressed are: Fighting, dress code, tardiness, possession of cell phones/other electronic devices, and then corrective actions to address these situations. Other offenses addressed specifically are: Bus violations, alcohol/illicit drugs, misdemeanor or felony, extortion, coercion, blackmail, gang activity, terroristic threatening, assault, robbery, trespassing, sexual harassment, written/verbal abuse, indecent exposure, conduct disrupting the school environment/educational process, and incorrigible behavior. The Handbook also specifically identifies the categories of offenses due to levels of severity and the corrective actions to address violations. Teachers begin the year with an extensive review of the policies and procedures of the school handbook. Timely follow up is provided by individual teachers.

Teachers develop and post classroom rules, expectations and/or norms with each class. (upload photos of classroom rules).
 A respected program (Rachel's Challenge) for student behavior to develop ownership in the positive culture of the school was presented to the student body at the beginning of the year. Follow up has been through the monitoring of referrals for "disrespectful" behavior.

Quarterly Objective:

The school seeks 100% of returned forms acknowledging receipt of the policies and procedures concerning discipline. There will be less than 10 discipline referrals for "disrespect" as noted by e-school reports for the 1st quarter 2015. Each classroom is required to display classroom rules and expectations. The school will have 100% of classrooms post copies of rules and expectations.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Distribute 100% of parent-signed policy forms	08/17/15	10/16/15	Nancia Walton	x		Beginning of year procedures and forms (second quarter will focus on number of received forms)
2. Monitor the number of discipline referrals for the 1st quarter of 2015.	10/16/15	10/16/15	Brock Dickinson & Julie Aaron	x		E-school report shows a total of 6 referrals for disrespect for 1st quarter.
3. Rules & expectations posted in all rooms.	08/17/15	10/16/15	Huddleston, Formby, Blair, Bailey & Miller, CTE teachers, & N. Hampton	x		Checked by Department Heads and Natasha Hampton

IMO Area: 4

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
 A “School Parent Compact” is required to be distributed, read, signed and returned to the school with the beginning of the year information packet. The Compact contains pledge agreements for the parent/caregiver, school staff member and student.

Quarterly Objective:
 A “School / Parent Compact” will be distributed, read, signed and returned to the school with the beginning of the year information packet. Signature from each of the parties represented will be kept on file at the school. It is the goal of the school to distribute, receive, and file 100% of the signed “School / Parent Compact.”

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Distribute 100% of “Student / Parent Compact” forms	08/17/15	10/16/15	Nancia Walton	x		Beginning of year procedures and forms (second quarter will focus on number of received forms)
2. Collect 100% of Student/Parent Compact Forms	10/16/15	01/00/16	Tonya Dunphy		x	Collect every signed student compact
3.	00/00/00	00/00/00				

IMO Area: 4

ADE Recommendation:

Effective Practice within Category:
 Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates’ success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

CAREER FOLDERS:

Career Education and training for students in grades 9 through 12 at Arkansas High School starts in junior high school. During the 8th grade Career Class, students develop long-range plans concerning their proposed high school classes and career choices. These plans along with State and national testing results, 8th grade KUDER results, and other vocational inventories are placed in individual folders. These Career Folders accompany our students to high school. As our students progress in high school, students identify their strengths and weaknesses as they take tests such as PSAT and KUDERs (taken in the 10th grade and 12th grade). Their original long-range plans are updated to electronic plans via KUDER Navigator System in the 10th grade. Also added to the folders are certificates or honors, transcripts, and ASVAB results. KUDER Navigator System gives the students opportunities to develop resumes that are completed as seniors. All this information is contained in the student's individual Career Folder, and upon graduation, the student is given his/her folder.

Student Vocational Counseling:

Each year students review their Career Folders at the first of the school year, and in the spring when they register for classes. During class talks, grade level presentations, or individual meetings, students are free to ask questions to clarify the meaning of the data in their folders. Students make choices for their next year's schedules with their plans and their data in mind. The plans are not limiting; the student may alter/update the plans as they progress through high school. Counselors and Career Coaches use the data in these Career Folders as tools to assist students and their parents to identify their student's academic and vocational interests. It is our goal that students make the best vocational fit to assure their success in the future.

Our Graduate Trailing Program (GTP) begins the day seniors pick up their diplomas. Currently, graduates document the pathway they intend to pursue while signing for their diplomas. As we refine this process, the students will be urged to sign up on the district's alumni page and to join the alumni association. GTP will continue yearly through electronic surveys such as survey monkey. The questions will be developed to amass long-term data needed to assure academic/vocational success.

Smart Core Informed Consent Forms and Smart Core Waiver Forms are included in the Student Handbook to be read, reviewed and receipt acknowledged by signature with the other beginning of school packet of information.

Meetings with the parents and students (by grade level) are conducted by the counselling staff to provide information concerning course offerings, advanced placement opportunities and scholarship opportunities and requirements.

Based on our LEA Special Education Annual Performance Report Indicator 14 (Post School Outcomes) we had an LEA rate that did not meet the state target. We have created a transition coordinator position to address the needs of students in this area. Our students are now being prepared for interviews and given job training in order to transition into school/work program.

Quarterly Objective: Alumni page will be linked to district web page, alumni information will be collected during Homecoming weekend, and grades 10 & 12 will have their career folders with Kuder results.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Grades 10 & 12 will have collection of career folder data	10/1/15	10/16/15	Rogena Sheets	x		Students will have individual folder containing 10/12 grade Kuder results
2. Link alumni page to district web page.	10/15/15	10/16/15	Rogena Sheets	x		Alumni page added to T ASD site.
3. Collect addresses and phone numbers of alumni on homecoming weekend.	10/17/15	10/17/15	Anita Pickett	x		Collected contact information on file



PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (Please circle)
If yes, what support have you received from the district?

Numerous meetings have been held with the superintendents and administrators to address the overall needs of the various campuses. I attended one meeting with the ADE School Improvement Specialist Team and district administrators to discuss the needs of Arkansas High.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- The leadership team has been reconstituted.
- Weekly meetings and common planning times have allowed teachers to create pre- and post-tests to have common assessments in order to better measure student progress and plan interventions
- Reading Plus software and a critical reading course were utilized to help improve outcomes for students scoring basic and below basic in literacy (discontinued for 2015-2016 due to an instructional team decision)
- A Math Navigator course was implemented during the school day to help improve outcomes for students scoring basic and below basic in 8th grade math (discontinued for 2015-2016 due to a lack of staffing)
- Bridge to Algebra II was implemented during the school day to help improve outcomes for students scoring basic and below basic in Algebra I
- After school tutoring takes place three days per week in math and two days per week in English (transportation is provided)
- Students are offered reteaching and retesting after school opportunities in Math
- Incentives are in place for proficiency in math and literacy
- Incentives based on growth have begun for SPED student
- Students are progress monitored on an individual basis based on their IEP objectives through various assessments such as Bridge, Brigance, and Reading Plus testing.
- Additional one on one and small group instruction provided for 504 and special education students through the content mastery program in core academic subject areas during the school day, and before and after school.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Our external provider is from the Arkansas Leadership Academy (ALA) and is with us on a weekly basis. He helps us with our focus walks and gathering of data. He participates in leadership team meetings. He connects us with other schools in the state for networking opportunities. AHS sends a team to ALA Team Institute, teachers to Teacher Leadership Institute, and the head principal attends Master Principal Institute. As a district, ALA also leads systematic change training with district leaders.

Our internal SIS has been hired but has not officially started.

ADE SIS Team has visited twice and has provided an avenue of support.

What are the barriers, if any, in improving student outcomes?

- Limited staffing (we started school without one math teacher and last week another math teacher resigned)
- Student apathy
- Crowded classrooms due to limited staff
- Time for intervention
- Teacher shortage areas (math, science, SPED)
- Lack of technology
- Prior learning deficiencies
- Discipline and classroom management
- Resistance to change
- Ownership of school challenges by teachers outside of math and literacy
- Lack of knowledge of gen ed teachers in the academic and behavior strategies necessary to support special education students in the classroom
- Parental support
- Campus wide internet issues

How is your leadership team monitoring student progress in the skill area of science?

The leadership team includes the science department as well as at least one other science teacher. The ACT Aspire interim assessments (4) will be given in all 9th and 10th grade science classes. The leadership team will plan to analyze the data from ACT Aspire interim assessments, as well as teacher-created pre- and post-tests in all science courses. Science teachers are also tracking Ds and Fs and interventions planned to reduce that number.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Math and English departments are administering pre- and post-tests for each unit as common assessments. The leadership team collects pre- and post-data via shared drive (Google Drive). Data is analyzed during leadership team meetings. Grades are collected and analyzed at the midpoint of each quarter. Any teacher with a high number of Ds and/or Fs is required to develop an intervention plan. The leadership team has also developed a new form (Google Form) for Focus Walks to monitor and collect data on instruction and student engagement level. This data is shared on a weekly basis in Weekly Happenings through charts, graphs, and written data.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Weekly PLCs will be teacher-led meetings driven by teacher needs. Documentation of the actions of the team has been an important action in and of itself, as has the assignment of roles and responsibilities. A representative from Arkansas Leadership Academy and a teacher leader will be focusing on strategies for vocational classes to implement literacy and math.

If anything, what do you intend to change or modify for the next quarter?

Administrators will begin monitoring lesson plans and more closely monitoring the district requirement of taking two grades per week. Training will continue on RTI Arkansas. Plans for an alternate bell schedule to provide added instructional time for students who need additional help.

SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
9	309				21	4	0					5			
10	267				20	1	0					2			
11	274				32	1	0					4			
12	267				24	5	0					6			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)								Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by N/A ____/____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by N/A ____/____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter				
	2											

Comments/ Clarifications:

We currently do not have an instrument to measure students who are 3 or more years below grade placement. We plan to implement ACT Aspire in order to obtain this data.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
Algebra I	52 / 44	219	40				153				153	29	19%			
Algebra II	10 / 14	290	65				136				136	47	35%			
Geometry	28 / 20	259	78				238				238	129	54%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: We are currently waiting on the post-test data from the Math Department, since the quarter just ended. In column two, the first number refers to the first semester while the second number refers to the second semester.

We met with the state department on August 31st. Following that meeting, we started the process of training teachers and facilitating the creation of pre- and post-tests. That process lasted through most of September. Teachers were able to implement tests beginning in late September and early October. Due to this, only one pre-/post- was able to be administered. Future plans will include three pre-/post-tests.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level	Total number of D's or F's in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
											(A)	(B)				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	42 / 34	287	84				244				244	164	67%			
10	11 / 12	240	65				221				221	145	66%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

In column two, the first number refers to the first semester while the second number refers to the second semester.

We met with the state department on August 31st. Following that meeting, we started the process of training teachers and facilitating the creation of pre- and post-tests. That process lasted through most of September. Teachers were able to implement tests beginning in late September and early October. Due to this, only one pre-/post- was able to be administered. Future plans will include three pre-/post-tests.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *We have chosen to use ACT Aspire. As soon as interim assessments are available, we will begin utilizing those.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: PINE BLUFF SCHOOL DISTRICT
SCHOOL: BELAIR MIDDLE SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: ALESIA SMITH
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: DR. T. C WALLACE JR.
PRINCIPAL: DR. SUZETTE BLOODMAN

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Belair Middle School's master schedule allows for weekly cross-curricula integration PLCs. Twice per week, teachers meet in their PLCs to discuss common assessment data, pacing guide, review standards, conduct progress monitoring as well as to desegregate TLI and other formative assessments. Content specific Professional Learning Communities (PLCs) occur once per month for Literacy and Math. During these PLCs, teachers collaborate and plan lessons, create common short cycle assessments, analyze data, and create unit of studies.

Our Leadership Team meets bi-weekly on the first and third Thursday of each month. Leadership meetings are facilitated by the school's ACSIP chair person. A set of norms were developed by the leadership team at the start of the school year. At the onset of each meeting, the team revisits these norms. Achievement, discipline, attendance (students & teachers), CWTs/Focus Walk data are discussed during every leadership meeting. Belair Middle School's leadership team consist of a teacher representative from each content area, student & parent representative, academic coaches, and administrators.

Faculty PLC Meetings are held on the fourth Thursday of every month. During these meetings, unit assessment data is discussed, TLI and other formative assessment results are discussed. Additionally, the faculty has established norms to maximize the meetings' effectiveness. Belair Middle School is currently participating in a book study "Closing the Attitude Gap" by Baruti Kafele. Each meeting a chapter is presented by a specific team (5A Teachers, Administrators, Counselors, etc.). The faculty engages in discussions focused on building relationships with students while creating a sense of belonging and respect throughout the school.

Teacher Advisory Committee meets once a month and/or as needed to discuss issues that the staff may be concerned about. During these meetings, the principal listens to and addresses concerns brought forth by the advisory. The advisory is comprised of teacher representatives from each cohort.

Weekly Administrative Instructional Team comprised of administrators and instructional coaches (mathematics, literacy, science) meet weekly to discuss the school's instructional practices. Progress monitoring, mapping net steps, and outlining possible data trends are discussed during these meetings.

Quarterly Objective: To create systems of school-wide communication in an effort to impact instructional strategies that increase student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Leadership Team minutes distributed to the entire school family at the end of each leadership meeting.	09/01/15	Ongoing	Shalisha Thomas, Secretary for Leadership Team	x		Indistar Submission (Agendas, Sign-in Sheets, Meeting Minutes)
2. Teams maintain and email Weekly Team Minutes to the entire staff.	10/20/15	Ongoing	Team Secretaries	XX		Indistar Submission (Agendas, Sign-in Sheets, Meeting Minutes)
3. Scheduled time for weekly Cross-Curricula PLCs	08/30/15	Ongoing	Dr. Bloodman (Principal)	XX		Indistar Submission (Agendas, Sign-in Sheets, Meeting Minutes)
4. Content Specific PLCs to focus on content and develop unit of studies.	10/20/15	Ongoing	Academic Coaches and Principal	XX		Team Meeting Minutes, Agendas, Master Schedule
5. Administrative focus walks and CWTs are conducted weekly in an effort to monitor teaching and learning. Data is desegregated and discussed during leadership team meetings.	08/30/15	Ongoing	Dr. Bloodman (Principal)	x		Indistar Submission (Agendas, Sign-in Sheets, Meeting Minutes)
6. Individual teacher talks following focus walks and CWTs	08/30/15	Ongoing	Dr. Bloodman (Principal)	XX		Indistar Submission (Agendas, Sign-in Sheets, Meeting Minutes)

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).
Current reality of effective practice (Assess where we are): Teachers are in the process of creating <u>Units of Study</u> based on the curriculum map skills that will be assessed. The resources that will be utilized to develop assessments will be TLI Quiz Builder, ACT Aspire released items, Common Core aligned texts, internet resources, and TLI curriculum maps. <u>Teacher Plans</u> are created after the administration of each unit assessment (Plans address remediation, acceleration, and individual student academic needs.) Academic Groups are developed and assigned based on teacher plans. Professional Learning Communities are designed based on unit assessment results. Daily Exit Tickets, Bell Ringers, and Short Cycle Assessments are based on unit assessment data.
Quarterly Objective: To generate/utilize pre-test and post test data to guide instruction that meets the needs of individual students.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create pre-tests and post-tests based on unit skills	09/10/15	Ongoing	Sylvia Grady Vanetta Simon	XX		Pre-tests and post-tests based on designated skills
2. Analyze data to target deficiencies; resulting in students being assigned to necessary RTI.	09/10/15	Ongoing	Sylvia Grady Vanetta Simon	XX		PLC agendas, minutes, sign-in sheets
3. Conduct monthly data planning sessions following each unit assessment.	09/10/15	Ongoing	Sylvia Grady Vanetta Simon	XX		Lesson plans, Agenda and Sign-In Sheets
4. Create teacher Data Plans based on unit tests results. Teacher plans are used to group students for remediation or enrichment purposes. During this process, specific skills are retaught and reassessed.	10/15/15	Ongoing	Sylvia Grady Vanetta Simon Content Area Teachers Alesia Smith, DSIO	XX		Teacher Plans, Agendas, Sign-In Sheets
5. Assign students to RTI based on pre and post-tests results	10/15/15	Ongoing	Dr. Bloodman Sylvia Grady Vanetta Simon Content Area Teachers Alesia Smith, DSIO	XX		Teacher Plans, Agendas, Sign-In Sheets

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

We implement Cooperative Learning utilizing Kagan Structures along with Marzano High Yield Strategies, Focus walks, monitoring non-negotiable, school-wide expectations and student instructional groups.

Quarterly Objective: To create a school environment that is safe, respectful, and conducive to learning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Collect & Analyze Monthly Data on discipline and attendance	09/30/15	Ongoing	Brenda Washington, Attendance Clerk Dr. Bloodman	XX		Agendas and minutes during leadership team meetings; discipline and attendance reports
2. Counseling Department conduct monthly session to promote positive school culture. (During Academic Support Class time) Topics include: bullying, what it means to be a successful student, proper use of technology, etc.	10/15/15	Ongoing	Building Leadership Team Counseling Department	XX		Agendas Counseling Lessons
3. Provide celebrations for	09/30/15	Ongoing	Teachers	x		Documented celebration

students who are in compliance with rules and expectations			Administrators			Letters home to parents
4. Monthly Newsletters to celebrate Academic/Social Successes	09/30/15	Ongoing	Counselors Administrators Teachers	x		Newsletters
5. Identified key principles that would serve as the basis for how individuals are treated at Belair Middle School; inclusive of love, respect, and fairness.	10/15/15	Ongoing	Administrators Teachers	x		Sign-in Sheets, agendas
6. Quarterly Fieldtrips to celebrate Academic & Social Successes	9/30/15	Ongoing	Counselors & Teachers	XX		Permission Slips and Field Trip Letters
7. Develop a common vision, mission, and Belief Statements to govern Belair Middle School	9/30/15	Ongoing	Administrators & Teachers	XX		Completed Mission, Vision, and Belief Statements

Include additional task lines as needed.

MO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Title I Compact Parent Liaison will contact parents to participate on the Parent-Teacher Organization Remind, digital caller-Robo Call, and parent newsletters.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Conduct Parent Perception Surveys	09/30/15	Ongoing	Evette Johnson, Parent Facilitator	XX		Leadership Minutes; Survey Results
2. Utilize Remind 101 App to inform parents of school related activities	10/1/15	Ongoing	Dr. Suzette Bloodman	XX		Leadership Minutes; Remind Notices
3. Quarterly Family nights	9/24/15	Ongoing	Staff	x		Fall Carnival sign in sheets

Include additional task lines as needed.



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

YES. Ms. A. Smith facilitated a meeting between Superintendent Wallace and BMS' faculty to address pressing issues to include lack of technical support and other resources. Many of the issues have been addressed. We are still facing significant technical issues (Hardware & Infrastructure)

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Pull-out program, after school tutoring, data talks, teacher plans, coaching; Data Drive PLCs, Co-teaching, and RTI are interventions utilized to meet the needs of all learners at Belair Middle School. TESS to provide individual teacher support to address deficit teaching skills. The administrative team also utilizes Bloomboard to provide specific professional development opportunities to teachers. PD recommendations are based on the results of focus walks and classroom walkthroughs.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Our School Improvement Officer, A. Smith, provides administrative training focused on using data to guide school turn-around; facilitates data talks; Assists with aligning funds to school's greatest needs; Kagan Training, Conducts Focus Walks, Participates in Parent Meetings, etc.

What are the barriers, if any, in improving student outcomes?

Significant barriers to improving student outcomes include poor technology infrastructure and limited technology hardware.

How is your leadership team monitoring student progress in the skill area of science?

A science facilitator is being utilized to monitor student progress in the skill area of science. The facilitator co-teaches with 5th and 6th grade science teachers on a weekly basis. Additionally, the science lab is being prepared to accommodate students. The science lab

will be utilized by the science lab facilitator to provide hands-on real world science lessons. The lab should be functioning by the middle of the second 9 weeks (Hands-on, Inquiry Based Science Lessons). A science Pre-test will be administered to all learners.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team desegregates data from unit tests, attendance & discipline data, reviews CWT/Focus Walk Data and monitors teacher plans. Data conversations are embedded in each leadership meeting; Meetings occur twice per month; results are used to assign students in the appropriate interventions. For example, following Module 1 assessment, students were placed in after school or pull-out based on their needs.

Additionally, students are assigned to academic support classes daily. These classes are integrated into students daily academic schedules. In essence, students are double blocked for Mathematics and Literacy.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Identifying students that will participate in our Pull-Out Program scheduled for during the school day has been a significant decision. Additionally, teacher data plans created after each unit assessment remains a meaningful decision made at BMS during the first quarter. These plans allow us to place students in the correct RTI setting.

If anything, what do you intend to change or modify for the next quarter?

I plan to lead the leadership team through a detailed analysis of each school-wide initiative to determine its effectiveness. ("HourGlass" Model of Strategic Planning). Progress monitoring will be conducted on each initiative to assess its effectiveness and its impact on student learning.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
5	279				30	2	2					3			
6	257				26	1									

Comments/ Clarifications:

The co-teaching Model is being implemented at BMS to address the needs of our SWD population. Additionally, unit assessment results (pre and posts) are used to assign students to the appropriate RTI setting. SWD data is tracked and compared to the general population following each assessment cycle.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by __STAR September _October_ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____/_____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by by __STAR September _October_ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____/_____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
5	3%				43%				43%			
6	0				37%				37%			

Comments/ Clarifications: These teacher absents of five or more days this quarter were due to extensive illnesses and childbirth. Teacher attendance is celebrated each week. Teachers with perfect attendance are recognized and highlighted weekly.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)



ARKANSAS
DEPARTMENT
OF EDUCATION

**DISTRICT: HELENA-WEST HELENA
SCHOOL: CENTRAL
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS:**

EXTERNAL PROVIDER: FETTERMAN & ASSOCIATES

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN AND RICHARD MYRICK

**SUPERINTENDENT: JOHN HOY
PRINCIPAL: EARNEST SIMPSON, III**

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1:

Change in Teacher and Leader Practice

ADE Recommendation:

1. School leadership should provide time for content-area instructional teams to collaboratively plan units of instruction that include (classroom) pre- and post-unit assessments to ensure vertical and horizontal alignment of curriculum, assessments, and instruction.
2. District and school leadership should facilitate vertical alignment sessions for teachers to collaboratively establish grade-level academic expectations and plan smooth transitions between each grade level.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the team's' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08).

The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

We have established a leadership team that includes the principal, assistant principal, counselors, department heads, graduation coach, special education designees, parent facilitator, school improvement specialist, teacher-at-large and external providers when available. The team meets during the school day. Core subject departments meet once every other week to discuss data, which are also considered PLCs.

Quarterly Objective:

A team structure will be established with specific duties and time for instructional planning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The leadership team will create and present to the superintendent, personnel policy committee and advisory board a policy that specifies the team structure for Central High School which includes a description of the team's' purposes and how they are constituted. (ID01)	08/19/15	10/13/15	Leadership Team Members	x		Team Structure Policy
2. The leadership team members will collaborate on team meeting agendas/minutes utilizing the Indistar template for meetings/agendas for all meetings on campus. (ID04)	08/19/15	10/13/15	Leadership Team Members	x		Meeting agendas, minutes, and evaluations.
3. The leadership team will meet twice a month for one hour after school every first and third Monday. (ID07)	08/19/15	10/13/15	Leadership Team Members	x		Meeting Agendas, minutes, and evaluations.

IMO Area 1:

Change in Teacher and Leader Practice

ADE Recommendation:

Content-area instructional teams should regularly analyze various student achievement data sets (state-mandated interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analyses enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The instructional teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the instructional team members (teachers) of plans for differentiated instruction within the unit and/or reteaching as necessary following the unit (IIB04).

The instructional team reviews the results of the pre-and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The instructional team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Teachers currently create teacher made diagnostic assessments to determine the strengths and weaknesses of the students during the first two weeks of school. Teachers give assessments at their own discretion throughout the nine weeks. The Learning Institute (TLI) assessments in English, Math, and Science, which are broken into 4 module assessments in English and Math; Science has 6 module assessment are given at the end of each nine weeks.

Quarterly Objective: Teachers will assess and monitor student mastery.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers will administer pre-tests, mid-test, posttests to all students in the grade level and subject covered by the unit of instruction. (IIB02)	8/19/15	10/13/15	Teachers, School Improvement Specialist		x	Copies of pre, mid, and post assessments for core areas.
2. Teachers will use the data to	8/19/15	10/13/15	Teachers,		x	Copies of lesson plans that show

determine reteaching strategies and/or lessons. (IIB04)			Department Heads, School Improvement Specialist			reteaching/remediation of skills not yet mastered at the mid nine week assessment.
3. Teachers will give TLI Module assessments as the post test at the end of each nine weeks. (IIB02)	08/19/15	10/13/15	District Test Coordinator, Principal, Assistant Principal, Department Heads, Teachers	x		TLI Assessments, TLI Data

IMO Area 3: Student Safety and Discipline**ADE Recommendation:****Effective Practice within Category:**

Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10). The principal monitors curriculum and classroom instruction regularly. (IE07) The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (IE08) All teachers display classroom rules and procedures in the classroom. (IIC08)

Current reality of effective practice (Assess where we are): Teachers have rules and procedures posted inside their classrooms. During informal observations some routines were noted being utilized by a small percentage of teaches.

Quarterly Objective: Teachers will utilize the school wide rules and procedures to reinforce classroom rules and procedures by positively teaching them.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The leadership team will create a list of systematic rules for each teacher to display in their classroom. (IIC10)	08/19/15	10/13/15	Leadership Team Members	x		Copy of Systematic Rules that will be posted in each classroom.
2. The leadership team will create a list of systematic classroom procedures for teachers to practice with their students. (III10)	08/19/15	10/13/15	Leadership Team Members	x		Copy of Systematic Procedures posted in each classroom.
3. The leadership team will create a list of minor and major offenses to determine what behaviors should be managed by the teacher or the office.	08/19/15	10/13/15	Leadership Team, and Teachers	x		Decrease in office referrals that lead to In School Suspension, Out of School Suspension, and Expulsion.

IMO Area: 4 Family and Community Engagement

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards. (IIIB01, IIIB06)

Current reality of effective practice (Assess where we are):

The parent facilitator has a skeleton of a parental involvement calendar for the 2015-2016 school year. Parent/Teacher/Student compacts have been created and approved for distributing. ESchool Home Access Center logins are available for all parents and students. Each teacher is required to keep a log of any parent contact they make throughout the school year. We have the iPads for a one-to-one for grades 7th, 8th and 9th, but are working to get the procedures in place to get the iPads into student hands.

Quarterly Objective: Promote active parent participation through community partnerships.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Increase parental involvement through parental involvement by completing the parental involvement calendar for 2015-16.	08/19/15	10/13/15	Leadership Team, Teachers, Parents, and Students	x		Programs, Agendas, Sign-In Sheets, and pictures.
2. Submit a technology policy to issue IPADs to students that will help maintain sustainability with the one-to-one initiative for approval to the superintendent.	8/19/15	10/13/15	Leadership Team Members, Technology Department, Superintendent	x		Copy of Technology Policy
3. Increase the number of signed parent compacts	8/19/15	10/13/15	Parent Facilitator	x		Signed parent compacts.

IMO Area: 4

ADE Recommendation:

Effective Practice within Category:
Post-Secondary School Options (VA01)

Description of full implementation of the Effective Practice and/or Recommendation:

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

We have a Graduation Coach and 2 College Advisors who meet with Juniors and Seniors regularly to discuss future plans and the college application process. We also have the Jobs for Arkansas Graduates (JAG) program which teaches students the ins and outs of the job market. The Central Career Action Plan (C-CAP) is in place to help in the process of registering for classes.

Quarterly Objective: Meet with each 11th and 12th grader to audit their transcripts and their progress towards graduation. Provide access to college campuses.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Meet with 11 - 12th graders to go over transcript to chart progress toward graduation	09/09/15	10/13/15	Counselors, Graduation Coach			Sign in of students who have completed audit
2. Take one college trip.	09/15/15	10/13/15	College Advisors, Graduation Coach			Sign In Sheet of students attending trip, transportation paperwork submitted for approval, pictures.
3. Have college representatives and alumni of Central visit campus to discuss colleges and careers	09/15/15	10/13/15	College Advisors, Graduation Coach			Sign Sheets of students, representatives, and teachers.



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)
If yes, what support have you received from the district?

- *The District Leadership Team has encouraged choosing team members carefully and to make sure each team member understands the team's purpose and his or her purpose within the team.*
- *The District Leadership Team has made suggestions on a Classroom Walkthrough Tool.*
- *The District Leadership Team has assisted in establishing the mission and setting goals to measure the accomplishment of the mission.*

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

- *7th and 8th grade Literacy classes have been double blocked for 90 minutes.*
- *7th and 8th grade students are scheduled for Math remediation in Successmaker Tool Labs for 45 minutes daily.*

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- *Fetterman and Associates have provided professional development on classroom management and instruction. They have also made suggestions on improving the school climate and instruction strategies in math, literacy, and science.*
- *ASU Delta STEM has observed math and science classrooms and provided professional development on curriculum mapping in the STEM areas. They also assisted in purchasing equipment and supplies for the math and science departments. They offered suggestions on improving instruction in math and science classes based on their observations.*
- *Equipped Education Consultants introduced the components necessary in carrying out instruction that yields student growth. They also modeled lessons for teachers and allowed teachers the opportunity to ask specific questions based on their content area.*
- *The ACT Learning Management Team provided professional development designed to help teachers increase the rigor and relevance in their instruction.*
- *The Internal School Improvement Specialist leads PLCs on instructional strategies, classroom management, school culture, and school climate.*
- *The ADE SIS Team has provided support in completing the 45 Day Plan*

What are the barriers, if any, in improving student outcomes?

- *High teacher turnover rate*
- *Difficulties in locating highly qualified teachers*

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team will review and analyze TLI data in math, reading, and writing. Once the data is analyzed each department will plan lessons to

address the areas that need improvement.

How are you monitoring the progress in the area of science?

The leadership team will review analyze TLI data in science. Once the data is analyzed in the TLI portal and available for viewing each department will plan lessons to address the areas that need improvement.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The most meaningful decisions and actions made by the School Leadership Team include discussed purchasing instructional materials for each department using SIG grant funds, established a Professional Development committee, and planned parent involvement activities.

If anything, what do you intend to change or modify for the next quarter?

Increase the number of CWTs and observations of classrooms



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	125				10	0	3				5			
8	91				14	0	13				0			
9	113				12	0	10				4			
10	100					0	0				6			
11	107					0	1				1			
12	108					0	0				3			
SS	1					0	0				0			

Comments/ Clarifications

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Star Testing/(Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7	0						*				27	
8	16%						*				53	
9	0						*				76	
10	20%						*				71	
11	25%						*				70	
12	43%						*				82	
SS	0											

Comments/ Clarifications:

* We currently have STAR testing as a universal screener in the area of Reading. We are in the process acquiring STAR testing in the area of Math to gather accurate data to monitor the progress of our students.

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th	
7	21	125	42				89				89	37	42				
8	24	91	34				92				92	34	37				
9	36	113	20				102				102	13	13				
10	23	100	47				70				70	38	54				
11	10	107	15				146				146	33	23				
12	0	108	28														
SS	0	1															
Example							100	90	95	N/A	285	57	20%				

Comments/ Clarifications

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	(C) $(B/A) \times 100 = C$			
7	24		23				82				82		22			
8	11		17				92				92		24			
9	13		16				87				87		36			
10	19		3				99				99		48			
11	11		25				97				97		31			
12	2		38				N/A				N/A					
SS	0		0													
Example							457					57	20%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example:

Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
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DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: CLOVERDALE MIDDLE SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: MICHAEL ANTHONY
EXTERNAL PROVIDER: NONE
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: WANDA RUFFINS

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The Leadership Team should focus directly on student achievement by reviewing grade level formative assessments to determine needed classroom instructional support.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The School Leadership Team, which consists of teachers, administrators, specialists and classified staff, meets each Monday at 2:15 for an hour when school is in session. The agenda is emailed to team members in advance along with minutes from the previous meeting. Next steps from each meeting dictates agenda items for weekly meetings. Leadership minutes are shared with the staff via an online staff folder. Staff members are encouraged to ask questions, comment, make suggestions, etc. to the leadership team. Collaboration groups meet each Monday, Wednesday and Friday during their common planning period. Grade level teams meet each Tuesday and Thursday during their common planning period. The student team (Principal's Cabinet) will meet once a month, beginning in the second quarter. The management team meets each Friday at 1:30. The School Community Council meets each Friday at 10:30. Agendas and minutes from all meetings are kept on file.

Data is looked at, but needs to be used more effectively by all teams to plan lessons, differentiate, design intervention strategies and guide professional development.

Quarterly Objective:

Establish foundational elements for effective academic teams to ensure increased and sustained academic achievement

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish schedules for school leadership team, teacher instructional teams, student team, management team, and school community council meetings.	09/01/15	08/17/15	Ruffins	X		Monthly School Calendars Agendas and Minutes
2. Update the leadership team by-laws.	10/15/15	10/05/15	Anthony	X		By-laws Leadership Minutes
3. Establish groups in the master schedule for teaming and collaboration.	09/21/15	09/18/15	Ruffins	X		Master Schedule Teaming Schedule Collaboration Schedule
4. Design a template to include standing agenda items for teaming and collaboration so that meetings can be planned according to the goals of the school and to ensure that data	09/28/15	09/22/15	Anthony	X		Teaming and Collaboration Template Leadership Minutes

and assessments are discussed at these meetings as well as the planning of instructional units and strategies for differentiation.						
5. Classroom teachers will actively participate in school leadership team meetings.	9/15/15		Ruffins		X	Leadership Sign-In Sheets Leadership Minutes

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

The ADE Review Team recommends the development of a systemic data collection and analysis process to include formative assessments and instructional units to individualize instruction based on pre/posttests.

ADE Recommendation 2:

The School Leadership Team should give specific attention to progress of both, Special Education and ELL Students in specific classrooms.

ADE Recommendation 3:

Progress of these students should also be monitored and assessed.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Instructional units and pre-/post tests are used in the majority of curricular areas. Results are used in English and math classes to guide instruction, but not as much in other curricular areas. Individual student results are not studied as much as trend data and group results. More time needs to be spent planning instructional units. We are trying to refine the process of what to do with the data.

Quarterly Objective:

Provide necessary professional development for creating purposeful pre-/post assessments to measure student knowledge of content and standards

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Conduct professional development on developing pre-/post assessments	09/15/15	08/11/15	Anthony	X		Agenda Sign-In Sheets
2. Pre-/post assessments will be developed in all content areas	10/01/15		Anthony		X	Pre-/Post Assessments Collaboration and Team Minutes Observation Notes

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):
Teachers taught the schoolwide and individual classroom rituals/routines and rules at the beginning of the school year. Most teachers follow the due process form for category I offenses. Rituals/routines and rules need to be reviewed on a regular basis and followed consistently throughout the building.

Quarterly Objective:
Establishes rituals and routines in each classroom that produces an atmosphere conducive to learning

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish schoolwide rules and rituals/routines	08/17/15	08/13/15	Greenlee	X		Rules and Rituals/Routines posted in classrooms Student Agenda Books
2. Establish classroom rules and rituals/routines	08/17/15	08/17/15	Greenlee	X		Rules and Rituals/Routines posted in classrooms

3. Update the student due process form and explain details to the staff	08/17/15	08/13/15	Bernard	X		Updated Form PD Agenda & Sign-In Sheets
4. A positive character trait will be introduced to students each week over the intercom	10/1/15	9/28/15	Goldsby	X		Announcement request form
5. Bully-proof Mondays will be observed with weekly lessons in social studies classes	8/24/15	8/24/15	Moore	X		Social studies lesson plans Faculty meeting agendas

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community (IVA01)						
Description of full implementation of the Effective Practice and/or Recommendation: No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.						
Current reality of effective practice (Assess where we are): The compact has been developed and Cloverdale has moved to distribution specifically meeting the language needs of the parents being served.						
Quarterly Objective: Make the Home/School Parent Compact available to all parents						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create a packet with forms in both English and Spanish, to include the compact, that require parent signatures to send home with each student	09/15/15	09/15/15	Daneshmandi	X		Packet Signed documents
2. Plan a celebration activity to reward all students who return the completed parent packet	09/18/15	09/18/15	Greenlee	X		Emails outlining details and students eligible to attend

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

- ADE will monitor the following:**
- The guidance plan
 - The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

The school has a guidance plan that includes options for planning college and career opportunities. As a middle school, we do not currently track graduates as they pursue their college and career goals. For the past several years, Cloverdale has sponsored a monthly college and career Friday. Students and staff are encouraged to wear college paraphernalia and lessons include college awareness information, etc.

Quarterly Objective: Implement strategies to encourage and prepare students for college and career opportunities after high school.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Smart Core Curriculum forms will be completed for each seventh grade student. This curriculum prepares students for college and career readiness.	09/10/15	09/15/15	McCollum	X		Smart Core Curriculum Folders
2. An AVID college preparedness	08/17/15	08/17/15	Sumlin	X		Master Schedule

<p>track will be chosen for select seventh and eighth grade students. The curriculum is designed to increase the number of students who enroll and persist in four-year colleges and universities. It also accelerates students' academic language acquisition and puts EL students on a pathway to high school AVID and college readiness.</p>					<p>Professional Development Agenda Agendas from summer training</p>
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Include additional task lines as needed.



ARKANSAS
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PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

YES or **NO** (*Please circle*

If yes, what support have you received from the district?

Training of SIS personnel
Guidance on compliance issues with ADE
Guidance on creating the 45-day plan
Participation in school leadership team meetings

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Math and READ 180/System 44 were purchased
ELD Classes established
An ESL Facilitator has been hired
Full-time on-site School Improvement Specialist in place
City Year focus groups established

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS works to:

- Informs us of state requirements
- Work with the process manager to input information into Indistar
- Collaborate with the administrative team to assist in the development of leadership skills
- Provide job-embedded professional development

- Participate in leadership and instructional team meetings
- Assist in the development and implementation of the 45-day plan

The ADE SIS Team works to:

- Provide training for Indistar and Wise Ways
- Make recommendations for school improvement
- Schedule conference times to review the 45-day plan

What are the barriers, if any, in improving student outcomes?

Teacher absences – 4 teachers on extended medical leave
 Students not in class due to level 3 and 4 sanctions
 Increasing number of LEP students who are newcomers
 Inability to communicate effectively with non-English speaking parents
 Parent apathy
 Socio-emotional concerns

How is your leadership team monitoring student progress in the skill area of science?

Pre-/Post Assessments
 Student AIPs

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Pre-/Post Assessment Results
 SMI/SRI/SPI results with programming based on these results
 Instructional analysis tool
 Interim assessments

Planning appropriate professional development
 Data analysis with teachers
 Additional support for teachers

Curriculum gap analysis
Criterion Writing was ordered

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

How to use Math and READ 180/System 44
Criterion Writing
Developing a collaboration and teaming template
Becoming transparent about what occurs during school leadership team meetings
Developing a sub rotation schedule

If anything, what do you intend to change or modify for the next quarter?

Fine tune the process for using data in leadership and instructional team meetings
Go from compliance to action
Devise innovative ways to encourage parental involvement
Teach strategies for communicating with non-English speaking parents



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	221				27	63	1				6			
7	181				27	46	5				12			
8	188				23	43	2				11			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ Scholastic Math Inventory September / 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ Scholastic Reading Inventory September / 2015 (Month Determined)	
					1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	24%						126				82	
7	30%						133				87	
8	50%						123				74	

Comments/ Clarifications:

One teacher on maternity leave who teaches both 7th and 8th grade math
 Two other teachers on long-term medical leave (8th grade English, SPED all grades)
 Please note that each core content area has 2 teachers per grade level

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: DERMOTT SCHOOL DISTRICT
SCHOOL: DERMOTT HIGH SCHOOL
STATUS: PRIORITY/ ACADEMIC DISTRESS
SITE-BASED SIS: HEATHER HARDIN
EXTERNAL PROVIDER: NONE
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM:

SUPERINTENDENT: KRISTI RIDGELL
PRINCIPAL: MIKE DUNCAN

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1
ADE Recommendation:
<p>Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)</p>
<p>Description of full implementation of the Effective Practice and/or Recommendation:</p> <p>District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).</p> <p>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).</p>
<p>Current reality of effective practice (Assess where we are):</p> <p>Currently, the district governance document does not specify the team structure for all schools. The leadership team for the district and buildings are specified and include a description of the teams' purpose and how they are constituted. New school leaders are usually not apprised of this expectation and there is no evaluation to determine the effectiveness of the team(s).</p> <p>All building and district level teams prepare agenda for their meetings and keep minutes of the proceedings. At the building level, these documents are maintained in a binder in the PLC room. In addition to being placed in a binder in the PLC room, the Leadership Team's agenda and minutes are also housed in Indistar. All district level teams' agendas and minutes are housed in Indistar. At the district level, the agenda and minutes are shared with all those who have a Leadership Team Indistar login. At the building level, the Leadership</p>

Teams' agenda and minutes are accessible to all those who have a Leadership Team Indistar login as well as those having access to the PLC room. All other teams' agenda and minutes are accessible to those having access to the PLC room.

Both buildings in the district operate with a Leadership Team that includes the principal, teacher leaders, and other staff as appropriate to the size and composition of the building. The Leadership Teams meet at least twice a month in regularly scheduled meetings of at least an hour. During the 2014-2015 school year, the high school Leadership Team had a sub team, the Core Leadership Team, that met weekly for at least an hour to review the School Improvement Plan. Currently, both buildings in the district have a Core Leadership Team as well as a building Leadership Team.

Quarterly Objective:

To revise district policy so that it establishes a common team structure and schedule for all buildings within the district.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The district policy specifies a team structure that includes a description of the teams' purpose and how they are constituted.	10/1/15	9/22/15	Mike Duncan, Principal	X		Revised District Governance Policy
2. Building Leadership Team and Core Leadership Team meeting schedules including dates and times are shared	9/24/15	9/23/15	Mike Duncan, Principal	X		HS Activities Calendar

with team members.						
3. Agendas and minutes will be housed in the appropriate binder in the PLC room.	10/14/15	10/14/15	Mike Duncan, Principal	X		Google Drive Folder and Indistar

IMO Area: 1

ADE Recommendation:

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Math instructional teams are currently systematically developing and administering formative assessments at the beginning and end of lessons or units with the assistance of the Math Instructional Facilitator. Literacy and Science instructional teams are encouraged and expected to systematically develop and administer formative assessments at the beginning and end of lessons or units but not all the literacy and science teachers are complying. Math teachers are using the data to differentiate instruction. Not all of Science and Literacy teachers are differentiating instruction based on data. Math instructional teams use the data from assessments to modify units of instruction and during team meetings share successful teaching strategies. Not all the teachers in the Science and Literacy

instructional teams are using assessment data to modify units of instruction. However, successful teaching strategies are shared during all team meetings.

Math teachers currently use pre-test data to adjust lessons and to different assignments. Not all science teachers use pre-test data to adjust lessons and to differentiate assignments. Not all literacy teachers have administered pre-tests. The literacy teacher who has administered pre-tests uses the data to differentiate assignments. Math teachers are differentiating for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments. Not all science and math teachers are differentiating for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments.

Quarterly Objective:

To support and guide teachers to plan for, administer, and analyze results from pre-/post-assessments in order to adjust instruction to ensure mastery for all students.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Each unit of instruction will include pre-/post-assessments.	10/14/15		Arneice Gardner, Curriculum Coordinator		X	Unit Checklist
2. Instructional teams will create a schedule to administer pre/post-assessments.	8/24/15		Dr. Beverly Culley & Sandra Jordan, Instructional Facilitators		X	Calendar of Pre-/ Post Assessments
3. The Math Instructional	10/14/15		Sandra Jordan,	X		PLC Feedback Form

Team will analyze the results of the pre-/post assessments administered during the 1st quarter.			Instructional Facilitator			Data Analysis
4. The Literacy Instructional Team will analyze the results of the pre-/post assessments administered during the 1st quarter.	10/14/15		Dr. Beverly Culley, Instructional Facilitator		X	PLC Feedback Form Data Analysis
5. The Science Instructional Team will analyze the results of the pre-/post assessments administered during the 1st quarter.	10/14/15		Sandra Jordan, Instructional Facilitator		X	PLC Feedback Form Data Analysis
6. The Literacy Instructional Team will use the data from the analyzed pre-assessment to adapt lesson plans and activities that account for differentiated instruction to meet the appropriate level of	10/14/15		Dr. Beverly Culley, Instructional Facilitator		X	PLC Feedback Form Teacher notes and/ or unit plans

challenge.						
7. The Math Instructional Team will use the data from the analyzed pre-assessment to adapt lesson plans and activities that account for differentiated instruction to meet the appropriate level of challenge.	10/14/15		Sandra Jordan, Instructional Facilitator	X		PLC Feedback Form Teacher notes and/ or unit plans
8. The Science Instructional Team will use the data from the analyzed pre-assessment to adapt lesson plans and activities that account for differentiated instruction to meet the appropriate level of challenge.	10/14/15		Sandra Jordan, Instructional Facilitator		X	PLC Feedback Form Teacher notes and/ or unit plans
9. The Math Instructional Team will use the data from assessments to identify	10/14/15		Sandra Jordan, Instructional Facilitator	X		PLC Feedback Form Teacher notes and/ or unit plans

students who need additional supports and/ or enrichment.						
10. The Literacy Instructional Team will use the data from assessments to identify students who need additional supports and/ or enrichment.	10/14/15		Dr. Beverly Culley, Instructional Facilitator		X	PLC Feedback Form Teacher notes and/ or unit plans
11. The Science Instructional Team will use the data from assessments to identify students who need additional supports and/ or enrichment.	10/14/15		Sandra Jordan, Instructional Facilitator		X	PLC Feedback Form Teacher notes and/ or unit plans

IMO Area: 3

ADE Recommendation:

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

Currently, a management plan has been distributed to teachers listing the consequences for actions. Also, a discipline team meets once per week to discuss students who fail to meet disciplinary requirements outlined in the plan. A set of classroom rules and procedures have been shared with teachers for implementation. However, all teachers have not been successful with implementing them with fidelity.

Quarterly Objective:

To establish classroom rules and procedures that guides student behavior such that the classroom atmosphere is always conducive to learning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. During in-service, the	8/18/15	8/17/15	Mike Duncan,	X		In-service agenda

building administrator will establish the disciplinary procedures expected to be followed by all staff.			Principal			Disciplinary Procedures
2. The Dean of Students and/or Building Administrator will note disciplinary issues through classroom observations.	10/14/15	10/14/15	Mike Duncan, Principal	X		Observation Data Meeting Minutes

IMO Area: 4

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Currently, the district has adopted a School Compact that meets all the Title I requirements. The compact is shared with parents/guardians at the beginning of each school year in the registration packet.

Quarterly Objective:

To educate parents and students on the expectations of partnering with school staff to increase academic achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The school compact is distributed to all students/parents for review and	8/17/15	8/17/15	Mike Duncan, Principal	X		Registration Packet that includes School Compact

signing during Open House or upon enrollment in the district.						
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IMO Area: 4

ADE Recommendation:

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

A CAPS system is in place for teacher advisers to track students and their graduation requirements. During the 2015-2016 in-service, time was assigned for teachers to ensure their assigned students were on track for graduation. A parent contract is presented for signature prior to students receiving their schedules. The TRIO group annually provides a list of graduates from the past three years and the universities they have or had attended. Community stakeholders were questioned to determine the current status of those students who have not or are not currently attending college.

Quarterly Objective:

To ensure that prior to graduation, all students will explore interests and/ or options to aid them in planning for secondary college and/ or career opportunities.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The 8th grade students will be administered the Kuder interest inventory.	10/14/15	10/12/15	Lottie Bunn, Counselor	X		Checklist of students who were administered the Kuder interest inventory
All seniors will be provided the opportunity to attend a college tour.	10/14/15	9/21/15	Lottie Bunn, Counselor	X		Permission Slips
All students are assigned a CAPS advisor to mentor them and track them to ensure they are following the plan for college readiness and graduation.	8/21/14	8/21/15	Lottie Bunn, Counselor	X		Teacher-Student CAPS assignments
A schedule for TRIO visits will be developed.	8/21/14	8/21/15	Lottie Bunn, Counselor	X		Calendar listing scheduled TRIO visits
The counselor will provide all interested students with ACT fee waivers and assistance with the online application.	10/14/15	10/1/15	Lottie Bunn, Counselor	X		Signature lists of students acknowledging they have received ACT fee waivers Signature lists of students acknowledging they have received assistance with the online application
Selected students attend the UPWARD Bound program through UAM.	10/14/15	10/1/15	Lottie Bunn, Counselor	X		UPWARD Bound Program student roster
All seniors will be provided the	10/14/15	10/12/15	Lottie Bunn,	X		Permission Slips for attending

opportunity to attend the college fair at UAM.			Counselor			seniors
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PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes, the District Leadership Team, including the Superintendent, Federal Programs Coordinator, Curriculum Coordinator, High School Principal, Elementary Principal, and School Improvement Specialist, holds meetings biweekly. Standard agenda items during these meetings include: Principal's Report: Upcoming Events & School Wide-Updates, Curriculum Report, Federal Programs Coordinator Updates, and School Improvement Specialist Updates. During this time, the high school is given the opportunity to share progresses, concerns, and updates. If needed, the support staff (Curriculum Coordinator, School Improvement Specialist, and Federal Programs Coordinator) are immediately available to advise or schedule the support requested.

Furthermore, the School Improvement Specialist and Superintendent meet weekly to discuss building highlights and concerns. During this time, the Superintendent is provided any updates or progresses the building has made towards implementing the 45-Day Plan. The Superintendent uses this information to construct Coaching Comments in Indistar. The Core Leadership Team replies to any coaching comments during their regularly scheduled meetings.

Support received from the district has been provided by the Curriculum Coordinator and School Improvement Specialist. The Curriculum Coordinator monitors the units of instruction and updates the principal of any concerns. She, along with the Literacy Instructional Facilitator, have provided intensive support to a first year literacy teacher. The support has included: providing resources for instruction, planning, and assessment, writing lesson plans and units of instruction, modeling lessons, administering formative

assessment with data analysis, providing opportunities for peer observations with reflection, and reviewing of lesson plans with feedback. The Curriculum Coordinator has also attended the Literacy and Science Instructional Team meetings to provide support and ask guiding questions to ensure the teachers are adjusting lessons accordingly.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The ADE SIS team assisted in formulating the 45-day plan. The internal SIS meets weekly with the Leadership Team and principal to provide direction and ideas on the implementation of the 45-day plan. The internal SIS and building principal meet as necessary to be proactive in addressing issues and trouble spots. The Internal SIS meets with the Instructional Facilitators often to provide support and guidance in ensuring the tasks for the 45-Day Plan are met. The Internal SIS holds an Arkansas 7-12 Mathematics teaching license and provides resources and support to the math teachers as needed. She consistently assists with developing and monitoring systems and procedures. She has also written and delivered professional development to the teachers.

What are the barriers, if any, in improving student outcomes?

There are two first year teachers in the areas of Math and Literacy. The first year literacy teacher is currently teaching grades 7-9 English and Pre-AP English. The first year math teacher is currently teaching Algebra III, Math 7, Geometry, Geometry A/B, Pre-Calculus, and Bridge to Algebra II. The teachers limited knowledge and experience in planning and instructional delivery has impeded student progress. These teachers are required to plan for an uncommon amount of courses that are not usually associated with first year teachers. Although these obstacles are present, we are addressing them in PLCs with input and support from experienced teachers, Instructional Facilitators, the Curriculum Coordinator, and School Improvement Specialist. Furthermore, we have some veteran teachers in core areas who have not adjusted to the needed changes that are associated with school improvement.

How is your leadership team monitoring student progress in the skill areas of math, reading, science, writing? How are you responding to the results?

The Core Leadership Team consisting of the Math/ Science and Literacy Instructional Facilitators, principal, and School Improvement Specialist meet weekly to review progress. The Instructional Facilitators attend PLCs weekly and lead teachers in discussing effective and ineffective instructional strategies as well as analysis of student data when available. The Instructional Facilitators provide updates to leadership team members as well as express concerns and share highlights during the team meetings. Student progress charts and assigned tasks are posted in the meeting room and discussed during leadership team meetings. The teachers are expected to share the names of failing students and students in danger of failing during PLCs. The Instructional Facilitators share this information with the Leadership Team and provide updates of student progress. As a response to an abundance of students failing or in danger of failing at the time of interim progress report, the principal and dean of students conferenced with those students and made the information shared during the meeting available to the teachers. The Math/ Science Instructional Facilitator shares updates of the students who attend tutoring and their progress made during that time.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The team decided to make tutoring mandatory for all students with a D or F in math at the first interim progress report. The Principal and/or Dean of Students met individually with each student who had a D or F in any subject to identify areas of weakness and make suggestions to improve performance. Also, the Leadership Team has developed a system for the Instructional Facilitators to review and provide feedback on lesson plans and assessments of the teachers assigned to their PLCs. In order to provide uniform support to experienced and new teachers, a system of support has been developed for the Instructional Facilitators to provide for the teachers they assigned.

If anything, what do you intend to change or modify for the next quarter?

In order to gather and most importantly analyze the data from assessments, we plan to fully implement the pre and post testing calendar. We also have a plan for increased IF help and support.



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	28				3	0	0				1			
8	21				3	1	0				0			
9	24				5	0	0				0			
10	21				4	0	0				0			

Percent of core teachers (Math, Science, Social Studies, ELA) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by student enrollment in specific courses.		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ Test on _____ / _____ (Date)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by student enrollment in specific courses.	
1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
13%						0				0	

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	4	29	5				23	25	27		75	47	63%			
8	4	21	4				18	18	18	21	75	28	37%			
9	5	25	5				18	19	14		51	14	27%			
10	1	20	3				18	18	10	9	55	21	38%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	0	29	1				17				17	7	41%			
8	0	21	0				11				11	5	45%			
9	0	25	2				18				18	11	61%			
10	1	20	5				14	16	18		48	10	21%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: DOLLARWAY SCHOOL DISTRICT
SCHOOL: DOLLARWAY HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS: TAMMI DOCKETT-WILSON

EXTERNAL PROVIDER: EDUCATIONAL CONSULTING SERVICE

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: PATSY HUGHEY
PRINCIPAL: JEFF SPALETTA

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The school leadership team is composed of the principal, counselor, teacher leaders, parent facilitator, student and parent. The school leadership team meets weekly for one hour. Modified team daily planning periods for content area instructional teams were developed. Content instructional teams meet daily to focus on five themes. Unit/lesson planning, data driven instruction, high yield learning strategies, student engagement/differentiation and literacy through content are discussed in team planning meetings. Weekly PLC's focus on instructional themes with non content area teams. A campus administration consists of the principal and two assistant principals; the campus administration meets daily for at least 10 minutes. A school PTO organization, composed of the principal, parent facilitator, college and career coach and parents meets monthly. All teams operate using agendas and minutes. Agendas are prepared in advance and emailed out to members in advance. All teams look at performance data, classroom observation data, and make decisions about school improvement and professional development. The teams use wise ways indicators to assist with their practices. The teams stay on task and provide minutes following the meetings. Incentive, ACSIP, department and handbook teams are established as needed.

Quarterly Objective: A team structure will be developed and implemented for the school and instructional teams.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop team charter	10/13/15	10/13/15	Jeff Spaletta	X		Team charter poster
2. Develop a template for team meetings	10/13/15	10/13/15	Jeff Spaletta	X		Team binders/Indistar
3. Master schedule revision	10/13/15	10/13/15	Freddie Harris	X		E-school master schedule

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

School leadership should include time in the master schedule for content area teams to meet and regularly analyze various student achievement data sets (state-mandated, interim, and classroom assessments) for tracking student progress and promoting differentiated instruction. These ongoing data analysis enable teachers to determine students' individual learning needs and provide interventions in a timely manner throughout the school year.

ADE Recommendation 2:

School leadership should ensure that the SLT is comprised of representatives from content and specialty areas. Teacher input is necessary to ensure that students' individual learning needs are being met and that every child has a plan to increase achievement.

ADE Recommendation 3:

Content area teams should collaboratively develop pre- and post-unit assessments within instructional units. These units should include strategies that differentiate instruction so all student's educational needs are met.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Staff members attended Summer professional development on unit planning. Content teams and PLC'S have developed instructional units based on the curriculum. An LDC team has developed instructional units. All teachers are administering pre and post tests every two to three weeks. The instructional teams review the pre and post test data. Results from the pre and post tests are used to guide instruction and plan for professional development.

Quarterly Objective: Teachers will develop, implement and analyze instructional pre-post tests.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Teams develop standard units	10/13/15	10/13/15	Irma Strong	X		Unit plan binders/team binders
2.Unit planning training for all staff	10/13/15	10/13/15	Irma Strong	X		Team/PLC binders and unit planning binders
3. LDC developed units	10/13/15	10/13/15	Irma Strong	X		LDC Livebinders

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation:
 In order to increase the likelihood that students will choose to meet classroom behavioral expectations school leadership should:

- facilitate the development of school-wide behavioral expectations for consistent implementation in all classrooms
- ensure that all teachers display classroom rules that include positive, as well as negative consequences students will earn, based in their behavioral choices
- closely monitor implementation levels of the school's discipline policy to ensure consistency.

Effective Practice within Category:
 Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
 The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):
 A committee met to develop a discipline management plan. The teachers taught the classroom rules to students during the first week of school. Teachers were trained during PLC's on classroom procedures and classroom management. Additional trainings were offered for teachers to attend for classroom management. Teachers have developed rituals and routines in their classrooms. Focus walks were conducted to ensure that rules were posted and rules were in place.

Quarterly Objective: The staff will develop and implement a guide to student behavior and implement it consistently.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Student handbook revision	10/13/15	10/13/15	Jeff Spaletta	X		Student handbook
2.Classroom management training	10/13/15	10/13/15	Gwen Litzsey	X		PLC/Team planning minutes/agendas; PD files
3. Focus Walks	10/13/15	10/13/15	Jeff Spaletta	X		Focus walk binder

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation 1:
School leadership should continue to support PTO in its efforts to assist the school in meeting student needs.

ADE Recommendation 2:
School leadership should facilitate the development and implementation of a research-based plan to involve community and family members in meaningful ways to support student achievement.

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

A committee met and developed a parent-student-school compact agreement. The compact was given to all students and has been presented to parents. The compact outlines how everyone (student, parent and school) will share responsibility for improving academic achievement.

Quarterly Objective: A compact will be developed to include the school, students and parents in academic achievement

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Design a parent compact	10/14/15	10/14/15	Gwen Litzsey	X		Parent contact in parent involvement binder
2. Collect all parent compacts	10/14/15	10/14/15	Ellis Berry		X	Completed parent compacts in compact file.

IMO Area 4: Family and Community Engagement						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following:						
<ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are):						
The guidance plan includes the following activities:						
<ul style="list-style-type: none"> • Resolve conflicts and complete all student schedules • Open House / Report to Public • Graduation Credit Checklist for seniors • ACT Registration, Information and Dates • College Applications and Scholarship Information • Career Outlook Plan • Act Prep Workshops • Concurrent Credit • Post-Secondary Programs for High School Students (Concurrent Credit, Upward Bound, etc.) • Transitional Courses for College and Career Readiness 						
Quarterly Objective: A guidance plan will be developed to guide students and track post college transition.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

1. Update all senior transcripts and recalculate G.P.A.'s to determine any graduation deficiencies.	10/14/15	10/14/15	Freddie Harris	X		eSchool generated transcripts; new student records/request for records form.
2. Prepare and enter all course requests for students by referring to student's career choice(s) on the form.	10/14/15	10/14/15	Freddie Harris	X		Student course request form; student transcripts.
3. Using the updated transcript, complete the senior checklist to be shared with seniors and their parents.	10/14/15	10/14/15	Freddie Harris		X	Student credit checklist; senior list; student transcripts
4. Conduct classroom presentations to provide updated ACT information and dates.	10/14/15	10/14/15	Candice Jones	X		ACT calendar and packets; classroom teacher.
5. Attend the Articulation Workshop to update college applications and scholarship information in the Guidance Office.	10/14/15	10/14/15	Candice Jones	X		ARKACRAO Schedule of events.
6. Schedule classroom activity to initiate and update the Career Outlook Plan	10/14/15	10/14/15	Candice Jones	X		Classroom teacher; Career outlook plan form.
7. Make contacts and schedule date and location for the ACT Workshop.	10/14/15	10/14/15	Candice Jones	X		IVY Center for Education; district administration; U of A Outreach Office.
8. Have students complete applications and attach official documents / records to complete the registration process to receive concurrent credit and to participate in post-secondary programs (Upward Bound, UALR TRIO, etc.).	10/14/15	10/14/15	Candice Jones	X		Student transcripts; test data/scores; school nurse; SEARK Testing Center and Admissions Office; UAPB Upward Bound; UALR TRIO; classroom teachers.

9. Attend Open House and the school's "Report to the Public" to present information available through the Guidance Office.	10/14/15	10/14/15	Candice Jones	X		Local administration; Dept. of Edu. Smart/Core Curriculum; local graduation requirements; graduation checklist; ACT and college scholarship information.
10. . Refer to current test data to identify students in need of transitional courses for college and career readiness.	10/14/15	10/14/15	Freddie Harris	X		PLAN test scores/data; Dept. of Edu. Minimum Score Chart.
11. Work with the principal to make sure transitional courses are included in the master schedule.	10/14/15	10/14/15	Freddie Harris	X		Local school's master schedule; local administration.
12. Updating contact information for graduates	10/14/15	10/14/15	Candice Jones		X	Updated contact information from exit survey.



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

There have been meetings between the teams, but there is very little communication to review the school's needs and progress.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The high school plans to use the following interventions: Math/read 180 lab, math/literacy pullouts with APEX, after school tutoring.

Credit recovery with the PLATO lab is being offered.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Educational Consulting Service: TESS informal observations, classroom management training, math/literacy instruction modeling and data review.

What are the barriers, if any, in improving student outcomes?

The district leadership team or school board has not heard or reviewed the school leadership team charter as it relates to teams. Not all content teachers are able to participate in the team planning because of participation as ALE teachers.

Many of the pre and post tests are not authentic, aligned correctly or rigorous. The students are not mastering the skills taught. Storage area for records is housed away from the counselor's office. Not all students have returned the parent compact.

Technology, instructional supplies, school autonomy, staff absenteeism, new staff and staff accountability are current barriers to improving student outcomes at the high school.

<p>How is your leadership team monitoring student progress in the skill area of science?</p> <p>TLI module tests, student data walls, pre-post tests.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <p>TLI module tests, student data walls, pre-post tests. Providing interventions and re-teaching.</p>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?</p> <p>PLC/Team planning periods and teacher training of classroom instructional model.</p>
<p>If anything, what do you intend to change or modify for the next quarter?</p> <p>Teacher instruction in classrooms, interventions (pullouts/tutoring)</p>



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	93				10		3				12			
10	66				8		0				5			
11	91				8		0				8			
12	85				8		0				6			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Star Reading Test ___ August 2015)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	40%										68	
10	0%										60	
11	20%										71	
12	40%										63	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9	39	116	8				109	108			217	44	20%			
10	7	74	0				68	46			114	91	80%			
11	17	108	89				91	28			119	90	76%			
12	0	112	9				96	78			174	58	33%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9	12	71	0				71	--			71	51	71%			
10	30	68	2				68	68			136	29	21%			
11	7	83	3				83	63			146	89	60%			
12	0	84	1				84	74			158	21	13%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: EARLE
SCHOOL: HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: N/A
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN AND RICHARD MYRICK

SUPERINTENDENT: RICKEY NICKS
PRINCIPAL: JUANITA A. BOHANON

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO AREA 1

Change in Teacher and Leader Practice

ADE Recommendation:

N/A

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Earle High School has established a building leadership team that meets at least twice a month on Mondays from 3:35 p.m. – 4:35 p.m. Members of this team include the building administrator, facilitators, support staff, and teachers from each of the content areas. Each Professional Learning Community (PLC) has representation on the team as well. The chairperson will disseminate information to their PLC.

The leadership team examines data to determine areas of improvement. For example, through conversations during PLC meetings, during job embedded professional development, and after viewing assessment results, the team determined a need in math; 2 of the 3 math teachers need additional support to increase their effectiveness in the delivery of instruction. A calendar will be created to reflect meetings that will take place with the facilitators to reflect face-to-face meetings, dates designated for co-teaching, and reflection. Additional professional development is needed in constructing assessments and content; principal, facilitator, and curriculum director are working to ensure that this happens.

Quarterly Objective: *To create and establish the leadership team that is able to assist in guiding school-wide decisions with the goal of improving instruction and increasing overall student achievement.*

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create leadership team consisting of the principal, teachers, and facilitators representing each discipline.	10/15/15	10/15/15	Juanita Bohanon	x		See leadership team binder, Indistar
2. Establish meeting day, time.	10/15/15	10/15/15	Juanita Bohanon	x		See leadership team binder, monthly school-wide calendar.
3. Conduct meetings, use template as identified in Indistar.	10/15/15	10/15/15	Juanita Bohanon, Michael Loughran	x		See minutes, agendas in Indistar.

IMO AREA 1

Change in Teacher and Leader Practice

ADE Recommendation:

N/A

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that **every** student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

This is partially implemented; where as some areas have developed instructional units for 36-weeks of instruction, based on the content standards, others have only created 2-3 units. We are presently evaluating our current unit plans against a unit plan rubric and checklist and are utilizing our job- embedded and other professional development time to continue to address curriculum needs. We also experienced a 50% turnover in teaching staff for this year, which greatly affected our ability to adhere to the calendar of professional development sessions that was created last year.

Pre- and post -tests were administered for unit one in most classes. Building principal has communicated the expectation of pre-and post- testing for each educational unit in all classes. A data template has been created in Google Drive for school wide use. Teachers are expected to upload their unit pre-and post-test data here, thus creating a virtual data wall and central location to maintain assessment results for viewing. From viewing assessment data (pre/post - tests, quizzes, formal assessments, TLI) teams will determine next steps.

Quarterly Objective: *To improve the culture of assessment by ensuring pre- and post- tests have been created, administered, and recorded.*

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Meet to assess current state of assessments.	10/15/15	10/15/15	Juanita Bohanon, Linda Maples, Larry Hosman	X		Sign-in sheet
2. Provide worktime to create/revise pre/post- test during staff development.	10/15/15	10/15/15	Juanita Bohanon, Linda Maples	X		Sign-in sheet, Tests submitted during this session on 9/25
3. Create universal google form for pre/post test data.	10/15/15	10/15/15	J. Bohanon, L. Maples	X		Data Form located in Google Drive account

IMO AREA 3
Student Safety and Discipline

ADE Recommendation: N/A

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):
All teachers are currently reinforcing the classroom rules and procedures in each classroom daily. We have also elected to continue the practice of teachers maintaining their own data regarding for student tardiness and the 15/15 rule where no students are to be excused from class for the first and last 15 minutes of each class period.

Quarterly Objective: *To implement a uniform system for classroom rules, procedures to be incorporated daily into the school culture.*

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Analyze building needs and assessment data to create classroom rules and procedures.	10/15/15	10/15/15	Juanita Bohanon, Claudie Forrest, Albert Coleman	X		Sign –in sheet, agenda
2. Teachers communicate and reinforce expectations for classroom rules and procedures.	10/15/15	10/15/15	Juanita Bohanon, Claudie Forrest, Albert Coleman	X		Syllabus
3. Teachers reinforce classroom rules and procedures daily.	10/15/15	10/15/15	Juanita Bohanon, Claudie Forrest, Albert Coleman	X		Observations, disciplinary reports

IMO AREA 4

Family and Community Engagement

ADE Recommendation:

N/A

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Parents were provided the school compact during student registration this summer. They were completed and returned to the parent coordinator and she provided a copy to the teachers. All students, parents, and teachers read and sign the school Parent-Teacher compact. Located on this compact is the school’s mission statement and agreements between the school, students, and parents. Each member commits to upholding the expectation to communicate thoroughly and frequently throughout the school year about the progress towards academic and social goals.

Quarterly Objective: *To inform parents of the shared responsibility for increasing student achievement.*

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Complete student registration, provide compacts to parents.	10/15/15	10/15/15	Claudie Forrest	X		Registration packet
2. Collect compacts from parents.	10/15/15	10/15/15	Claudie Forrest	X		Copies of completed compacts
3. Provide compacts to teachers.	10/15/15	10/15/15	Claudie Forrest	X		Binder containing copies of compacts, main office

IMO AREA 4
Family and Community Engagement

ADE Recommendation:
N/A

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

We currently provide several opportunities and services to prepare our students for college and career readiness. These include but are not limited to Financial Aid night, parent nights covering various topics each quarter, the College Initiative program, Live Binder for scholarships, Counseling Facebook Page and Newsletter, one-to-one sessions with school counselor, On-site transition counselor for students in need of special services, recruitment days for colleges and the various branches of the military, ACT prep online, PSAT testing, NCAA Clearinghouse for athletes, ACT registration orientation, ASVAB testing, and concurrent courses with Arkansas State University-Mid-South. School counselor also maintains a career development portfolio on all students.

Quarterly Objective: *To increase student awareness of post- secondary options and support that is offered.*

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Conduct meeting with senior class regarding post-secondary options.	10/15/15	10/15/15	Felicia Watson, School Counselor	X		Sign-in sheets
2. Conduct individual fall interviews with seniors.	10/15/15	10/15/15	Felicia Watson, School Counselor	X		Sign-in sheets, survey in Google forms, individual interviews, career development portfolios
3. Identify and enroll juniors and	10/15/15	10/15/15	Felicia Watson,	X		Written and electronic communication

seniors in the College Initiative Program			School Counselor			between College Initiative representative Sarah Heying, school counselor, and administrator; final roster of students enrolled in the program, calendar of dates, times, location of meetings for students enrolled in the College Initiative Program.
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PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (*Please circle*)

If yes, what support have you received from the district?

The district has selected a support person to support the library media specialist in implementing the monitoring systems and other identified areas of need.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Math teachers have been asked to analyze their assessment data from classroom assessments, observations, and TLI to determine areas/skills that are deficient. The teacher and facilitator/administrator will work together to create a calendar of remediation that will address these skills.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Our school improvement specialist has provided guidance in how to improve the culture of testing, utilizing Indistar, and how to complete the 45-day plan.

Russ Johnson (ECS Support Staff) has collaborated with the building principal to determine three (3) priorities for support- job-embedded professional development, classroom-focused improvement plan (CFIP), and continuous support (model).

What are the barriers, if any, in improving student outcomes?

Lack of teaching experience in the core area of science and the absence of a building wide assessment tool that allows for the testing of individual students to determine fluency and the grade level in which they are actually learning. The administrator and curriculum director are currently working to address this issue.

How is your leadership team monitoring student progress in the skill area of science?

The leadership team reviews assessment and observational data, plans next steps; the science chairperson is a veteran teacher with 25+ years of teaching experience and works closely with the science teachers. Professional development and instructional needs are identified by the teachers and administrative recommendation based on data gathered from observations, conferences.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing?

How are you responding to the results? Our leadership team is monitoring student progress in these areas by looking at the data---teacher assessments, TLI, etc. and identifying skills for remediation. This information is shared with teachers as they should have also identified these areas of need and next steps as reflected in their PLC meeting reporting form.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The most meaningful decisions have been to have each PLC to submit their calendar of meeting dates to allow administrators and facilitators to attend. In addition, to revise the calendar for job-embedded professional development to ensure curriculum progress is made.

If anything, what do you intend to change or modify for the next quarter? Science:

Since our science department lacks teaching experience, a member of the leadership team will accompany each teacher to shadow a teacher in the same content area in a neighboring school district. Teachers are expected to identify best practices in the areas of instruction ---including student engagement, classroom management, and differentiation. **Math, Science, Social Studies:** Teachers, with the support of members from the leadership team and support staff, will also be expected to identify students in need of academic support and identify next steps after reviewing assessment data. **Math:** A timeline/calendar will be created to allow coaching in the areas of content and implementation of high-yield strategies. **All content areas:** All first and second year teachers will be required to conduct at least two (2) peer observations this quarter and the focus walk calendar will be implemented.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2 nd	3rd	4th
7	44	-	-	-	4	0	3	-	-	-	1	-	-	-
8	52	-	-	-	10	0	4	-	-	-	0	-	-	-
9	65	-	-	-	4	0	7	-	-	-	0	-	-	-
10	47	-	-	-	6	0	4	-	-	-	2	-	-	-
11	56	-	-	-	6	0	2	-	-	-	0	-	-	-
12	55	-	-	-	5	0	3	-	-	-	0	-	-	-

Comments/ Clarifications:

Data in columns 2, 3, and 5 was provided by Felicia Watson, school counselor. Data in column 5 was provided by Claudie Forrest and Albert Coleman, both Deans of students.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by	
					_____ / _____ (Month Determined)		_____ / _____ (Month Determined)		_____ / _____ (Month Determined)		_____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
					N/A	-----	N/A		N/A	-----	N/A	
Math (3)	0	-	-	-	N/A	-----			N/A	-----		
S (3)	0	-	-	-	N/A	-----			N/A	-----		
SS (3)	0	-	-	-	N/A	-----			N/A	-----		
ELA (3)	0	-	-	-	N/A	-----			N/A	-----		
SPED (2)	50%	-	-	-	N/A	-----			N/A	-----		
					N/A	-----			N/A	-----		

Comments/ Clarifications:

We have three (3) teachers in each core area, SPED only has two teachers- one (1) for Science and Math and one (1) for ELA and Social Studies. One of these two teachers has missed seven (7) days this quarter and has mentioned that she has to take a medical leave beginning in November and may not return for the remainder of the year.

For Columns 4, 6- We do not a universal tracking system to support this data (ex. STAR Reading, STAR Math, Compass Learning or Renaissance Learning), as we've identified this as one of our barriers for student achievement. This need has been expressed to the curriculum director and superintendent.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th			
7	0	44	1				44	-	-	--	44	14	31.82				
8	1	52	1				52	-	-	-	52	23	44.23				
9	7	65	4				54	-	-	-	54	35	64.81				
10	3	47	4				32	-	-	-	32	17	53.13				
11	6	56	3				47	-	-	-	47	14	29.79				
12	5	55	0				23	-	-	-	23	n/a					
Example (total enrollment 7-12 =319)							252				252	103					

Comments/ Clarifications:

12th grade Unit 2- only 8 students have tested in Algebra 2 and Pre-Calculus combined. The 12th graders are taking AP Cal, Stats, and PreCal for a total of 23 students

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year (2014-15)	Number of students enrolled this quarter (8/17/15 – 10/15/15)	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7	15	44	3	-	-	-	39	-	-	-	39	7	17.948	-	-	-
8	7	52	1	-	-	-	42	-	-	-	42	9	23.076	-	-	-
9	5	65	2	-	-	-	58	-	-	-	58	24	41.379	-	-	-
10	12	47	6	-	-	-	44	-	--	-	44	12	27.272	-	-	-
11	5	56	4	-	-	-	n/a	-	-	-	n/a	10		-	-	-
12	6	55	2	-	-	-	n/a	-	-	-	n/a	22		-	-	-
Example							183				183	84				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: FORREST CITY SCHOOL DISTRICT

SCHOOL: FORREST CITY HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: MS. RENATA BRYANT

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN AND RICHARD MYRICK

SUPERINTENDENT: DR. TIFFANY HARDRICK

PRINCIPAL: MR. OSCEOLA HICKS

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1

Change in Teacher and Leader Practice

ADE Recommendation:**Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which includes a description of the team's purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but is not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), Student team (a diverse group of Student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Forrest City High School administration has developed an intricate structure of multiple teams to meet the educational needs of our scholars. The Administrative Leadership Professional Learning Community (ALPLC) meets most weeks with an agenda and minutes that are kept on file in the Instructional Learner Leader's office. The Instructional Learner Leader, Assistant Instructional Learner Leader, Administrative Liaison, and the Dean of Boys comprise the membership of the Administrative Leadership Team. The Leadership Team meets on 1st and 3rd Thursday of the month with agenda, minutes, and attendance recorded in Indistar as documentation. The next level of teaming is with select members of The Leadership PLC. This team is called the Core Leadership Team. This select group works on projects that require intense concentration and in depth research and discussion that would not be practical with the entire Leadership Team. The Leadership PLC (LPLC) includes our Instructional Learner Leader, Instructional Learner Leader Assistants, Departmental Chairpersons, counselors, and other selected Performance Coaches. The agenda is formulated by the Instructional Learner Leader. This team is a conduit for distributing information to the entire faculty through Departmental Professional Learning Communities (DPLCs) and Faculty Professional Learning Community meet on the 2nd and 4th Thursdays of each month. Additionally, a Student PLC has been established in the form of our Student Council to plan and organize motivational activities for FCHS Student Body. The Instructional Facilitator in collaboration with Department Chairpersons monitors the development of agendas for Departmental Professional Learning Communities for data analysis, lesson design based on current data, and CCSS Big Shift incorporation in lesson construction. The overall purpose of

all Professional Learning Communities is to analyze data and determine next steps toward improving academic achievement while addressing priority school indicators

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Select members of the School Leadership Team	10/16/15	09/01/15	Osceola Hicks	X		Agendas and Minutes in Indistar
2. Establish meeting times for the Leadership and Departmental Professional Learning Communities	10/16/15	09/01/15	Osceola Hicks	X		Agendas and Minutes in Indistar
3. Establish the Student Leadership Team with meeting dates	10/16/15	09/15/15	Heather Allison	X		Agendas Sign in Sheets and Minutes
4. The Instructional Learner Leader will be responsible for creating agendas for Leadership Team Meetings on the 1st and 3rd Thursday of the month.	10/16/15	09/15/15	Osceola Hicks	X		Agendas and Minutes will be kept in Indistar by the Instructional Facilitator.
5. The faculty will meet on the 2nd and 4th Thursdays of the month. The Instructional Learner Leader and IF will create agendas, minutes, and keep attendance.	10/16/15	09/15/15	Osceola Hicks Marsha McVay	X		Agendas and Minutes will be kept by the Instructional Learner Leader and placed in Indistar by the IF.
6. The Math and ELA Departments will meet daily/weekly (as needed) to analyze data from TLI assessments.	10/16/15	9/1/15	Marsha Cain Frank Shaw	X		Agendas and Minutes will be kept by the Department Chairperson with a copy submitted to the Instructional Learner Leader.

IMO Area: 1**Change in Teacher and Leader Practice****ADE Recommendation:**

Recommendation 1: Interim assessments should be administered on a scheduled basis.

Recommendation 2: Analysis of student achievement data should include interim assessments. This will enable instructional staff to identify struggling learners and plan instruction for remediation and/or interventions, as well as classroom instruction, throughout the year.

Recommendation 4: School leadership should provide common planning time for instructional teams to plan instructional units that include pre- and post-unit assessments, analyze these and other student achievement data sets, and share successful implementation of best practices.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every Scholar masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Performance Coaches (Performance Coaches) have initiated backwards design lesson planning for each unit to include pre and post assessments that are created based on weaknesses identified during weekly data analysis sessions. Data days are scheduled following each TLI Test to determine areas for remediation. Performance coaches use Engage NY, ACT, and ASPIRE models when creating pre, post, and formative assessments. Mr. Keith Sanders has provided training in lesson design to ensure that rigorous test questions are addressing all common core standards. Despite our tight scheduling situation, the Instructional Learner Leader was able to incorporate common planning time for the Math and ELA Performance Coaches. Performance Coaches meet daily to determine if TLI units are aligned with teacher made units to ensure fidelity in Standards Based Instruction. Performance Coaches have been trained by District Representatives in "Teach to Text" strategies with the use of specifically cited textual evidence. Performance Coaches were trained with

video presentations to recognize quality Standards Based Instruction as determined by the standards rubric. Walk-through observations are used to determine if Performance Coaches are using Text Determined Questions that require text based evidence. “ Do Nows” with time frames attached must be posted at the beginning of each class period so that Scholars can beginning work immediately upon entering the room. Evidence of contextual vocabulary through room postings must be in a conspicuous place as a constant point of reference during lessons. In addition, Performance Coaches will post their objectives with related standards in a prominent place in the classroom to be changed on a daily/weekly bases.

Quarterly Objective:

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Math and ELA Professional Learning Communities will be held to discuss pre and post assessments and analyze new data following TLI testing.	10/16/15	09/15/15	Kari Gregory Larry Buck	X		Department Chairpersons will submit summary reports to the Instructional Learner Leader.
2. Renata Bryant FCHS SIS and District Personnel will provide continual feedback to the Instructional Learner Leader, Instructional Facilitator, and Performance Coaches on instruction, walk through feedback and lesson plan perusal results.	10/16/15	09/01/15	Renata Bryant	X		Lesson plans are on line for the Instructional Learner Leader to assess. CWT and Focus Walk data will be analyzed with results reported. to the Leadership Team for sharing with departments.
3. ELA Performance Coaches will administer pre-test/Module 1 to covering the elements of plot development, setting, author’s point of view, vocabulary analysis in context, and the effect of vocabulary on meaning and tone. Math Performance Coaches will administer pre-tests covering specific Math skills covered on TLI.	10/16/15	10/16/15	Marsha McVay Renata Bryant	X		Copies of pre-test/Module 1

4. Math and ELA Performance Coaches will utilize data from pre-test to determine weaknesses and strengths for purposes of remediation.	10/16/15	09/01/15	Marsha McVay Renata Bryant Larry Buck	X		Copies of data analysis spreadsheets and consultant computations.
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IMO Area: 3
 Student Safety and Discipline

ADE Recommendation:

Effective Practice within Category:
 Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
 All faculty and staff develop a discipline management plan that guides Scholar behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produce an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom routines and rituals to all Scholars. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):
 The District Staff devised a discipline management plan that directs Scholar behavior throughout the district. The staff discussed classroom routines and rituals at the beginning of the year. Routines and Rituals are among the required postings for all Performance Coach classrooms. Each Performance Coach has copies of his/her routines and rituals posted in a prominent place in the classroom. Performance Coaches are expected to be at their doorways during class changes to encourage Scholars to move quickly and quietly from one class to the other. Male Performance Coaches will facilitate movement in the hallways. Female Performance Coaches will monitor halls from their classroom door stations. FCHS Performance Coaches reinforce school wide routines and rituals throughout each school day in all buildings and the cafeteria. The Instructional Learner Leader and Assistant Instructional Learner Leaders with the Dean of Boys are assisting Performance Coaches with improving the way classroom disruptions are addressed.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. FCHS established school wide routines and rituals for classrooms and common areas.	08/15/15	09/01/15	Osceola Hicks	X		Classroom observations through CWTs and Focus Walks.
2. FCHS Administration and Performance Coaches will post routines and rituals in classrooms and common areas.	08/20/15	08/20/15	Osceola Hicks	X		Performance Coaches will submit a copy of their routines and rituals to the Instructional Learner Leader. Copies will be kept in the Instructional Learner Leader's files.
4. Classroom observations will be conducted by the Administrative	10/16/15	10/16/15	Osceola Hicks	X		CWT and Focus Walk Data

Leadership Team and the Instructional Facilitator to ensure quarterly implementation with fidelity of school wide and classroom routines and rituals.						
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IMO Area: 4
Family and Community Engagement

ADE Recommendation:

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and Scholars will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help Scholars achieve the state’s standards.

Current reality of effective practice (Assess where we are):
FCSD in conjunction with FCHS has developed a school compact to address how all stakeholders will share responsibility for improving Scholar achievement in our district. During Parent/Teacher Conferences, the compact was made available as teachers met with parents on parent night. The Scholar, parent, and each Scholar’s teachers were instructed to sign the compact as a symbol of the joint commitment these stakeholders have in the pursuit to enable all Scholars to reach their full potential.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.A compact will be created outlining procedures for parents, Scholars, and school staff to share in creating a challenging learning environment for increased academic achievement.	10/16/15	09/21/15	Tina Boyles Abbie Robinson	X		Files containing compacts housed with the Parent Community Involvement Coordinator
2.FCHS compacts will be passed out to Homeroom. Performance Coaches will distribute them on Midterm Parent Night.	09/15/15	09/21/15	Tina Boyles	X		Compact files and parent sign in sheets are kept by the Parent Community Involvement Coordinator.
3. Parents and Scholars will sign the compact. Then parents will present the compact to each of the Scholar’s teachers for them to	09/15/15	09/21/15	Tina Boyles	X		Compact files and parent sign in sheets are kept on file with the Parent Coordinator.

sign. Upon completion of acquiring signatures from all parties, the parents will submit the completed form to their Scholar's homeroom teacher.

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IMO Area: 4

Family and Community Engagement

ADE Recommendation:

Effective Practice within Category:

Opportunity to Learn Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for Scholars as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

FCHS Instructional Learner Leader, Assistant Instructional Learner Leader, Guidance and staff are committed to supporting our Scholars in preparation for college and careers through the embodiment of the "Growth Mindset" in all communications with parents and Scholars. Administration and staff are working to instill in all scholars the belief that they are capable of being successful both academically and socially. The Central Administrative Staff in conjunction with the Superintendent have provided professional development through a series of Efficacy trainings created to investigate the interconnectedness of mindsets and practices as it relates to Scholar achievement. Keith Sanders, an outside consultant, has been contracted to train teachers and Scholars on mindset concepts, Scholar self-motivation and goal setting. FCHS provides career guidance and post-secondary opportunities through our guidance department, as well as, our partnership with The College Initiative. The College Initiative provides college capable high school Scholars with the tools and mentorship they need to successfully apply to and succeed in college. Some of the core programming elements includes weekly sessions on admission requirements, scholarship applications, interview preparation and career exploration. In addition, ongoing support is provided for both families and Scholars. Quarterly meetings with families regarding financial aid and college life are emphasized. Currently, FCHS has approximately 60 active Scholar participants enrolled in the initiative. Additional career guidance is provided to all Juniors and Seniors through the efforts of the Guidance Department and the Parental Involvement Designee. Another school based program focused on Career and College Readiness is the Advancement Via Individual Determination (AVID) program. Through this initiative, Scholars are held accountable to the highest of standards in both academic and college/career support. During September, FCHS and the guidance department sponsored a college night to provide Scholars and parents the opportunity to consult with representatives from colleges, technical institutes, and branches of the Armed Services. Over 20 representatives were present to share information with approximately 300 parents and Scholars.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Efficacy training and PD will be provided by the district office.to select members of the Leadership Team.	10/16/15	07/29/15	Dr. Jeff Howard	X		Agenda, minutes, sign-in sheets
2. Career guidance and the College and Career Readiness Initiative will assist approximately 60 Scholars with ACT strategies, college applications, and financial and scholarship application assistance.	10/16/15	09/08/15	Abbie Robinson	X		Sign-in sheets
3. The guidance department will sponsor a College Night for parents and Scholars in grades 9-12.	10/16/15	09/15/15	Dianna Jefferson	X		Sign-in Sheets



PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (*Please circle*)
If yes, what support have you received from the district?

The district has provided professional development related to lesson planning and utilizing textual based evidence when answering questions that require Scholars to grapple for deeper meanings. The Central Office has been quite helpful with providing PD via a summer retreat where the school's needs around RTI, Differentiation of Instruction, and quality Professional Learning Communities were addressed. In addition, the Central Office has also provided us with a snapshot of what ACT-Aspire entails as well as standards based instruction training for all faculty. Also, an extremely rich 2-day in-service was facilitated around Research Based Teaching (RBT). In conjunction, an intense, robust training in Efficacy was presented by the District Central Office.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

FCHS offers Credit Recovery and tutoring in the core areas of ELA, Math, Science and Social Studies. Through the common planning times in the ELA and Math Departments, Professional Learning Communities are able to engage in more intentional conversations around Scholar data. The most current Math and ELA Data (7th and 8th grade) from our 9th and 10th grades has been thoroughly analyzed to cluster Scholars with common deficits in groups of 5. Individual Scholar data was disaggregated to determine strengths and weaknesses. Then Scholars were grouped according to like areas of need for small group remediation. Each group has been assigned to an ELA or Social Studies Performance Coach for mentoring and tutoring in areas of weakness. Additionally, Performance Coaches are able to determine the number of Scholars needed to move from basic to proficient in order to reach the AMO target. Performance Coaches are strongly encouraged to have ACT-Aspire and related standards as an intricate part of their "do now" tasks.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS has facilitated PD sessions and has streamlined processes for the Leadership Team in order to impact Scholar achievement using the 7 Turnaround Principles.

What are the barriers, if any, in improving student outcomes?

I rather see these as challenges rather than barriers. Challenges can be overcome with a great deal of effort. We need more parental involvement to push our Scholars toward the work. Limited hours to work as a unit via AEA; especially for the disciplines that do not have common planning time. Teacher apathy on the part of some and limited capacity for quality teachers on the part of others are the main challenges. Our Math Department is extremely limited in this regard. The challenge of change in practice which presents a welcomed challenge for me to inspire, is a top priority.

How is your leadership team monitoring Scholar progress in the skill areas of math, reading, writing? How are you responding to the results?

The Leadership Team is monitoring Scholar progress through TLI. Courageous conversations are taking place between the Leadership Team members and the applicable members of the Math and ELA Departments. This procedure is by my mandate. They are then expected to brief me. I, in turn, schedule and meet with individual teachers to discuss outcomes and determine next steps.

How are you monitoring the progress in the area of science?

Progress in the area of Science (Biology) is monitored through TLI, Focus Walks/CWTs, as informal and formal observations by internal and external staff.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The decision to peruse and disaggregate data in a critical thinking “mindset” and expect the same from each teacher of record, including the co-teacher, and the need to provide immediate feedback to create data walls that display results and comparisons from one assessment to the next. This feedback should only be done for the class at large, but individual deficits and challenging conversations need to take place with each Scholar.

If anything, what do you intend to change or modify for the next quarter?

We intend to compare module data for the 2015-2016 school years when it arrives. Additionally, we conducted a comparative analysis of module data from the 2014-2015 results. The size of the Leadership Team when it comes to key work initiatives, especially as it pertains to Scholar data will include the 7 members of the Core Leadership Team.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of Students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL Scholars enrolled as of October 1 st per grade level	Number of Students with 5 or more referrals				Number of Students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	203				30	4	2				7			
10	218				33	1	4				11			
11	189				27	2	1				10			
12	166				31		2				6			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> Students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> Students that are 3 or more years below grade placement in Math as determined by Credit Recovery 10/10/15 (Month Determined)		Number of <i>ELEMENTARY</i> Students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> Students that are 3 or more years below grade placement in ELA as determined by Credit Recovery 10/16/15 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	1										0	
10	1										0	
11							12				23	
12							11				8	

Comments/ Clarifications:

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of Students that failed Math the previous year	Number of Students enrolled this quarter	Number of Students with D or F in Math class per quarter 2015-2016				Number of Students assessed on each post-unit assessment for the current quarter				Total number of Student unit assessments by grade level (A)	Total number of Student with D or F on unit tests in Math this quarter (B)	Percent of Student with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
Alg I		155	47				155				155	41	26			
Geo	15	161	58				161				161	58	36			
Alg II	2	162	54				162				162	31	19			
Alg 3		106	14				106				106	47	44			
Pre Cal		40	1				40				40	16	40			
Cal		7	0				7				7	1	14			
Stat		8	0				8				8	1	13			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of Students that failed ELA the previous year	Number of Students enrolled this quarter	Number of Students with D or F in an ELA class per quarter 2015-2016				Number of Students assessed on each post-unit assessment for the current quarter				Total number of Student unit assessments by grade level (A)	Total number of Students with D or F on unit tests in ELA this quarter (B)	Percent of Students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	NA	203	40				101				101	7	6.93			
10	5	218	15				171				171	7	4.09			
11	13	189	23				183				183	22	122			
12	8	166	14				145				145	21	14.4			
Example							100	90	95	N/A	285	57	20%			

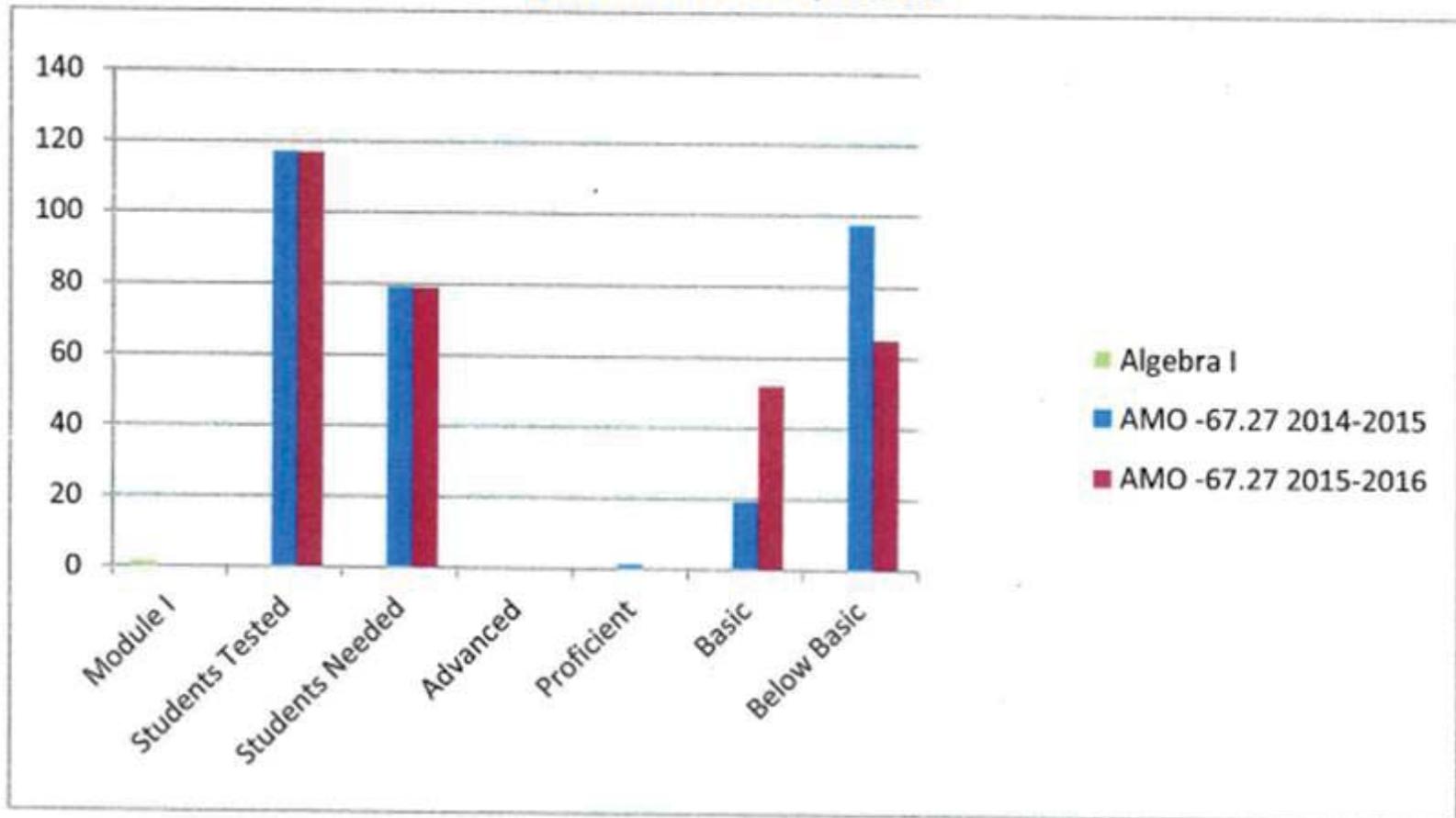
Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in Student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

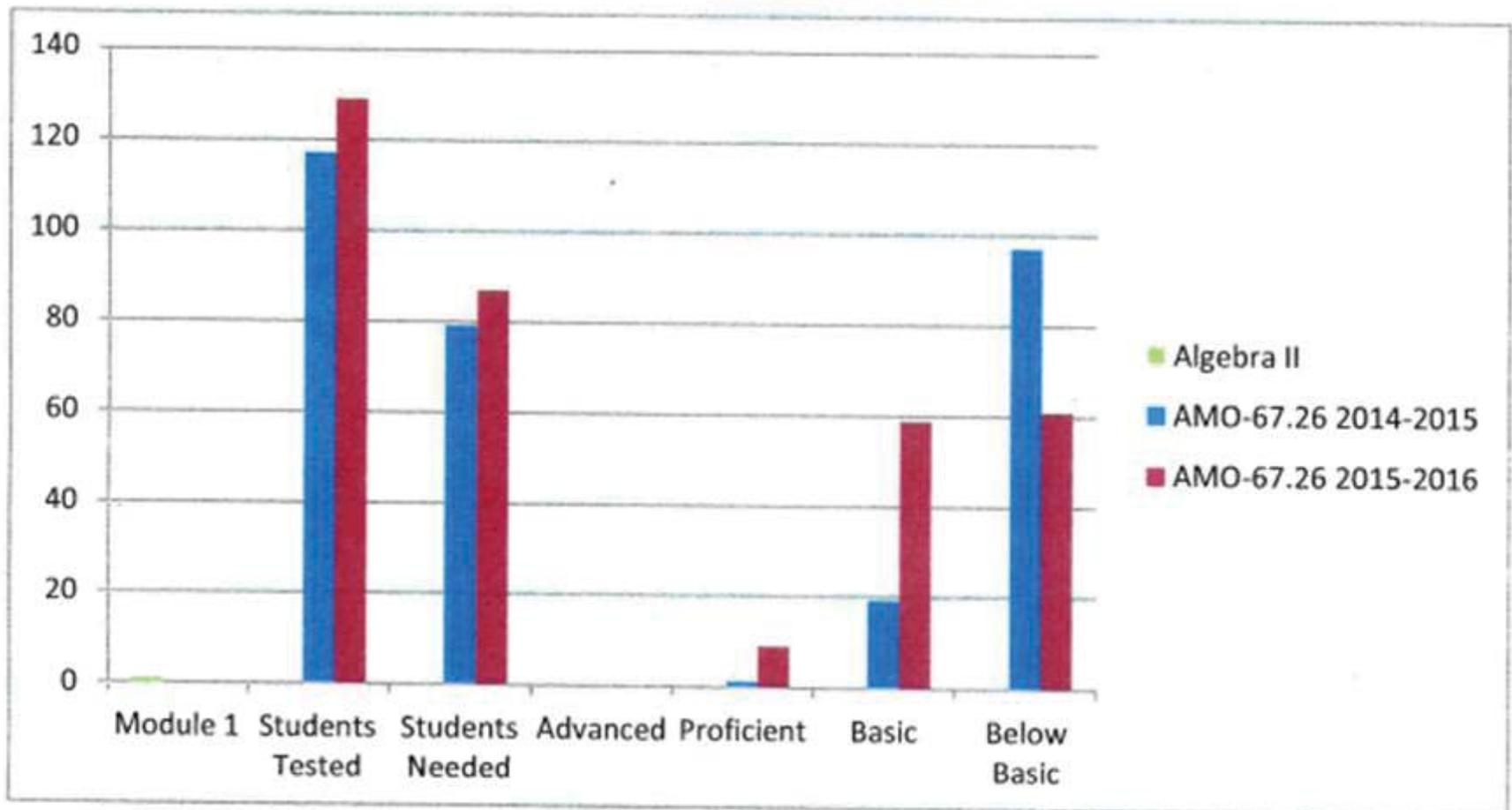
Forrest City High School

1st Quarter Interim Assessment
Comparison 2014-15/2015-16



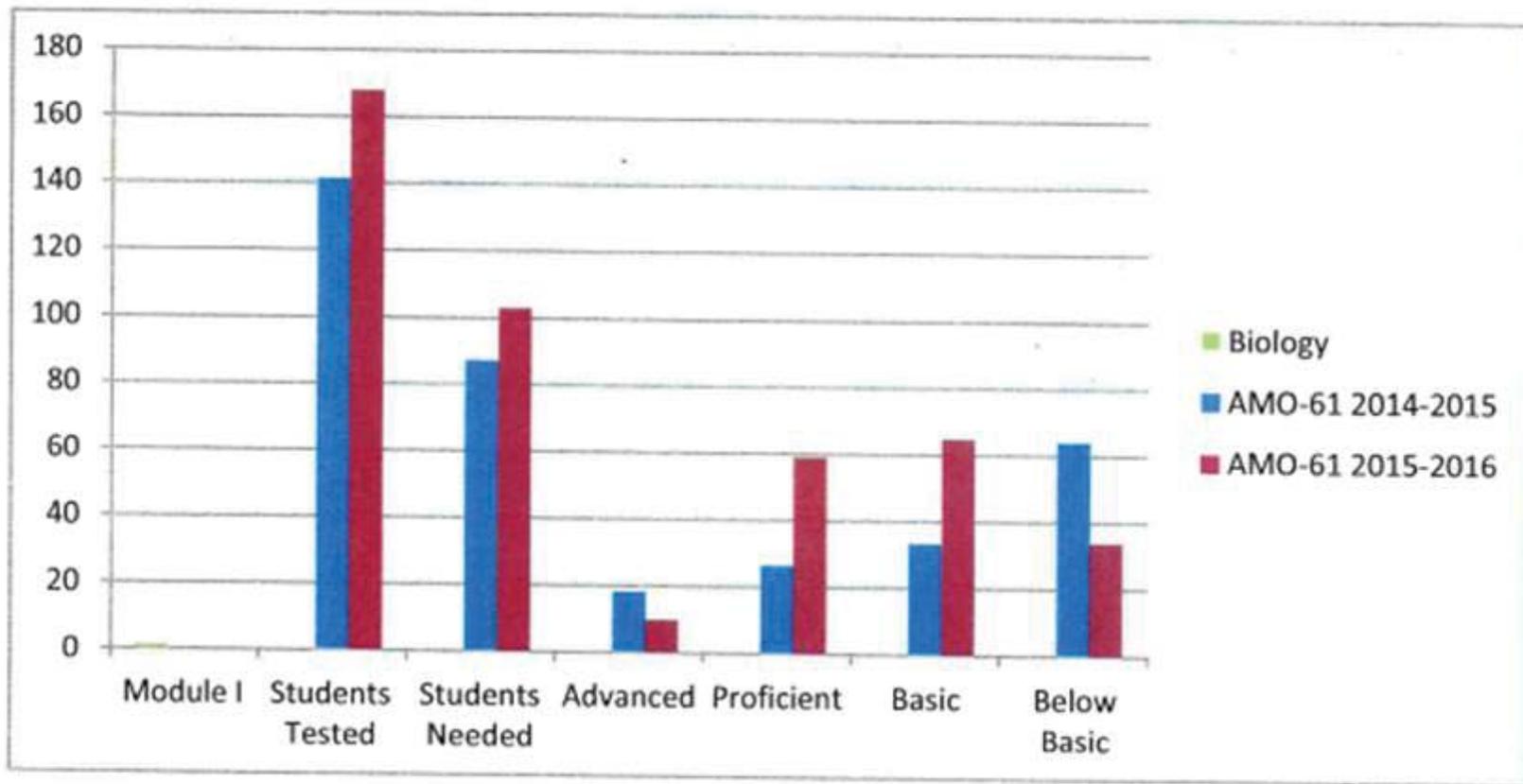
Forrest City High School

1st Quarter Interim Assessment
Comparison 2014-15/2015-16



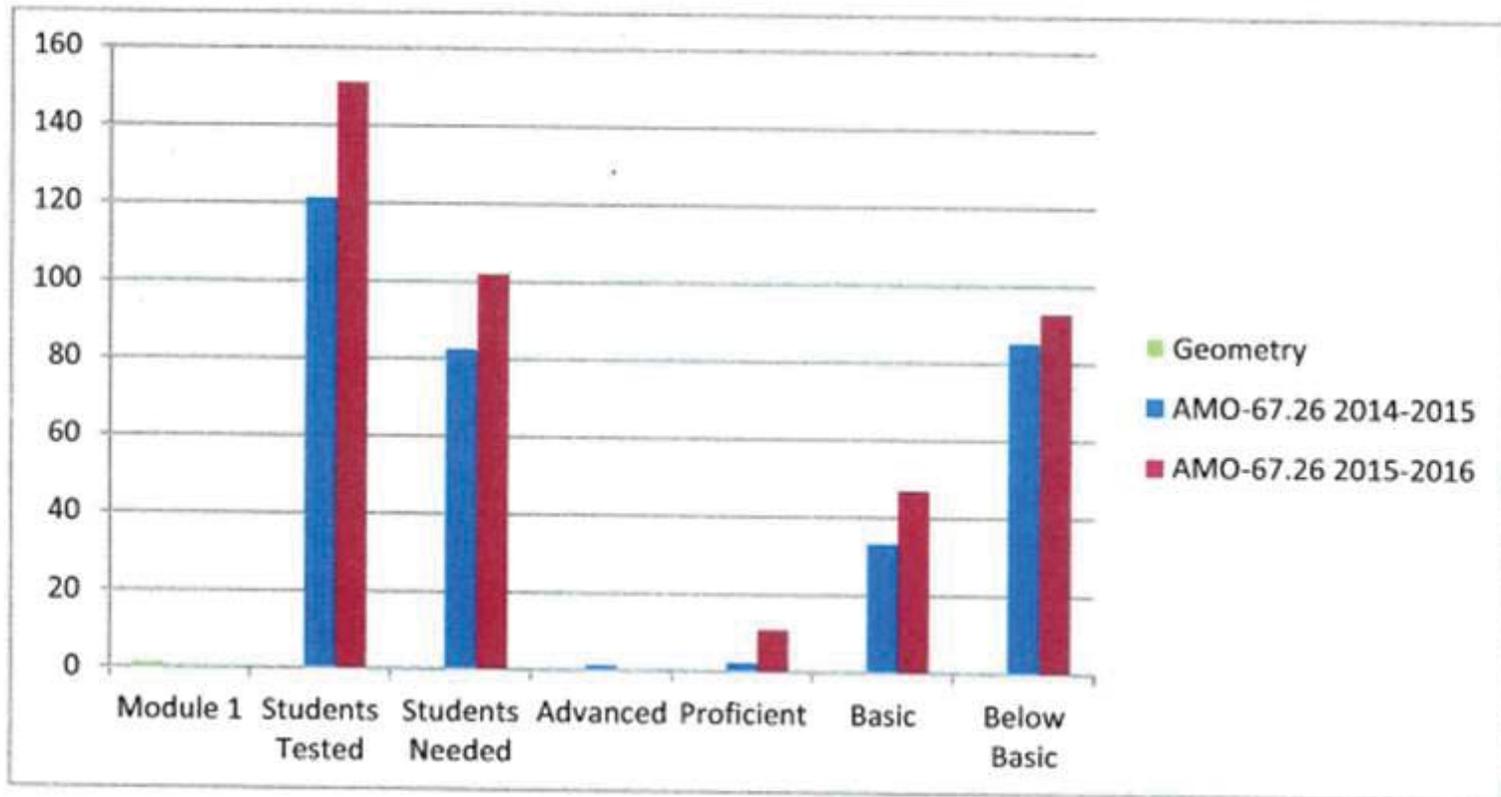
Forrest City High School

1st Quarter Interim Assessment
Comparison 2014-15/2015-16



Forrest City High School

1st Quarter Interim Assessment
Comparison 2014-15/2015-16



Forrest City High School Interim Assessment Comparison-1st Quarterly Report

Algebra II **AMO – 67.26**

Module 1	Students Tested	Students Needed	Advanced	Proficient	Basic	Below Basic
2014-2015	177	79	0	1 (.85%)	19 (16.24%)	97 (82.91%)
2015-2016	129	87	0	9 (6.98%)	59 (45.74%)	61 (47.29%)

Geometry **AMO -67.26**

Module 1	Students Tested	Students Needed	Advanced	Proficient	Basic	Below Basic
2014-2015	121	82	1 (8.26%)	2 (16.53%)	33 (27.27%)	85 (70.25%)
2015-2016	151	102	0	11 (7.28%)	47 (31.13%)	93 (61.59%)

Algebra I **AMO -67.27**

Module 1	Students Tested	Students Needed	Advanced	Proficient	Basic	Below Basic
2014-2015	117	79	0	1 (.85%)	19 (16.24%)	97 (82.91%)
2015-2016	117	79	0	0	52 (44.44%)	65 (55.55%)

Biology **AMO-61**

Module 1	Students Tested	Students Needed	Advanced	Proficient	Basic	Below Basic
2014-2015	141	87	18 (12.77%)	26 (18.44%)	33 (23.44%)	64 (45.39%)
2015-2016	168	103	10 (5.95%)	59 (35.12%)	65 (38.69%)	34 (20.24%)



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: FORREST CITY SCHOOL DISTRICT
SCHOOL: FORREST CITY JUNIOR HIGH SCHOOL
STATUS: PRIORITY YEAR 4
SITE-BASED SIS: MS. PHYLLIS MCDONALD
EXTERNAL PROVIDER: ARKANSAS PUBLIC SCHOOL RESOURCE CENTER
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN AND RICK MYRICK

SUPERINTENDENT: DR. TIFFANY HARDRICK
PRINCIPAL: MR. CARLOS FULLER

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1

Change in Teacher and Leader Practice

ADE Recommendation:

Recommendation 8: School leadership should regularly participate in and monitor PLC meetings to ensure time is consistently maximized to improve professional practice and increase student achievement.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

The Forrest City School District policy specifies the team structure for all schools with embedded schedules of Professional Learning Communities. The Instructional Teams meet in Professional Learning Communities to disaggregate performance data in all areas. The Forrest City Junior High School has a Leadership Team consisting of the principal and key staff members. (ID01) The Forrest City Junior High School has a Parent Facilitator who has implemented a Parent Council. Leadership and instructional teams have a purpose for meeting with agendas and minutes (ID04).

The Forrest City Junior High Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). The Leadership Team members communicate to the faculty and staff transparently by reporting pertinent information in faculty meetings and having a liaison for core, uncore, and elective members (ID07). The liaison is responsible for submitting any suggestions from the faculty and staff to the leadership team. (ID08). It is a regular practice of the Leadership Team to look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

(ID01) The leadership team will meet regularly to analyze school performance data, classroom walk through observations and other significant data. The team will use that data to drive instruction, determine professional development needs, and make decisions to enhance student achievement consistently. (ID04) Core Content Teams meet in weekly PLCs. 3rd Tuesdays of each month instructional teams will meet. Some teams are keeping minutes, agendas, and sign-in sheets. (ID07) We are revising our leadership team. We have a new principal and some new staff that are being added to the leadership team. The team is starting to meet weekly. A portion of the leadership team has discussed data.

Quarterly Objective: The FCJHS Leadership Team consisting of the principal, teachers who lead the Instructional Teams and other key professional staff will meet regularly at least twice a month for an hour.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.The principal will communicate to all teams that agendas, minutes, and sign-in-sheets are required for all meetings.	10/14/15	10/16/15	Carlos Fuller	X		Agenda, sign-in-sheets of Faculty Meeting
2. Team members should turn in all agendas with sign-in sheets and minutes to the instructional facilitator.	10/14/15	10/16/15	Janelle Gardiner	X		Electronic email communication document
3. Team meetings will be student centered focusing on student achievement, curriculum, and instruction	10/14/15	10/16/15	Carlos Fuller	X		Agenda and sign-in sheets of Faculty Meeting
4. A list of items that must be included on agendas will be developed.	10/14/15	10/16/15	Judy Locke	X		Electronic email communication document
5. Team members will be identified to serve on the team.	10/02/15	10/16/15	Carlos Fuller	X		Agenda, sign-in sheets, and minutes
6. Roles and responsibilities for the team will be assigned.	10/07/15	10/16/15	Phyllis McDonald	X		Roles and responsibilities were distributed to the leadership team through electronic communication.
7. The team will meet at least twice a month.	10//14/15	10/16/15	John Anderson	X		Agenda, sign-in sheets, and minutes

IMO Area: 1

Change in Teacher and Leader Practice

ADE Recommendation 4, 5, and 6:

- 4. Analyses of student achievement data should include interim assessments. This will enable instructional staff to identify struggling learners and plan instruction for remediation and /or interventions, as well as classroom instruction, throughout the year.
- 5. Instructional teams, consisting of grade-level or content-area teachers, should develop units of instruction that include criteria for mastery of standards addressed in the unit. These units should include rigorous pre- and post-unit assessments that are aligned with Arkansas Frameworks.
- 6. Results from unit assessments should be analyzed by team members to identify students who are not performing at proficient levels and determine a course of action to increase mastery.

Effective Practice within Category:

- (IIB02, IIB04) Engaging teachers in assessing and monitoring student mastery (Pre-/Post Tests)
- (IID02, IID06) Assessing student learning frequently with standards-based assessments.

Description of full implementation of the Effective Practice and/or Recommendation:

The Forrest City Junior High Instructional Teams create Mathematics and Literacy Units based on the Common Core State Standards. The units are three to four weeks of instructional units and include pre-/posttests (IIB01). The pre-test and post-test assess the same learning objectives and the teachers plan for differentiation and re-teaching that is documented in lesson plans (IIB04).

The Forrest City Junior High School Instructional Teams review the results of the pre- and post-tests and uses the data to guide instruction for all student mastery (IIB03). Professional Development is implemented as the data is interpreted with instructional rigor and relevance. (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

(IIB02) The school is starting to develop unit pre and posttests. A schedule of unit pre and posttests has been created, published, and distributed to the Leadership Team and the Faculty. (IIB04) The school is creating pre and posttest in collaborative content teams during PLC's.

(IID02) (IID06) Achievement Network (ANET) interim assessments are administered to all students at least three times a year. The Administrative Leadership reviews the results. Instructional teams and individual teachers review the results to provide support for individual students and group of students. Teachers make adjustments as needed to instructional plans.

Quarterly Objective:

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The administrators will ensure that all teachers are informed about unit pre-test and post-test are required every 3-4 weeks.	10/07/15	10/16/15	Carlos Fuller Phyllis McDonald	X		Assessment schedule document , dated, and electronically dispersed
2. The leadership team will develop a plan for teachers and administrators to create unit pre-test and post-test in PLCs.	10/12/15	10/16/15	Ollie Golatt	X		Sign-in sheets and agendas of PLC's.
3. Teachers and administrators will create Math and Literacy post tests for first quarter.	10/07/15	10/16/15	Ollie Golatt	X		Classroom-Walkthrough Data
4. Unit Post Tests will be administered to all students in Math and Literacy.	10/07/15	10/16/15	Shirley Taylor	X		Unit Post Test student Scan Tron sheets
5. Assessment schedules are developed and implemented	10/07/15	10/16/15	Phyllis McDonald	X		Electronic email communication
6. Instructional teams and individual teachers will analyze the pre-test data.	10/07/15	10/16/15	Ollie Golatt	X		Agenda and sign-in sheets of PLCs.
7. Instructional teams and individual teacher will use the data to re-teach and enhance instruction based on the post-test results.	10/07/15	10/16/15	Phyllis McDonald	X		Lesson Plan documentation
8. Teachers will share re-teach and enhanced instructional strategies in PLCs.	10/07/15	10/16/15	Felicia Kelly Ollie Golatt	X		Agenda and sign-in sheets of PLCs.

IMO Area: 3 Student Safety and Discipline						
ADE Recommendation 9: School leadership should monitor teachers' effective use of instructional time to improve student achievement.						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The Forrest City Junior High Faculty and Staff implemented a discipline management plan that guides student behavior. Every staff member establishes rituals and routines within the classroom. The teachers and principal review the rules with the students on a regular basis to continue an orderly school. Each teacher consistently teaches the classroom rules and procedures to all students. Each teacher consistently reviews the rules and procedures in their classroom. Most teachers consistently enforces the agreed upon rules and regulations (IIC10).						
Current reality of effective practice (Assess where we are): (IID02) (IID06) Achievement Network (ANET) interim assessments are administered to all students at least three times a year. The Administrative Leadership reviews the results. Instructional teams and individual teachers review the results to provide support for individual students and group of students. Teachers make adjustments as needed to instructional plans.						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Staff meetings were held to present the discipline plan.	10/05/15	10/16/15	John Anderson	X		Agendas and sign-in sheets of staff meeting. The discipline was emailed to all staff.
2 The staff taught the plan to the students.	10/05/15	10/16/15	John Anderson	X		Lesson plan documentation
3. The principal met with all students in an assembly to discuss the discipline plan.	08/19/15	10/16/15	Carlos Fuller	X		Week at a Glance Principal Documentation

IMO Area: 4 Family and Community Engagement						
ADE Recommendation: N/A						
Effective Practice within Category: Defining the purpose, policies, and practices of a school community						
Description of full implementation of the Effective Practice and/or Recommendation: Every child in the Title I Program at Forrest City Junior High School has received an agreement, or “Compact,” that all stakeholders will share in the responsibility for improving the academic achievement. The Parent Facilitator and Counselor explain to the parents and students how working together is a shared responsibility for improving academic achievement and is a mandate from No Child Left Behind. (IVA01).						
Current reality of effective practice (Assess where we are): The District Parent Facilitator issued a compact that is given to students for students, parents, teachers and principal signatures.						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The team will develop a plan for students to visit post-secondary institutions.	08/17/15	10/16/15	Bernice Word	X		Post-secondary visitation plan
2. The team will develop a plan for a mentoring program.	09/15/15	10/16/15	Evelyn Turner	X		Mentoring plan

IMO Area: 4 Family and Community Engagement						
ADE Recommendation: N/A						
Effective Practice within Category: Opportunity to Learn Post-Secondary School Options (VA01)						
The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.						
ADE will monitor the following: <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates 						
Current reality of effective practice (Assess where we are):						
The Kuder test is administered to 8th grade students through the career development class and the counseling department. The FCJHS has a written guidance plan. The SIG Parent Coordinator is developing a plan for introducing parents and students to college and career goals.						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The team will develop a plan for the students will visit post-secondary institutions	10/07/15	10/16/15	Bernice Word	X		Post-secondary visitation documents.
2. The Team will develop a plan for a mentoring program.	10/07/16	10/16/15	Evelyn Turner	X		Mentoring plan documents.



ARKANSAS
DEPARTMENT
OF EDUCATION

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (Please circle)
If yes, what support have you received from the district?

Yes, the district has supplied me with baseline data explaining where we are academically and where there is opportunity for growth. The district has provided professional development to the school leadership. The district also provides the school with various external partners to support with assessments and post assessment data, in addition to recommendation. The district has provided teachers with various professional developments pertaining to efficacy, instructional planning, and explicit teaching of the standards.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

The interventions we are using are using Moby Max as a supplement to the Go Math lesson. We have a Zeros Not Permitted and Saturday school to provide students with an extended week. We have an afterschool program for the students to extend the day. For the "priority" students we are co-teaching student with the opportunity for pullouts for a better student teacher ratio.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Arkansas Public School Resource Center (APSRC) assisted the science teachers in developing a pacing guide. They also were supportive in identifying materials needed to enhancing our science labs. The ADE SIS has assisted the school in developing the School Improvement indicators. They have assisted the school in clearing up ambiguity about the 45 Day Plan. The ADE SIG has provided us with academic supplements and incentives.

What are the barriers, if any, in improving student outcomes?

A barrier that might hinder improving student outcome is the comfort level of teachers as it pertains to systemic change towards instruction. We are making a gradual shift in preparation of our lessons. We are making a shift in how we approach the learning, by focusing on the specifics of the standards, determining what rigor looks like and how we use our assessments and data.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Our leadership team monitors student progress in the skill area of math, reading and writing by common assessments every 3 to 4 weeks. We use the ANet assessments to give us an interim assessment every quarter. We use the data to meet in content area meeting weekly. We also use the ANet assessment to have school-wide professional development around the data. Re-teaching plans are required and the lesson must be re-assessed.

How are you monitoring the progress in the area of science?

We are monitoring the progress of the area of science by classroom observations. Feedback is given both individually and as a group. Plans are reviewed and revised based on the teaming concept. We have external providers that monitor and report classroom activity. We also use common assessments that align with the Explore test, in order to expose our student to the format and verbiage of the ACT.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

After viewing the minutes, the most meaningful decision and action made by the leadership team this quarter is the revision of the leadership team. Our team is now much stronger with the new additions. We are able to divide ourselves in subcommittees that will build on the culture of the school, as well as, focus on student achievement.

If anything, what do you intend to change or modify for the next quarter?

One thing we are seeking to change is to utilize the smaller student to teacher ratio to fidelity. The intervention will give students the opportunity to review the previous week or day instruction with the teacher to prevent the student from falling behind in class. We want to contact parent to insure all of the children that need additional support afterschool in receiving it. We want to continue to support teacher in the planning of their lessons and classroom strategies. We are going work more diligently with the math and science departments in securing data and planning specific next steps to insure student growth.



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SCHOOL LEADERSHIP TEAM’S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6th	3				3	0	0				0			
7th	179				18	0	9				0			
8th	198				30	0	5				0			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by STAR TESTING DATA OCTOBER		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined STAR TESTING DATA OCTOBER	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6th	1						0				0	
7th	0						60				100	
8th	1						57				107	

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

The FCJHS completed Interim Assessments in Mathematics and Literacy through the Achievement Network.

7th Grade Literacy Class performance: 47%

8th Grade Mathematics Class performance: 40%



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DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: GEYER SPRINGS ELEMENTARY
STATUS: PRIORITY

SITE-BASED SIS: ELIZABETH CLIFFORD

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: CYNTHIA COLLINS

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

- GSGTA's Leadership team was established and met regularly last year.
- Agendas and minutes of the meeting were kept and disseminated to staff through email.
- Bylaws were created.
- The Indistar school improvement process is new to all staff.
- Instructional teams will continue to have agendas and recorded minutes of their meetings.
- There is limited or no participation by PTA at the end of last year.

Quarterly Objective: GSGTA's teams/committees will work in tandem with the Leadership team. These governing bodies will work together to assess indicators and to develop and carry out tasks. A record of each team's meetings will be shared through agendas and minutes.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. A 2015-16 Leadership Team will be established.	9/22/15	9/22/15	Cynthia Collins	x		Minutes and agendas from meetings
2. Regular Leadership Team meeting dates and times will be re-established and coverage given to teachers as needed.	08/26/15	08/26/15	Cynthia Collins	X		By-laws
3. Professional development on the Indistar school improvement process will be implemented with the Leadership Team.	9/22/15	9/22/15	Beth Clifford	X		Minutes and agenda from meeting
4. Professional development on the Indistar school improvement process will begin with the staff	10/05/15	10/05/15	Beth Clifford	x		Staff meeting agenda and sign-in sheets
5. Staff will break into small teams to study and report on a given indicator.	10/16/15	10/16/15	Cynthia Collins	X		Professional development agenda and teacher charts
6. Bylaws are reviewed and updated with the new Leadership Team.	9/22/15	9/22/15	Jennifer Welborn	X		Bylaws document
7. Identify and invite parent(s) to regular Leadership Team Meetings.	10/13/15	10/08/15	Jennifer Welborn	x		Parents have been identified.
8. Create a template to assist committees with writing bylaws.	10/8/15	10/8/15	Jennifer Welborn	X		Template
9. School committees will be re-established for the 2015-1016 school year.	09/10/15	10/1/15	Jennifer Welborn	x		List of committees

10. Committee chairs meet to develop bylaws using leadership team bylaws as an example.	10/20/15	10/30/15	Jennifer Welborn	x		Bylaws
11. Parents will be invited to be involved in the GSGTA PTA.	09/22/15	09/22/15	Jennifer Welborn	x		List of parents who agreed to participate
12. Scott Morgan will be secured for PTA PD	09/29/15	10/02/15	Jennifer Welborn	X		The meeting - agenda
13. PD on PTA protocol and procedures will be provided to the interested parents.	10/06/15	10/06/15	Jennifer Welborn	X		Agenda and minutes of the meeting Hand-outs

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

- Instructional teams meet and plan for instruction weekly.
- Some teachers are administering unit pre- and post-tests.
- Some teachers are using pretest data to differentiate instruction.
- The administrator observes instruction regularly and provides feedback to teachers in emails or through conference. Feedback is also given to some students.

Quarterly Objective: Instructional teams will meet weekly to plan and discuss student progress. Unit pre- and post-tests will be created and administered to students to drive instruction. The administrator will regularly observe in classrooms and provide feedback to teachers and students.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Weekly planning meetings will be held with grade level teams	08/31/15	9/22/15	Kristan Zargari	x		Agendas and minutes of meetings
2. Lesson plans will be reviewed, classroom observations held, and feedback provided teachers.	8/24/15	8/24/15	Cynthia Collins	x		Emails and report forms on iPad
3. Grade level instructional teams will create pre and post-tests for the units.	8/31/15	10/30/15	Beth Clifford	x		The unit tests

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

- Responsive classroom strategies are in place in most classrooms and professional development is ongoing.
- Norms, expectations, and procedures are reviewed daily.
- A school-wide behavior plan is in place.
- Team building is an integral part of daily school life. It is a very intentional goal of GSGTA to build the learning community every day.
- Community Helpers lead daily morning activities and serve as leaders in our school.
- Students participate in multi-age classrooms during Imaginoons and clubs.
- These strategies have greatly influenced our students' confidence in learning that is impacting achievement.

Quarterly Objective: All members of the GSGTA community take responsibility for the climate and culture of our school. GSGTA students and teachers are eager and engaged in the learning community.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. All students help create the norms and expectations for their classroom and other community settings.	08/31/15	8/31/15	Jennifer Welborn	x		Norms and expectations posted in classrooms and common areas.
2. All staff will teach and practice the norms, expectations, and procedures with students.	8/31/15	8/31/15	Cynthia Collins	X		observation
3. Professional development will be provided to staff on responsive	08/14/15	08/14/15	Jennifer Welborn	x		agenda

classroom strategies.						
4. Norms and expectations are created for operation of Early Morning Community Time.	08/31/15	08/31/15	Beth Clifford	x		Posted in the cafeteria. Community Helpers review with students daily.
5. More structures are added to facilitate smooth mornings with Community Helpers as leaders	08/31/15	10/05/15	Beth Clifford	X		Assignment chart with student names Stoplight visual cue for when volume becomes too loud
6. Multi-age, inter-disciplinary Imagination classes begin.	09/08/15	09/08/15	Jennifer Welborn	x		Pre and post-tests and class lists
6. Students are surveyed to determine club options.	09/23/15	9/30/15	Jennifer Welborn	X		Club options
7. Students select their top three choices.	9/30/15	9/30/15	Jennifer Welborn	X		Survey forms
8. Weekly clubs are established.	10/02/15	10/02/15	Jennifer Welborn	X		Class lists

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
Many parents have signed the school's Title I Compact.

Quarterly Objective: Begin the process of examining the school compact and how to make it more meaningful to our parents.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The counselor and a small team will assess this indicator and determine next steps.	10/16/15	10/16/15	Wendy Sanders	x		Notes and chart from the group work.

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.	00/00/00	00/00/00				
2.	00/00/00	00/00/00				
3.	00/00/00	00/00/00				

Include additional task lines as needed.



ARKANSAS
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OF EDUCATION

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

I have had three meetings with district staff regarding Indistar and school improvement.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The reading teacher meets daily with small groups of students. The math lead teacher works with all second grade student once a week in the math lab and works pulls small groups for intervention.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

I meet with school-based district SIS weekly to discuss needs and progress and to discuss plans for assessing indicators and possible tasks.

What are the barriers, if any, in improving student outcomes?

Time spent on testing: pre and post-unit tests, weekly tests, SOAR testing, and other testing as required by various programming – nutrition and STEM. Time spent on Indistar requirements and meeting deadlines for this work.

How is your leadership team monitoring student progress in the skill area of science?

Classroom observations, drop-ins, and review of lesson plans

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Test results are being turned into the team. Tasks are being created.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Assessing indicators and developing awareness and understanding of the new school improvement process.

If anything, what do you intend to change or modify for the next quarter?

We will develop a system for monitoring the use of pre and post-test data. We will analyze the amount time spent on testing grade level and school-wide.



ARKANSAS
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OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
Pre-k	57				0	0	0					5			
2 nd	33				1	8	0					1			
3 rd	39				3	3	0					0			
4 th	49				2	5	0					0			
5 th	46				4	6	0					1			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>TLI SOAR Tests last year and ITBS/9/15</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>TLI SOAR Tests last year and ITBS- /9/15</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
Pre-K	0				na				na			
2 nd	0				2				1			
3 rd	0				2				5			
4 th	1				11				14			
5 th	0				15				9			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Universal Screeners in Math

TLI SOAR

Scholastic Math Inventory

AR Reading

WRAP



ARKANSAS
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OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: HALL HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS:
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: LARRY SCHLEICHER

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The principal should establish a school leadership team sub-committee to meet every two weeks and analyze math and literacy classroom performance data related to the progress of TAGG populations. Results of these analyses should be used to determine job-embedded professional development and/or to identify resources to specifically support teachers' ability to meet the individual learning needs of all students.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

- Leadership Team bylaws have been established.
- The Leadership Team needs to establish a subcommittee that meets every two weeks to analyze math and literacy data that is used to determine professional development and identify resources for teachers.
- Leadership Team and Instructional Teams established and meet with agendas and minutes.
- No Student Team, Management Team, or School Community Council has been established.
- A plan established for 2-way communication.
- SRI, SMI, and CFA data is being discussed at team meetings.

Quarterly Objective: To establish School Leadership Team and Instructional Team.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Select team members for Instructional Team and Leadership Team	9/1/15	9/1/15	Larry Schleicher	X		Team rosters
2. Establish by-laws	9/1/15	9/1/15	Shirley Ferguson	X		Copy of by-laws emailed to SLT and on file
3. Establish meeting dates (every 2 weeks)	9/1/15	9/1/15	Marshall Sladyen	X		Minutes and agendas (Emailed to Associate Superintendents)
4. Keep minutes and agendas of each meeting	Ongoing	Ongoing	Marshall Sladyen	X		Minutes and agendas on Indistar

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

The principal, instructional coaches and internal school improvement specialist should meet and identify the supports needed to implement an instructional “unit-based” progress monitoring and response system, especially in math and literacy courses.

ADE Recommendation 2:

The Director of Secondary Education, the internal SIS, the principal, and the school leadership team should review all the improvement initiatives and prioritize the three to four most likely to yield meaningful improvement.

ADE Recommendation 3:

School staff should focus on the three to four innovations most likely to yield meaningful improvement.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members’ (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

- Instructional Teams are meeting twice a week to develop instructional units based on curriculum standards and documents.
- 9th Grade Instructional Teams are meeting but still need to focus on disaggregating the data and planning to address the deficits.
- Pre and post tests are being administered at 3-4 week intervals.
- Instructional teams are reviewing results of pre and posttests to plan for professional development, plan subsequent instructional units and make adjustments to the curriculum.

Quarterly Objective: The teacher plans instructional strategies and groupings based on student learning needs and data from pre and post tests and makes adjustments based on periodic checks for mastery.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Data will be used to develop instructional strategies for lesson planning, re-teaching, formative assessment planning and standardized test preparation.	Ongoing	Ongoing	Angela Jackson and Shirley Ferguson		X	
2. Data will be used to identify students for tutoring, subjects to be re-taught, and pull-outs for work with Instructional Facilitators	Ongoing	Ongoing	Jennifer Diggs and Lula Williams		X	
3. The SLT will plan appropriate PD based on data that demonstrates instructional and learning needs	Ongoing	Ongoing	Leslie Purdy and Shirley Forehand		X	

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation:
All students should be surveyed or interviewed regarding perceptions of the school and a plan developed to assist students in feeling empowered and as part of the team for school improvement.

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

- Current reality of effective practice (Assess where we are):**
- There is no faculty/staff developed discipline management plan.
 - There is no evidence that all teachers establish rituals and routines.
 - There is no evidence that all teachers teach the rules and procedures in their classrooms.
 - There is no evidence that all teachers are consistent with enforcing agreed-upon rules and regulations.
 - There has been no analysis of discipline reports to determine areas of improvement.

Quarterly Objective: To establish rituals and routines that are positively reinforced in each classroom.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers establish rituals and routines for classrooms.	8/17/15	8/17/16	Larry Schleicher		X	
2. Teachers post rituals and routines and positively reinforce them	Ongoing	Ongoing	Karisa Allmon and Clausey Myton		X	
3. Administrators review discipline reports at end of quarter to determine areas of improvement.	10/12/15	--	Tom Noble and Carol Overton		X	

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

- Compact exists.
- Parents, staff, and students are not aware of it.

Quarterly Objective: To make parents, staff, and students fully aware of the compact.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Make all stakeholders aware of compact by posting on school website,	10/1/15	10/1/15	Marshall Sladyen, Nicole Thomas	X		School website
2. Post compact on Edline.	10/1/15	10/1/15	Marshall Sladyen	X		Edline

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

- ADE will monitor the following:**
- The guidance plan
 - The process of tracking recent graduates

- Current reality of effective practice (Assess where we are):**
- A guidance plan exists.
 - Recent graduates are tracked.

Quarterly Objective: To establish a guidance plan for all students and track recent graduates.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Classroom presentations to students about college, career, and military options.	Ongoing	Ongoing	Sarah Merayo	X		Student Sign-In logs and Senior Post-Graduate Preference Surveys on file in Counselors Office
2. Provide students with information about volunteer opportunities	Ongoing	Ongoing	Trinity Bennett	X		Student applications on file and announcements in Smoke Signals
3. Provide opportunity for students to attend District College Fair.	9/29/15	9/29/15	Jeanette Primm	X		Student sign-in sheets on file
4. Provide scholarship information through a variety of sources	Ongoing	Ongoing	MaRon King	X		List of scholarships received on file
5. Provide Graduation Statement for seniors	9/21/15	10/12/15	Sarah Merayo	X		Graduation Statement Forms
6. Provide ASVAB with military personnel	9/24/15	9/24/15	Maron King	X		ASVAB Score Results
7. Encourage participation in ACT and prep courses through local partners	Ongoing	Ongoing	Sarah Merayo	X		ACT student scores

8. Address Truancy with individual students through neighborhood associations.	Ongoing	Ongoing	Trinity Bennett	X		Truancy intervention forms and letters to parents
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Include additional task lines as needed.



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes, in the terms that we met for state mandated meetings and my acting SIS met with the District Leadership Team. In addition the district has provided meetings with the principals to talk about the direction we are going and what is expected of us.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- The school has implemented Read 180 classes at the 9th grade level to address the 4.63 grade level average in reading based on Scholastic Reading Inventory (SRI).
- Read 180 and System 44 as an intervention in after-school tutoring.
- Math and Literacy Interventions are held for identified students during before-school tutoring.
- Teacher collaboration periods so teachers in same subjects can work together to solve issues they are facing, plan better classes and, review data to prepare their instruction better.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- There is no external provider.
- Acting Internal SIS has attended all meetings and completed and advised on reports requested.
- ADE provided Indistar training and 2 other meetings.

What are the barriers, if any, in improving student outcomes?

- The continued poor performance of students who are assigned to our school (69% of students are Basic or below in Math and 63% are basic or below in literacy).
- The socio –economic status of our school population leaves many students behind for various reasons. Parents often use students as babysitters; students have to work to help the family survive. We also have the highest Homeless number at the high school level, the highest, foster student level, the highest SPED number in the district and the highest ESL population. Hall receives the lowest number of Gifted and Talented.
- District Policy and Professional Negotiated Agreement on Teacher Displacements hinders principal's ability to hire quality staff.

How is your leadership team monitoring student progress in the skill area of science?

- To date, the focus has been on Math and Literacy, student survey results and assessing indicators. We, unfortunately, have not addressed science in the first quarter.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing?

- We have reviewed and started disaggregating data from Scholastic Reading Inventory, Scholastic Math Inventory, Common formative assessments and SOAR Test.

How are you responding to the results?

- We are identifying areas to reteach.
- We are identifying students for individual intervention and recommendations for tutoring.
- We are identifying areas of Professional Development which will assist teachers in addressing the needs of our students.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Using results from student survey:

- We are attempting to build better relationships with the students through job-embedded professional development.
- We are focusing on better preparation by teachers through classroom observations.
- All principals required to do 5 observations a week.

If anything, what do you intend to change or modify for the next quarter?

- We are adding Math 180 for math intervention (Training on 11/11/15 and 11/12/15).
- Institute Achieve 3000 for reading and language intervention for ESL students. Training date pending. Program purchase was just finalized.
- Provide additional opportunities for students to sign up after school tutoring during the second quarter.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1 st	2nd	3rd	4th			1 st	2nd	3rd	4th	1st	2nd	3rd	4th
9	330				40	84	20				30			
10	287				45	72	13				26			
11	242				34	58	9				7			
12	224				31	52	2				14			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>SMI</u> _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>SRI</u> _____ / _____ (Month Determined)	
	1 st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	25.93						147/170				175/274	
10	28.57						128/136				123/195	
11	6.67										122/197	
12	50.0										68/116	

Comments/ Clarifications:

Teacher absences do not reflect difference between Sick Leave and Professional Leave. Some absences may have been mandatory Professional Leave.

Number of Secondary students that are 3 or more years below grade placement are based on the number of students that TOOK the test not on total number of students enrolled in grade level.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: PULASKI COUNTY SPECIAL SCHOOL DISTRICT

SCHOOL: HARRIS ELEMENTARY

STATUS: PRIORITY

SITE-BASED SIS: DR. ROBERT CLOWERS

EXTERNAL PROVIDER: MARIE PARKER, ARKANSAS LEADERSHIP ACADEMY

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL

SUPERINTENDENT: DR. JERRY GUESS

PRINCIPAL: DR. DARNELL BELL

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the team's purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

ID01

Vision statement for Leadership team was written May 2012 and revised August 2014. School Mission Statement revised by all staff June 2012 and revised August 2014. Leadership team revised and updated at building level August 2014. Leadership team consist of 7 staff members plus external support such as Marie Parker, Arkansas Leadership Academy Building Capacity Leader, Tiah Frazer, ADE School Improvement Advisor, and District-Level Personnel.

Harris team structure consists of a leadership team, instructional team, school community council, and Grade level teams with each knowing their purpose. The student council is in the formation period. The master calendar has been created for the year with scheduled times to meet.

Vision statement for Leadership Team reviewed and/or revised on 9/3/15.

School Mission Statement reviewed by all staff on 8/26/15.

Leadership team revised and updated at the building level on 8/19/15.

School Community Council revised and updates on 9/28/15

ID04

Some teams are meeting with agendas and minutes. To further assist with the implementation of this objective, grade level teams will be given binders to document grade level meetings. Minutes, agendas, and sign-ins will be kept as documentation. 2015 All teams are meeting with agendas and minutes. Minutes, agendas, and sign-ins are being kept in binders and documentation containers in the administrators' and facilitators' offices. Leadership team agenda and minutes are entered and kept in the Indistar platform. Community meeting agendas and other pertinent information are being kept by the administrator and counselor.

ID07

Leadership team has been established that consist of 8 staff members and external support such as Jerry Vaughn, AR Leadership Academy Building Capacity Leader, Camilla Wyley, ADE School Improvement Advisor, and District-level personnel. Monthly meetings have been scheduled. 2015 Leadership team is scheduled and meeting twice per month from 8:30 am to 11:00 am. The team consists of Administrator, Arkansas Leadership Academy Building Capacity Leader, School Improvement Specialist, Literacy and Math Facilitators, Classroom Teachers, Counselor, and P.E.teacher.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
ID01						

1. Develop a master schedule that supports team meeting times.	08/17/15	08/19/15	Darnell Bell	X		A master schedule was developed and provided to all staff members.
2. Develop leadership and instructional teams.	08/19/15	08/21/15	Darnell Bell	X		Dr. Bell will explain during PLC's how teams will be grouped. Other teams will be established throughout the year as needed. See Sign in sheets and agendas.
3. Assess the staff and identify key people.	08/12/15	08/12/15	Darnell Bell	X		In September 2012, Instructional facilitators, science specialist, and representatives from different grade levels will comprise the leadership team. Reconstituted in August 2015, Instructional facilitators, counselor, PE coach, and representatives from different grade levels comprise the leadership team.
4. Identify need using scholastic Audit and conference with external provider.	08/14/12	09/03/15	Darnell Bell	X		Discussed teams that need to be put in place both leadership and grade-level. Scholastic Audit revisited.
5. Expectations for team meeting will be defined to include norms, roles, agendas, minutes, and intended outcomes.	08/12/15	09/03/15	Darnell Bell	X		When teams initially meet, the expectations will be met Minutes, sign-in, agenda.
6. Agendas and schedules will be evidence of completion of the objective. The Leadership team will periodically monitor by participating in teams.	09/03/15		All Team Members			The Arkansas Leadership Academy (ALA) representative monitors the meeting for focus on student and staff improvement.

7. Create team charters that include a mission, vision, and purpose.	10/15/15	10/15/15	Marie Parker	X		The charter includes the purpose, vision, and core beliefs.
ID04						
1.Establish teams and roles within each team.	08/12/15	09/03/15	Darnell Bell	X		Roles expected: Facilitator, recorder, timekeeper, and materials manager. SIS added to staff.
2. Provide teams with PLC notebooks and agenda template for record keeping purposes.	9/18/12	09/15/15	Michele Pickett	X		Emailed PLC template to teachers.
3. Teams will be informed about the deadline to provide Principal with copies of minutes and agendas, quarterly. Recorders of each team will copy agendas and minutes to provide to principal or designee.	12/21/12	09/15/15	Darnell Bell	X		Emails and announcements. Revisited. Continue and implement/ongoing.
ID07						
1.Set the date and agenda for initial leadership team meeting.	08/12/15	08/12/15	Darnell Bell	X		Memo to team members regarding date of meeting.
2. Leadership Team will be established to include principal, instructional facilitators, speciality staff, and representatives from primary and secondary staff.	08/12/15	08/12/15	Darnell Bell	X		Select a team based on the previous years members. Numbers of teams members need to decrease due to size of faculty. Sign-in's for team meetings
3.A core leadership team which consist of the principal and facilitators will meet bi-monthly with	08/12/15	09/15/15	Darnell Bell	X		ALA calendar with dates for time at Harris.

ALA capacity builder and/or ADE School improvement specialist. Information discussed should be shared with whole leadership team at designated leadership team dates.						
4.A calendar for one hour bi-monthly meetings will be established and set for the entire Harris Elementary leadership team.	09/15/15	09/15/15	Darnell Bell	X		Published Calendar. Revisions to the calendar will be addressed as needed.

IMO Area: 1
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: <p>The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).</p> <p>The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>

Current reality of effective practice (Assess where we are):

IIB02

Grade level instructional teams develop units of instruction of two to three weeks in both math and literacy. Pre and post assessments are based on the objectives in these unit plans and are administered at the beginning and end of each unit. Data are analyzed in PLCs, but teacher use of data to differentiate is limited.

IIB04

Teachers currently administer screening pre-tests at the beginning of the school year such as DIBELS, DRA, STAR reading, DSA, Calendar Math pretest, and Houghton Mifflin Pretest. The Learning Institute module tests are given 4 times a year in math grades 1-5 and literacy grades 2-5. These tests are used to check for mastery and to plan for intervention and remediation for individual students. Along with TLI tests, progress monitoring of DIBELS, DRA, and DSA are given throughout the year. End of the year post testing includes DIBELS, DRA, STAR reading, DSA, Calendar Math, and Houghton Mifflin Post-test. A system has been put in place for pre and post formative assessments on each math and literacy two/three week unit.

Quarterly Objective: Development and/or continued preparation of development of common assessments at each of the grade levels. This is coupled with development of skills for differentiated instruction.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IIB02						
1. Identify the Standards for the upcoming 9 weeks.	10/14/15	10/14/15	Michele Pickett, Nikki Stolzer	X		PLC documentation Calendar Mapping/Pacing Guide (Recurs quarterly)
2. Identify the skills within each standard.	10/14/15	10/14/15	Nikki Stolzer, Michele Pickett	X		PLC documentation Calendar Mapping (Recurs quarterly)
3. Prioritize skills and determine pacing of teaching for the Units.	10/14/15	10/14/15	Michele Pickett, Nikki Stolzer	X		PLC documentation Calendar Mapping

						(Rekurs quarterly)
4.Calendar map the skills to be taught within the two to three week units.	10/14/15	10/14/15	Nikki Stolzer, Michele Pickett	X		PLC documentation Calendar Mapping (Rekurs quarterly)
5.Develop teaching units with corresponding lesson plans in two to three-week time frames.	10/14/15	10/14/15	Dr. Darnell Bell	X		Lesson Plans
6.Develop common assessments at each grade level.	10/14/15	10/14/15	Nikki Stolzer, Michele Pickett	X		PLC documentation Common Assessments
7.Collection of common assessment data based on pre and post grade level unit tests.	10/14/15	10/14/15	Michele Pickett, Nikki Stolzer	X		Data Collection Forms for Unit Assessments
8.Analyze pre and post unit assessment data in PLCs and at grade level instructional teams to differentiate instruction.	10/14/15	10/14/15	Nikki Stolzer, Michele Pickett	X		PLC documentation Grade level meeting documentation
IIB04						
1.Plan professional development for teachers on interpreting data for differentiated instruction.	3/11/16	00/00/00	Darnell Bell			Professional Development agenda, sign-in, and minutes
2.PLCs to discuss data collection and analysis of pretest data to determine what to teach and with whom to intervene.	10/14/15	00/00/00	Michele Pickett, Nikki Stolzer			PLC documentation agenda, sign-in, minutes
3.Conduct professional development with teachers on how to incorporate differentiated learning by introducing methods,	12/15/15	00/00/00	Nikki Stolzer, Michele Pickett			Professional Development agenda, minutes, and sign-in

strategies, and resources.						
4.Focus Observations and feedback.	10/14/15	10/14/15	Darnell Bell	X		Observation schedule and documentation/Feedback to teachers
5.Planning sessions with teachers to monitor differentiated instruction in the classroom.	12/18/15	00/00/00	Michele Pickett, Nikki Stolzer			Agendas, minutes, and sign-ins
6.Collection and sharing of data with administration and facilitators.	12/18/15	00/00/00	Nikki Stolzer, Michele Pickett			Google Drive/Data documents used as selected repository
7.PLCs to analyze post test data and plan for remediation/RTI if needed.	12/18/15	00/00/00	Michele Pickett, Nikki Stolzer. Core Teachers			PLC agenda, sign-in, and minutes. Data wall for monitoring student progress. RTI Tier I, II, or III identified as needed.
8.Teachers will create a plan based on the data to address the differentiated instructional needs of students.	12/18/15	00/00/00	Nikki Stolzer, Michele Pickett. Core Teachers			Teacher's' plans/Lesson plans.. PLC's/Professional development

IMO Area: 3

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IILC10).

Current reality of effective practice (Assess where we are):
District and school procedure manual. distributed. Developed school wide-policy, expectations, and classroom procedures. Developed disciplinary system that is to be implemented and followed by both students and teachers. School-wide expectations and classroom procedures and disciplinary system discussed/reviewed weekly by teachers with their students. School environment appears orderly.

Quarterly Objective:
Maintain an orderly student environment both inside and outside the classroom.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop school wide-policy, expectations, and classroom procedures	08/17/15	08/17/15	Darnell Bell	X		Copies of corresponding documents. District and school procedure manual distributed to students.
2. Develop disciplinary system that is to be implemented and followed by both students and teachers.	08/17/15		Darnell Bell/Behavior Team			Copies of document(s). Signature sheets of parent(s) or guardian(s).
3. Professional Development: Roll-out of expectations, policies, and procedures to teachers	08/17/15		Darnell Bell			Sign-in sheets, agenda, copies of topics covered.
4. Identify rules, expectations and procedures with students.	08/17/15		Classroom Teachers			Copies of documents reviewed with students.
5. Explain to students reasons for	08/17/15		Classroom			Presenter's notes

rules and expectations.			Teachers			
6. Review procedures, expectations, and rules weekly	08/17/15	Ongoing weekly	Classroom Teachers			Lesson plans or other documents confirming this occurred. Ongoing.

IMO Area: 4

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

School has a compact and is discussed in parent meetings. Family meetings are scheduled. Survey data are collected at the beginning of the school year. Math and literacy family nights are scheduled. Parent-teacher conferences are scheduled.

Quarterly Objective:
Position the school to have greater parent-faculty contact in order to build a stronger Harris School “Community.”

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop Family/community Involvement Committee	09/28/15	09/28/15	LeAnn Myers	X		Agenda and sign in sheet from meeting
2. Schedule Monthly Committee Meeting	09/28/15	09/28/15	LeAnn Myers	X		Family and community involvement calendar

3. Collect parent survey data three times a year	05/13/16		LeAnn Myers			Completed Survey. Beginning of school year. Data to also be collected mid-year and end-of-year, December 2015 and May 2016, respectively.
4. Review/discuss parent compact with parents in committee meetings	9/28/15		LeAnn Myers			Agenda, Sign-in Sheet Meeting minutes, where applicable
5. Math/Literacy Family nights and performances	12/8/15		LeAnn Myers			Agenda, Sign-in Sheet Meeting minutes, where applicable Planned dates: 12-8-2015, 3-1-2016, and 5-10-2016.
6. Parent/Teacher Conference	9/21/15	09/21/15	LeAnn Myers	X		Agenda, Sign-in Sheet Meeting minutes, where applicable
7. Parent/Teacher Conference	2/15/16		LeAnn Myers			Agenda, Sign-in Sheet Meeting minutes, where applicable

IMO Area: 4

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Much the same as the quarterly objective, school counselor is communicating with the feeder pattern middle school and planning activities for career and college readiness along with activities for students transitioning to middle school.

Quarterly Objective: Plan activities for career and college readiness and plan activities for transitioning to middle school (current 5th graders).

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
Potential visit to Sylvan Hills Middle School for orientation	04/15/16		LeAnn Myers			Trip to middle school
Middle School Counselor visit to the school	04/15/16 TBA		LeAnn Myers			Registration Forms for middle school classes
Guidance lesson about getting along in						

middle school video series	05/01/16		LeAnn Myers			Post test
Tentative plan to have Sylvan Hills Middle School 6th grader(s) previously from Harris to discuss transition to 6th from 5th grade	05/01/16		LeAnn Myers			Documentation



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** **Meeting set for October 8th.**

If yes, what support have you received from the district?

- Dr. Warren attended ALA training with the DKT Team
- District provided SIS for the building
- Continued with Full time Counselor
- District provided resources for book study for faculty

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- 21st Century After School Tutoring Program
- Pre/Post common Assessments
- Implemented 90 min. Math Instructional Block with spiral review and fluency
- Reflex Math Grant for 4th Grade Fluency

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

External Provider-Marie Parker

- Leadership Team Development
- Work on Mission, Vision, and Core Beliefs
- Systems Building
- Classroom Support

Internal SIS

- Gathering and Disseminating Data

ADE SIS

- Provided Indistar Training
- Discussed expectations of 45 Day Plan

What are the barriers, if any, in improving student outcomes?

- Teacher absences
- Lack of Interventions
- Reading Levels
- Teachers' lack of content knowledge
- Bell to bell instruction-lack of time on task

How is your leadership team monitoring student progress in the skill area of science?

This has not been a focus area. We sent two teachers to a three day Science Inservice conducted by the Arkansas Department of Education on the NextGen Science Standards. A Teacher-to-Teacher Inservice is currently being planned.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Each teacher has a data collection folder in Google Docs to record data. All leadership team members have access to the documents. Data is discussed with grade level teams during PLCs with the literacy and math facilitators. Also, teachers complete a Glows and Grows document to analyze TLI data and plan for remediation.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The Deep Knowledge Leadership Team created an action plan to address adult learners' school morale that impacts student achievement. The action plan rolls out the book FISH to the faculty and works to implement the four principles set forth in the book.

If anything, what do you intend to change or modify for the next quarter?

Examine master schedule to maximize time to provide for more small group interventions.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	43				9	0	0				0			
1	39				9	1	0				0			
2	49				12	1	1				1			
3	39				5	0	0				0			
4	45				9	0	2				1			
5	38				5	1	2				0			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by __ STAR Math/Early Literacy-Numeracy 10/01/15 (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by STAR Reading/Early Literacy 10_/01/15_ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0				19				20			
1	50%				3				4			
2	0				1				3			
3	50%				7				14			
4	0				17				27			
5	0				13				18			

Comments/ Clarifications: With the exception of 4th grade, which has three classroom teachers, there are two classroom teachers at each other grade level.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year (F's)	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
3	3	38	8				38	35	N/A	N/A	73	70	96%			
4	1	45	3				44	44	44	N/A	132	117	89%			
5	0	38	14				38	38	38	N/A	114	82	72%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Due to the current curriculum pacing and the reconfiguration of the third grade, only two posts tests have been given during this first quarter. The majority of this data was collected by doing assessments online using the Go Math assessments. The number of students That failed (F) Math the previous year is based on Harris' students. Recall that Scott Elementary closed, and approximately 50 students have transitioned to Harris. Information may be updated based on recommendation of ADE.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year (F's)	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level	Total number of D's or F's in ELA this quarter	Percent of students with D or F on any unit tests in ELA			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	(C) (B/A) X 100 = C			
3	1	39	1				39	39	39	39	156	54	35%			
4	4	45	4				44	44	44	44	176	67	38%			
5	0	38	6				32	32	32		96	40	42%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

Number of students that failed (F) ELA the previous year are based on Harris' students. Recall that Scott Elementary closed, and approximately 50 students have transitioned to Harris. Information may be updated based on recommendation of ADE.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: Little Rock School District

SCHOOL: Henderson Middle School

STATUS: Priority and Academic Distress

SITE-BASED SIS: Jimmy Smith, Jr.

EXTERNAL PROVIDER: N/A

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: Dr. Richard Wilde and Lasonia Johnson

SUPERINTENDENT: Baker Kurrus

PRINCIPAL: Frank Williams

45-DAY PLAN

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The Leadership Team should focus directly on student achievement by reviewing grade level formative assessments to determine needed classroom instructional support.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The School Leadership Team consists of teachers, administrators, specialists, and instructional facilitators. The leadership team meets twice a Thursday at 4:00 P.M. for at least an hour to discuss and implement instructional innovations. The School Improvement Specialist is moving toward providing the agenda through email to the team members in advance along with minutes from the previous meeting. Leadership minutes will be shared with the staff via online Henderson Dropbox folder. Staff members are encouraged to ask questions, comment, make suggestions, etc. to the leadership team. Departmental and Grade Level Collaboration groups meet each Monday, Wednesday and Friday during their common planning period. Departmental teams meet each Tuesday and Thursday during their common planning period. The leadership team has developed a structure to effectively utilize collaboration opportunities to develop units of instruction, design and differentiate classroom lesson plans, design intervention strategies, guide implementation of the structure,

and provide essential professional development for teachers.

Quarterly Objective:

Establish foundational elements for effective collaboration teams to ensure increased and sustained student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish schedules for school leadership team, teacher instructional teams, student team, management team, and school community council meetings.	09/01/15	08/17/15	Williams	X		Monthly School Calendars Agendas and Minutes
2. Update the leadership team members and purpose.	10/08/15	10/01/15	Smith	X		Team Roster Leadership Minutes
3. Establish groups in the master schedule for teaming and collaboration.	09/01/15	09/08/15	Williams	X		Master Schedule Teaming Schedule Collaboration Schedule
4. Design a template to include standing agenda items for collaboration so that meetings can be planned according to the goals of the school. Also, ensure data, assessments, instructional units, and strategies for differentiation are	09/28/15	10/01/15	Wilson Rowe Smith Williams	X		Collaboration Template Units of Instruction Assessment Data Leadership Minutes

developed.						
5. Classroom teachers will actively participate in school leadership team meetings.	10/01/15	12/1/15	Wilson Rowe Smith Williams		X	Leadership Sign-In Sheets Leadership Minutes

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

The ADE Review Team recommends the development of a systemic data collection and analysis process to include formative assessments and instructional units to individualize instruction based on pre/posttests.

ADE Recommendation 2:

The School Leadership Team should give specific attention to progress of both, Special Education and ELL Students in specific classrooms.

ADE Recommendation 3:

Progress of these students should also be monitored and assessed.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Instructional Units, Differentiated Lesson Plans, and Pre-/Post tests are being developed during Departmental collaborations to be used in all Core areas. Results will be used in English and Math classes to guide instruction, Science and Social Studies to support instruction in Math and Science classes as well as guide instruction in their specific content area. The process has been refined to ensure fidelity of the Unit method of instruction, Pre/Post assessment expectation is accurately communicated and adhered to, and daily data drives

student instruction in Lesson planning.

Quarterly Objective:

Provide essential professional development during collaboration to develop Units of instruction from the Little Rock School District Curriculum map through a process of pulling out the Power standards from the map, create standards based pre-/post assessments to measure student knowledge of content and standards, and design instructional units based on student performance on Pre assessments.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Design a template to include standing agenda items. Also, ensure data, assessments, instructional units, and strategies for differentiation are the expectations for collaborating.	09/28/15	10/01/15	Wilson Rowe Smith Williams	X		Agenda Sign-In Sheets
2. Template to implement Pre-/Post assessments will be developed in all content areas	09/28/15	11/01/15	Wilson Rowe Smith Williams		X	Pre-/Post Assessments Collaboration Minutes Observation Notes

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):
Teachers taught schoolwide and classroom rituals/routines and rules for the first 3 weeks of the school year. All administrators and teachers follow the due process expectation outlined in the Little Rock School District Handbook for category I offenses.

Quarterly Objective:
Establishes rituals and routines in each classroom to produce an atmosphere conducive to learning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish schoolwide rules and rituals/routines	08/17/15	08/31/15	Williams Fuller Knighten Wooley Hemphil	X		Classroom Observation tool detail report. Classroom observation data.
2. Establish classroom rules and rituals/routines	08/17/15	08/31/15	Williams Fuller Knighten Wooley Hemphil	X		Classroom Observation tool detail report. Classroom observation data.

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
 Henderson Middle School Learning compact has been developed for distribution to parents being served.

Quarterly Objective:
 Make the Home/School Parent Compact available to all parents

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create a packet with forms in both English and Spanish, to include the compact, that require parent signatures to send home with each student	09/15/15	09/15/15	Williams Fuller Knighten Wooley Hemphil Norwood Wright Kidd Johnson Spriggs	X		School Check in sign in forms (parents receive a Parent Handbook when students register for school).

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

- ADE will monitor the following:**
- The guidance plan
 - The process of tracking recent graduates

Current reality of effective practice (Assess where we are):
Henderson Middle School has provided a College Career Fair and students have toured local universities.

Quarterly Objective:
Make the Home/School Parent Compact available to all parents

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create opportunities through school based Career Fair for students to experience collegiate faculty members, students, and culture.	10/10/15	10/01/15	Williams Knighten Norwood Wright Kidd Johnson	X		College Career Fair Agendas w/speakers Permission slips from Parents

Include additional task lines as needed.



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress?

YES

NO (*Please circle*)

If yes, what support have you received from the district?

Training of SIS personnel
Guidance on compliance issues with ADE
Guidance on creating the 45-day plan
Participation in school leadership team meetings

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Full-time on-site School Improvement Specialist in place
21st Century After School Program

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS works to:

1. *Information on state requirements*
2. *Work with the process manager to input information into Indistar*
3. *Collaborate with the administrative team to assist in the development of leadership skills*
4. *Provide job-embedded professional development*
5. *Participate in leadership and instructional team meetings*
6. *Assist in the development and implementation of the 45-day plan*

The ADE SIS Team works to:

1. *Provide training for Indistar and Wise Ways*
2. *Make recommendations for school improvement*
3. *Schedule conference times to review the 45-day plan*

What are the barriers, if any, in improving student outcomes?

1. *Teacher absenteeism*
2. *Lack of parent interest/involvement*

How is your leadership team monitoring student progress in the skill area of science?

1. *The School Leadership Team has developed a Standards Based Unit Instruction Matrix to address the structural process for usage during the common collaboration opportunities to build capacity and support teachers as they implement the expected method of instruction, this process and expectation is designed for all core subject areas, including Science to analyze and monitor student achievement and classroom instruction.*

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

1. *Pre-/Post Assessment Results*
2. *SMI/SRI/ results with programming based on these results*
3. *Interim assessments*
4. *Planning appropriate professional development*
5. *Data analysis with teachers*
6. *Additional support for teachers*

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

1. *Developing a collaboration template*
2. *Becoming transparent about what occurs during school leadership team meetings*
3. *Developing a sub rotation schedule*

If anything, what do you intend to change or modify for the next quarter?

1. *Provide on-site Professional Development to build the capacity and support appropriate usage of data.*
2. *Upgrade from a Culture of Compliance to a S.M.A.R.T. goal course of action.*
3. *The School Leadership Team has developed a Standards Based Unit Instruction Matrix to address the structural process for usage during the common collaboration opportunities to build capacity and support teachers as they implement the expected method of instruction, this process and expectation is designed for all core subject areas.*



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
6	276				40	28	0					19			
7	226				37	19	3					13			
8	275				45	32	6					22			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Scholastic Math Inventory</u> September / 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Scholastic Reading Inventory</u> September / 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	13.33						102				167	
7	21.43						154				54	
8	27.27						88				79	

Comments/ Clarifications:

One teacher on maternity leave who teaches both 7th and 8th grade students, Two other teachers on long-term medical leave (8th grade SPED all grades).

Interpretation of the SMI Date 10-7-15, there were 248 sixth graders that were tested:

1. 153 of them completed the SMI assessment; 95 of them currently have an IT (Incomplete Test)
2. 7 students scored Proficient in the Year-End Proficiency Range for 6th Grade
3. 44 students scored Basic in the Year-End Proficiency Range for 6th Grade
4. 102 students scored Below Basic in the Year-End Proficiency Range for 6th Grade

Interpretation of the SMI Date 10-7-15, there were 215 seventh graders that were tested:

1. 200 of them completed the SMI assessment; 15 of them currently have an IT (incomplete test)
2. 13 students scored Proficient in the Year-End Proficiency Range for 7th Grade
3. 33 students scored Basic in the Year-End Proficiency Range for 7th Grade
4. 154 students scored Below Basic in the Year-End Proficiency Range for 7th Grade

Interpretation of the SMI Date 10-7-15, there were 205 eighth graders that were tested:

1. 119 of them completed the SMI assessment; 86 of them currently have an IT (incomplete test)
2. 1 student scored Advanced in the Year-End Proficiency Range for 8th Grade
3. 6 students scored Proficient in the Year-End Proficiency Range for 8th Grade
4. 24 students scored Basic in the Year-End Proficiency Range for 8th Grade
5. 88 students scored Below Basic in the Year-End Proficiency Range for 8th Grade

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

The School Leadership Team will implement several new innovations to accurately identify student deficits and provide individualized classroom interventions with fidelity. These innovations include: Study Island, MyOn, WRAP, Dibels, and IXL Skills and Drill.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: J. A. FAIR HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS:
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: LAGAIL BIGGS

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

The internal SIS, principal, and district supervisor should collaborate to narrow the focus and accelerate the training and expansion on knowledge of the school improvement process with the school leadership team and faculty.

ADE Recommendation 2:

The leadership team should:

- establish goals and expected outcomes for student achievement
- clearly define interventions and actions for achieving established goals
- develop a method of evaluating effectiveness of interventions
- communicate a timeline for achieving benchmarks to staff and students
- provide support through the process.

ADE Recommendation 3:

The Director of Secondary Education, the internal SIS, the principal, and the school leadership team should review all the improvement initiatives and prioritize the three to four most likely to yield meaningful improvement.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

JA Fair High School has the following team structure:

School Leadership Team: Literacy and Math Lead Teachers, Literacy and Math Instructional Facilitators, 9th grade Academy

Lead Teacher, City Year Project Manager, Counselor, District Math Lead Teacher, Principal, Assistant Principals.
Campus Leadership Team: All Instructional department chairs, Parent Involvement Coordinator, Instructional Technology Specialist, Guidance counselor, Parent, Student representative, Principal and Assistant Principal.
Student Government Association: Elected student officers from each grade level
School Community Council: Selected Parents for our student body.
Collaboration Teams: Common content teachers meet 3 times a week to create CFA's, analyze data, lesson planning.
The School Leadership Team meets on the 1st and 3rd Wednesday of every month. Campus Leadership meets the 2nd Wednesday of every month, Student Government meets daily during their Leadership Class Period, The School Community Council meets on the 3rd Wednesday of every month.
Each committee has an agenda and minutes for each meeting.
The School Leadership looks at and disaggregate various forms of data, SMI/SRI data, CFA data, Soar Data, grade distributions, discipline reports, attendance reports. After looking at the data the team determines the next steps and/or intervention strategies. This information is shared with the Campus Leadership team, which then is shared in the department meeting and collaboration meetings. Feedback from the various teams drives the instruction and professional development.

Quarterly Objective:

By the end of the 1st quarter each team will identify members, purpose, instructional focus and by-laws

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create and maintain action agendas and minutes	08/17/2015	10/20/2015	Christopher Johnson	X		Minutes and agendas
2. Create team by-laws	08/17/2015	10/20/2015	Tonjuna Iverson	X		Minutes and agendas, by-laws
3. 2015-2016 School Leadership Team created a focus for the upcoming school year	9/02/2015	09/02/2015	Christopher Johnson	X		Minutes and agendas
4. SLT identified the quarter one priority school indicators, and successfully accessed the school's progress	9/02/2015	10/20/2015	Christopher Johnson	X		
5. Campus Leadership elected a new chair and began discussions for areas of improvement.	9/16/2015	09/16/2015	Marie Boone	X		Minutes and agendas

Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The internal SIS, principal, assistant principals, and math & literacy instructional facilitators should engage teachers in maintain a “laser-like focus” on the following:

- aligning instruction with standards and benchmarks
- assessing and monitoring student mastery frequently (Unit Pre/Post Test)
- differentiating and aligning engaging activities that provide rigor for all learners
- assessing student learning frequently with standards-based assessments (common formative assessments)
- utilizing data to drive planning and instruction
- developing student achievement goals that are communicated with students and parents
- evaluating methods used to determine the success of goals set for student achievement.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members’ (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

The teachers at JA Fair are divided into common content teams. The content teams meet three times a week. During these meetings teachers will determine the unit of study, identify matching priority standards, unwrap the matching priority standards, write essential questions, write selected response items, write constructed response items and create scoring guides. Each team will administer a CFA for each unit. The same test will be administered as a post test to determine growth and/or remediation.

Quarterly Objective:

By the end of the 1st quarter, students will be identified that are in need of interventions to improve student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Each content teacher will administer at least three CFA's	08/17/2015	06/03/16	Fred Dickens	X		Analyzed data, Meeting agendas & minutes
2. 9 th grade students are identified via standardized test data for focus groups in math and literacy.	08/17/2015	06/03/16	Marian Arnett City Year Corp Members	X		Focus List, Data Sheets, Assessments,
3. School Leadership Team provided professional development on how to collect CFA data	08/10/2015	09/02/2015	Fred Dickens	X		Agendas, Professional Development Handout
4. Teachers are assigned to collaboration teams by like discipline	8/10/2015	8/10/2015	Lagail Biggs	X		Master Schedule
5. Collaboration teams meet to discuss lesson plans and desegregate data	8/17/2015	10/20/2015	Tonjuna Iverson	X		Collaboration Sheets and Lesson Plans

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).						
Current reality of effective practice (Assess where we are): The Campus Leadership Team has initiated a school-wide discipline plan to address minor classroom infractions. The 9th grade academy has implemented a discipline plan to address minor classroom infractions.						
Quarterly Objective: To create a positive learning environment with student safety and discipline.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Each classroom teacher along with their students will create rituals and routines.	08/17/15	10/20/15	LaGail Biggs	X		Rituals and Routines
2. The rituals and routines will be posted in each classroom.	08/17/15	10/20/15	LaGail Biggs	X		Rituals and routines in each classroom
3. 9 th Grade Academy initiated their plan for category 1 offenses	08/17/15	10/20/15	Christopher Johnson	X		Category 1 Infraction sheet,

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
The Parent Facilitator Team has been established. The team consists of the Parent Involvement Coordinator, Parent Facilitator, parent representative from each grade level and the Principal. The team has created a parental involvement plan. The team meets during the summer to discuss back to school, provide feedback regarding Title 1, school data, family/curriculum nights, parent link, school community council, parent teacher conferences, information packets, surveys, best communication practices for parents, workshops, volunteer workshop opportunities, email distributions, and PTSA meetings

Quarterly Objective:
To create a positive learning environment with parental involvement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Distribute test results at registration	08/03/15	08/04/15	Jeremy Green	X		Parent signatures for receiving scores
2. Increase parental involvement for senior parents	08/17/15	06/01/16	Jeremy Green	X		Sign-in sheets, agendas
3. Distribute a newsletter to share with parents via Edline/Parent Link	08/17/15	06/03/15	Jeremy Green	X		Newsletter

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

The guidance department has implemented a senior mentoring program to assist all seniors with their college and career transition.

Students are counseled regarding their current readiness to graduate, apply for post-secondary opportunities and/or vocational career options.

FAFSA financial planning night is held for all parents and seniors.

Counselors visit all classrooms to discuss college/career options.

Quarterly Objective: The guidance department will assist all seniors with becoming college/career and/or vocational ready.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish dates for parent nights	08/17/15	10/20/15	Dorothy Jones			Flyer, Parent Link
2. Make monthly post for scholarship	08/17/15	06/01/16	Vernita Wells			Scholarship list Edline
3.	00/00/00	00/00/00				

Include additional task lines as needed.

PRINCIPAL'S REPORT FIRST QUARTER

<p>Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (<i>Please circle</i>) If yes, what support have you received from the district? Yes. SIS training, Indistar training, ASCIP training, receiving data.</p>
<p>Please describe the interventions your school is utilizing <u>specific</u> to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) We utilize data from pre/post test to monitor student progress and determine next steps. Targeted professional development is scheduled on effective instructional strategies.</p>
<p>What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? We currently do not have an internal SIS and have not met with the ADE SIS.</p>
<p>What are the barriers, if any, in improving student outcomes? Not having an internal SIS, teacher buy-in to using pre/post test data, money, and time.</p>
<p>How is your leadership team monitoring student progress in the skill area of science? We monitor the pre/post test data and data analysis from the science teacher collaboration</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? We're constantly analyzing the data and identifying next steps based on the data.</p>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes? Creating a more effective monitoring tool for the pre/post test data.</p>
<p>If anything, what do you intend to change or modify for the next quarter? We will monitor the next steps determined by teachers in their collaboration meeting more closely to ensure all interventions are being implemented.</p>

SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

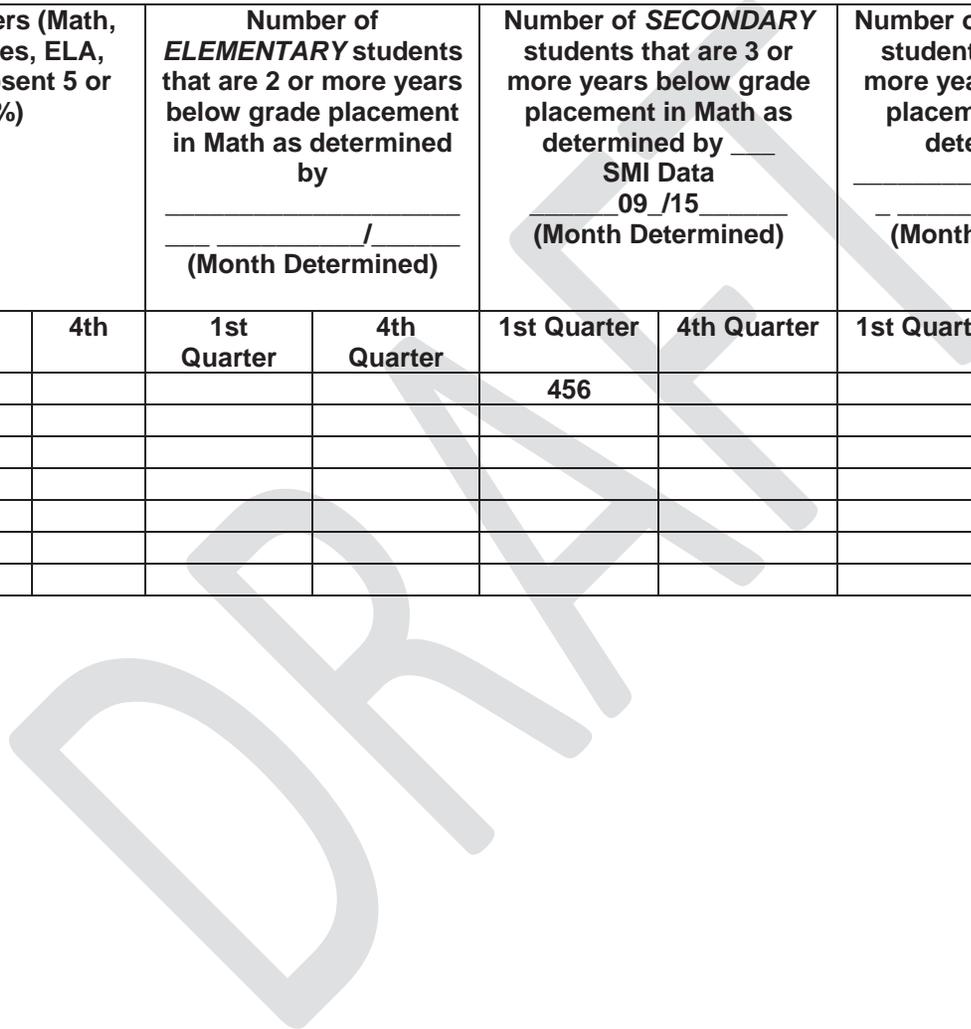
Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
9	262				28	18	10					20			
10	252				29	13	18					16			
11	170				23	6	9					8			
12	177				36	3	2					5			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ SMI Data 09 /15 _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ SRI Data 09/15 _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	21.43						456				271	
10	25											
11	0											
12	16.67											

Comments/ Clarifications:



LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*
Currently J.A High School is utilizing Google Docs to store all CFA data for all teachers. The CFA post tests displays growth from the pretest to the post test. The state school improvement specialist has been added to view our documentation.

DRAFT



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: PINE BLUFF SCHOOL DISTRICT
SCHOOL: JACK ROBEY JR. HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: ALESIA SMITH
EXTERNAL PROVIDER:

SUPERINTENDENT: DR. T. C WALLACE JR.
PRINCIPAL: DONALD BOOTH

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

<p>IMO Area 1: Change in Teacher and Leader Practice</p>
<p>ADE Recommendation: Not Applicable</p>
<p>Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)</p>
<p>Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams’ purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).</p> <p>The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).</p>
<p>Current reality of effective practice (Assess where we are):</p> <ul style="list-style-type: none"> • Professional Learning Communities (PLC) – The Professional Learning Communities at Jack Robey Junior High School are conducted on a weekly basis through common planning periods of English Language Arts and math teachers and are designed to provide a collaborative forum for administration and teachers to analyze the most recent data, share in decision-making concerning instruction and professional development, and articulate clear next steps for faculty and staff implementation. Jack Robey Junior High School’s PLCs provide accountability through data gathered from classroom walkthroughs, focus walks and consistent feedback to teachers and devise innovative ways to increase student achievement. • Departmental Meetings – Jack Robey Junior High School’s departmental meetings are conducted weekly by Science and Social Studies teachers to collaborate and work in conjunction with the English Language Arts and math departments to act as a support system to reinforce literacy and math standards through their course contents. • Building Leadership Team – The Building Leadership Team consists of school administration, literacy and math facilitators, counselors, the Special Education coordinator, and three teachers. The meetings are scheduled for the first and third Tuesday of each month. The purpose of the Building Leadership Team is to analyze data, construct systems to build capacity and positively impact the quality of instruction, and

communicate clear next steps to the faculty and staff. The team uses the 45-Day Plan, the University of Virginia (UVA) 90-Day Action Plan, and Indistar Indicators to address the “Big Rocks” for Jack Robey that affect school turnaround. The “Big Rocks” are School Leadership, Teacher Effectiveness, School Climate/Culture, and Data-Driven Instruction.

- **Instructional Leadership Team** – The Instructional Leadership Team consists of administration, literacy and math facilitators, and department chairpersons from core and elective disciplines. The meetings are held every second Tuesday of each month. The purpose of the Instructional Leadership Team is to provide cross-curricular insight on the implementation of instructional strategies that address the “Big Rocks” that emanate from the Building Leadership Team, Professional Learning Communities, and Departmental meetings. The team targets specific performance standards for vertical and horizontal alignment and progression of skills as they relate to the Common Core State Standards for the various content areas and create real-world connections within the curriculum.
- **Teacher Advisory Committee (TAC)** – The Teacher Advisory Committee convenes once a month and/or as needed. The purpose of the Teacher Advisory Committee is to act as a “mouthpiece” between the teachers and building administration. The TAC committee assists in cultivating a positive school culture by espousing teacher morale, teacher professionalism, teacher efficacy, and community involvement.
- **Bloomboard** – Jack Robey Junior High School administrators and teachers utilize Bloomboard as an effective communication tool between school administration and teachers concerning professional growth and professional development that supports teachers in meeting their professional growth goals. Bloomboard is used as a prescriptive supplement to objectively evaluate teachers and instructional facilitators under the monitoring of the Arkansas Department of Education.

Quarterly Objective: To implement systems of school-wide communication in an effort to impact instructional strategies.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Agendas, minutes, and sign-in sheets are provided for faculty and staff to ensure that all members understand goals and expectations of the meetings.	08/24/15	10/16/15	Gregory Moore Teresa Moka Gary Owens Vernita Lee Jeremy Cegers	X		Bi-weekly Indistar Submission of agendas, minutes, and sign-in sheets of departmental meetings and PLCs
2. Common planning time is reflected in the master schedule to provide teachers the opportunity to collaborate on the data, students’ needs, and instructional strategies.	08/17/15	10/16/15	Gregory Moore Teresa Moka Gary Owens Vernita Lee Jeremy Cegers	X		Indistar Submission of the master schedule, teacher lesson plans, and PLC agendas, minutes, and sign-in sheets
3. Post-observation conferences are	09/14/15	10/16/15	Gregory Moore			Bi-Weekly Indistar Submission of

<p>conducted to provide teachers with targeted, constructive feedback to support instruction and build teacher capacity.</p>			<p>Teresa Moka Gary Owens Vernita Lee Jeremy Cegers</p>	<p>X</p>		<p>administration weekly schedules</p>
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Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Teachers are in the process of creating Unit Pre-Tests and Post-Tests based on the curriculum map skills that will be assessed every three (3) to four (4) weeks. The resources that will be utilized to develop assessments will be TLI Quiz Builder, ACT Aspire released items, Common Core aligned texts, internet resources, and TLI curriculum maps. As a result, teachers are required to complete Teacher Action Plans to identify specific students and their deficient skills. The pre-tests are designed to tailor instruction, and the post-tests are used to gauge teacher efficacy with instruction and target deficit skills for remediation.

Quarterly Objective: To provide pre-tests to tailor instruction that meets the needs of individual students and post-tests to gauge teacher effectiveness and target interventions and enrichment in order to positively affect student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create pre-tests to tailor instruction to address target skills from the curriculum maps	10/12/15	10/16/15	Jeremy Cegers Vernita Lee Core Teachers	X		Pre-tests based on designated skills
2. Tailor instruction to address skill deficiencies	8/31/15	10/16/15	Jeremy Cegers Vernita Lee Core Teachers	X		Teacher Action Plans; lesson plans
3. Utilize post-tests to gauge teacher effectiveness and target intervention/enrichment	08/24/15	10/16/15	Jeremy Cegers Vernita Lee Core Teachers	X		Post-tests based on designated skills; PLC agendas, minutes, sign-in sheets
4. Data analysis to target deficient skills that are documented in Teacher Action Plans	08/24/15	10/16/15	Jeremy Cegers Vernita Lee Core Teachers	X		PLC agendas, minutes, sign-in sheets; Teacher Action Plans; lesson plans

Include additional task lines as needed.

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

- ***Classroom Walk-throughs*** – Jack Robey Junior High School has provided School-wide Expectations to all teachers throughout the building for the purpose of establishing rules as a common baseline for the school. Each classroom teacher spends the first week of each quarter (nine weeks) discussing these expectations. Classroom Walk-throughs are essential to monitoring school-wide rituals and routines that have been put in place and gauging the effectiveness of said expectations.
- ***Focus Walks*** – Jack Robey Junior High School administration and math and literacy facilitators conduct focus walks to monitor specific aspects of the classroom environment to ensure teachers are enforcing rules and procedures in the classroom that create an atmosphere that is conducive to learning.
- ***School-wide Expectations*** – The School-wide Expectations are rules that govern students’ behaviors throughout the building and campus to ensure consistency of conduct of the agreed upon rules and regulations.
- ***Cooperative Learning (Kagan)*** – Jack Robey Junior High School is a Kagan school. That recognition acknowledges that Kagan structures are a part of the regular curriculum. These research-based structures are designed around routines and rituals for lessons that espouse cooperative learning and foster classroom environments that facilitate student engagement.
- ***Classroom routines*** – Each teacher at Jack Robey Junior High School not only promotes the School-wide expectations but also models expected behaviors of the individual teacher’s classroom routines.

Quarterly Objective: To create a school environment that is safe, conducive to learning, and student-centered.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The school will post and espouse school-wide expectations.	08/31/15	10/16/15	Faculty and Staff	X		School-wide expectations are posted throughout the school
2. Teachers will be positioned at their doors during class changes to ensure students acknowledge the rules in the hallways.	8/17/15	10/16/15	Teachers Administration Campus Security School Resource Officer	X		Walk-throughs Observations
3. The school will review and enact evacuation drills. (Fire and tornado drills).	9/10/15 10/9/15	9/10/15 10/9/15	Gregory Moore Faculty and Staff	X		Evacuation documentation (fire and tornado)
4. Administrators, teachers, and faculty will review rules, routines, and rituals every quarter in classrooms to establish an expectation of behavior and learning.	8/17/15	10/16/15	Administration Faculty Staff	X		Student handbook, School-wide Expectations posted throughout the school, teacher lesson plans
5. The Building Leadership Team will review student discipline data on a monthly basis.	9/21/15	10/16/15	Administration Building Leadership Team	X		Discipline referrals, Building Leadership Team agendas, faculty meeting agendas
6. The school will provide celebrations for students who comply with rules and expectations.	09/21/15	10/16/15	Bernie Roberts Frank Hammond	X		Documented celebration on the school website
7. Students will read one School-wide Expectation each morning to the entire school population over the intercom so the endeavor is student-centered	10/26/15	12/18/15	Administration Students		X	Weekly bulletins
8. Students will hold each other accountable for actions/behaviors.	10/22/16	12/18/15	Faculty Staff Students Hall Monitors	X		Observation and Recognition in the morning announcements

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

- Title I Compact
- Parent Liaison (Marchelle Knight) has communicated with parents to participate on the Parent-Teacher Organization
- Remind Me 101, digital caller, parent newsletters, emails, text message numbers to build contact database

Quarterly Objective: To create a bridge of communication between school and community stakeholders to make the community aware of the available services offered by the school to better equip parents/guardians with materials and services to increase student achievement and parental involvement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Jack Robey Junior High School will hold its Annual Title I Meeting by grade level so parents will be made aware of the Title I services available through the school.	08/10/15 & 08/11/15	08/10/15 & 08/11/15	Donald Booth Marchelle Knight Bernie Roberts Frank Hammond	X		Agenda and sign-in sheet
2. Jack Robey Junior High School will distribute, collect, and analyze the data from Perception Surveys (Parent/Community) to gain insight into how to improve the operations of the school.	10/21/15	10/28/15	Marchelle Knight	X		Completed and submitted surveys

3. The counselor will create a monthly school newsletter to keep the school and community abreast of upcoming events taking place at the school.	10/12/15	10/30/15	Bernie Roberts	X		School Newsletter
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Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

- ***Conferenced with students and parents about Smart Core curriculum*** – Jack Robey Junior High School sponsored Transition Meetings/Grade-Level Orientation in response to the reconfiguration of the school. The meetings were held on separate days by grade level to distribute information concerning student schedules, Smart Core, and an overall introduction to the Jack Robey Junior High School environment.
- ***Monthly Newsletter*** – The guidance office generates a monthly newsletter designed to inform students, teachers, and parents/community about upcoming school activities/events as well as school, college, and career information.
- ***ACT Prep Workshop*** – Jack Robey Junior High School, in conjunction with the University of Arkansas, hosts ACT workshops to orient students on test-taking strategies to improve their performance on the national exam.
- ***Youth Advisory Council (YAC)*** – The Jack Robey Junior High School Youth Advisory Council
- ***Career Coach Student Forum*** – Jack Robey Junior High School, in conjunction with Pine Bluff High School, features a student forum held each semester where the college career coach, Dedrick Jones, provides information about coursework that will be a foundation for career choices.

Quarterly Objective: To provide resources and opportunities to prepare students to become college and career ready.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Jack Robey Junior High School hosts Grade-level Orientation Meetings to inform parents and students of course requirements and academic options.	08/10/15 08/11/15	08/10/15 08/11/15	Bernie Roberts, Frank Hammond, Donald Booth	X		Agenda and sign-in sheets
2. The school guidance department will distribute a monthly newsletter to inform parents/community and students about upcoming school events and activities.	10/12/15	10/16/15	Bernie Roberts	X		School Newsletter
3. Jack Robey Junior High School will feature speakers who share information concerning college readiness, bullying, gang/school violence, and the importance of making good choices.	10/16/15	10/16/15	Bernie Roberts and Frank Hammond	X		Assembly program agenda
	10/22/15	10/22/15		X		

Include additional task lines as needed.



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)

If yes, what support have you received from the district?

Yes, there have been several District Leadership Teaming meetings to review and discuss schools' needs and progress as well as plans for next step actions. The District Shepherd, Alesia Smith, has been very instrumental and methodical in guiding school administration/building leadership team to put systems in place that will meet the goals and expectation for advancing student achievement.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Students who scored basic or below basic on the benchmark test are scheduled into a daily enrichment/remediation class. Upon approval by the local school board, two academic interventionists will be hired to conduct individualized, computerized, small group instruction. Students will be identified by their individual Language Arts and math teacher according to Teacher Action Plans. After-school tutoring has been scheduled for October 13, 2015, to support academic programs by specifically addressing deficient skills.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Currently, the Keith Sanders Group provides professional development tailored to leadership, teacher effectiveness, data-driven instruction, and school culture/climate. The University of Virginia (UVA) School Turnaround Model is also integral to the improvement efforts of increasing student achievement. The ADE appointed School Improvement Specialist (SIS), Lasonia Johnson, whom we have yet to meet, will work in conjunction with the existing external providers.

What are the barriers, if any, in improving student outcomes?

The lack of parental involvement/support, accessibility of funds to provide resources, and lack of targeted professional development are barriers for Jack Robey Junior High School.

How is your leadership team monitoring student progress in the skill area of science?

Due to science being a tested area on the ACT Aspire, specific attention will be given to the skill area of science. However, leadership team monitoring of student progress in science is in the infancy stage.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

School administration, the literacy facilitator and the math facilitators have consistently monitored the student progress in the skill areas of math, reading, and writing by conducting classroom walk-throughs, focus walks, PLC data discussion meetings, and the Instructional Leadership Team/Building Leadership Team track interim and formative assessment data. School administration conducts grade-level meetings to share and discuss student test results and set expectations for future student progress: academic/behavior.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

One meaningful decision has been the institution of a school leadership conglomerate: Re-structured Building Leadership Team, Instructional Leadership Team, and Teacher Advisory Committee. Teacher participation in classroom walk-throughs, peer observations among teachers, and post-observation conferences have made a tremendous impact in the area of building school-wide capacity.

If anything, what do you intend to change or modify for the next quarter?

At this time, no modifications will be made to the existing systems; however, all systems will be consistency executed and monitored to adequately gauge the effectiveness of their intent.



ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
7 th	320				63	1	38					39			
8 th	323				48	2	12					8			

Comments/ Clarifications:

In regards to the discipline referrals, of the 38 students for the 7th grade, eleven (11) students are repeat offenders.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Star Testing</u> <u>September / 2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>Star Testing</u> <u>September / 2015</u> (Month Determined)	
					1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7 th	14%						100				113	
8 th	23%						90				173	

Comments/ Clarifications:

As indicated by the Star Reading and Star Math data, the average Grade-Equivalent reading level is 4.7 for both 7th and 8th grades. The average Grade-Equivalent for Star Math is 4.8 for 7th grade and 5.5 for 8th grade. However, the Instructional Reading Level (IRL) is 3.9 for both grades.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Additional Comments:

In accordance with the most recent data, Jack Robey Junior High School is continuously working to put systems in place to positively affect overall school improvement. **Common Assessments** were conducted during the first week of school for literacy and math to establish baseline data this year from which to work. Based on the data from the assessments, **Student Data Portfolios** were created so that English Language Arts and math teachers could explain the data to the students, and the students would take ownership of their data by graphing and understanding their academic progress in literacy and math classes. These portfolios are updated after each unit assessment. The teachers are utilizing **Teacher Action Plans** to document assessment progress by class and identify those students who need remediation for deficient skills from the assessments. The teachers then construct a plan of how the skills will be reinforced through instruction. Jack Robey Junior High School has also created **Reading Intervention and Math Intervention** classes for enrollment of students according their entry data. These students are primarily those who have Below Basic performance levels in literacy and/or math. Jack Robey Junior High School, in conjunction with **Renaissance Learning** and **Compass Learning**, conducted the **Star Reading** and **Star Math** assessments during the month of September. That data was used to kick-start the **Accelerated Reading** and **Accelerated Math** programs and build reading comprehension and math skills for all students. Jack Robey Junior High School utilized the

computer-based, individualized **Compass Learning** and **Learning.com** programs to supplement the remediation and enrichment processes in place. To further bolster reading skills, English Language Arts teachers use **Scope** and **Scholastic** reading materials in classes. The reading materials from these resources provide a grade-level reading component for various articles so students may receive content articles on their reading levels, according to Star Reading data. The same reading article can be computer-generated on individual reading levels so students can comprehend the information on their reading levels. Jack Robey Junior High School became a Kagan school in 2014. **Kagan Cooperative Learning Structures** are a regular part of instructional practices throughout the school building in all classes. The Leadership Team also selects a **Marzano High Yield Strategy** to be implemented in instructional practices each month, and the teachers present the lessons and student artifacts during faculty meetings. These research-based best practices are enacted to build instructional capacity and provide options for differentiated instruction. Administrators conduct weekly **classroom walk-throughs** and **focus walks** to monitor the implementation of programs and systems and gauge teacher effectiveness in the instructional cycle. **Classroom observations** are conducted on a regular basis by leadership members, and timely, specific feedback is given to teachers concerning “glows” and “grows”, instructional directives are provided, and a follow-up visit is scheduled with the teacher within 48 hours of the initial observation. Jack Robey Junior High School has established a re-structured **Building Leadership Team, Instructional Leadership Team,** and a **Teacher Advisory Committee**. These cohorts were designed to establish effective, clear, and timely communication among school administration, teachers, staff, student, parents and community, and relative stakeholders, in an effort to build bridges between all entities and work collaboratively to increase student achievement at the school. Jack Robey Junior High School is working diligently to ensure that intended outcomes are realized to positively impact school improvement and student success.



ARKANSAS
DEPARTMENT
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DISTRICT: PULASKI COUNTY SPECIAL SCHOOL

SCHOOL: JACKSONVILLE HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: PAM BLACK

EXTERNAL PROVIDER: ARKANSAS LEADERSHIP ACADEMY

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL

SUPERINTENDENT: DR. JERRY GUESS

PRINCIPAL: JACOB SMITH

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

ID01: An Administrative team is in place consisting of the principal and his assistants. The Leadership team is led by the principal and includes department chairmen, instructional facilitators. Department teams and Professional Learning Communities have become one in the same being led by instructional facilitators or department chairmen, and teachers. The Deep Knowledge team participates in Arkansas Leadership Academy activities. Lastly, there is a Jacksonville Feeder Pattern team involving administration and others from all schools within the Jacksonville and North Pulaski areas. The only concern is a lack of, or limited, School Community Council.

ID04: All teams create agendas and maintain minutes and sign in sheets for their meetings. These items will remain located with the appropriate team member and may be requested at any time.

ID07: A Leadership team will be structured to include the principal and key professional staff. They will meet at a minimum of twice monthly for at least of 1 1/2 hours using a structured agenda. The Leadership team will set and monitor annual learning goals and will

monitor progress by reviewing various types of data. Communication of the team's work will be shared with other staff members via departmental meetings and PLCs.

Quarterly Objective: Establish a Leadership team that is representative of departments, develop a regular schedule for meetings, utilize agendas, sign in sheets, minutes, and enter these items into Indistar.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Reorganize Leadership Team to be representative of full faculty and staff.	10/16/15	10/08/15	Jacob Smith	X		School team entered into Indistar and sign in sheets that are maintained for documentation
2. Schedule meetings twice a month, unless otherwise needed, for a minimum of 1 1/2 hours each.	10/16/15	09/09/15	Jacob Smith	X		Agenda and minutes posted to Indistar
3. Develop an agenda prior to each Leadership team meeting.	05/56/16	00/00/00	Jacob Smith		X	Agenda entered into Indistar
4. Take minutes during the meeting.	05/26/16	00/00/00	Pam Black		X	Minutes as entered into Indistar
5. Post Minutes and Agendas to Indistar.	05/27/16	00/00/00	Pam Black		X	Agenda and minutes posted to Indistar

IMO Area: 1

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

IIB02: Pre/post-test are being implemented in some courses. We are working on implementing their use in all courses, with specific attention to core areas (excluding mathematics) and ELA standards.

IIB04: Units of instruction have a pre/post-test through various evaluation methods as well as learning activities aligned to the objective. Weekly lesson plans are driven by the curriculum maps and results of pre and post-tests. Evidence: Curriculum maps that include units of instruction, pre and post assessments, learning activities, vocabulary, essential questions and resources.

Quarterly Objective: Establish the expectation for the practice of utilizing common pre/post-test to drive individualized instruction in all courses.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Unit pre/post-tests are given for each unit of instruction per subject.	12/18/15	00/00/00	Katrina Mimms		X	Curriculum maps that include units of instruction, pre/post-tests, learning activities, vocabulary, essential questions, and resources
2. Teachers will give a pre-test prior to every unit of instruction.	12/18/15	00/00/00	Instructional Facilitators/ Department chairmen		X	Agendas and minutes of PLC meetings and pre-tests
3. Teachers will analyze the results of the Pre-Test and adjust instruction to provide support for those who need it and enhance the lesson for those who would benefit.	12/18/15	00/00/00	Instructional Facilitators/ Department chairmen		X	Curriculum maps that include units of instruction, pre/post-tests, learning activities, vocabulary, essential questions, resources, and agendas and minutes

IMO Area: 3

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

IIC10: Although all teachers begin the school year setting and teaching the rules and procedures of the school and their class not all teachers uniformly reinforce those as the year progresses. We are currently working to develop a common set of expectations that all students, teachers, administrators, and staff will consistently follow throughout the year.

Quarterly Objective: Define and inform all parties of the non-negotiable rules and procedures that will be required and assist teachers with positive classroom management, including developing rituals and routines.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Define and express non-negotiable expectations	10/14/15	10/14/15	Jacob Smith	X		Letter from principal
2. Identify teachers who need assistance with classroom management	10/14/15	11/02/15	Administrative team	X		Classroom walk through and other observations along with discipline data
3. Provide assistance to those who have been identified	03/11/16	00/00/00	Administrative team		X	Documentation of professional development
4. Keep students apprised of their performance on a regular basis	05/27/16	00/00/00	Victor Joyner		X	Documentation of "public service" announcements

IMO Area: 4

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

IVA01: Although we do have a Parent Community Liaison on campus that does an outstanding job and a Parental Involvement Committee we do not have an active School Community Committee that is truly representative of Jacksonville and Jacksonville High School.

Quarterly Objective: Recruit and develop a committee that will be reflective of the community, parents, students, and staff at Jacksonville High School.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Recruit members for the committee	10/30/15	00/00/00	Shanetra Sneed		X	Roster of committee members
2. Develop a purpose and goals for the committee	10/30/15	00/00/00	Jacob Smith		X	Minutes and agendas
2. Develop a scheduled meeting time	12/4/15	00/00/00	Jacob Smith		X	Minutes and agendas

IMO Area: 4

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

VA01: Jacksonville High School counseling department and teachers do offer college and career guidance to students and parents; however, we realize that we can and should do a better job. We begin by helping students and parents develop a six year plan in the eighth grade, planning classes that students need to take in order to reach their goals. These plans are revisited and updated each year during registration for the following year. The counseling department visits classrooms for lessons on various topics, visits with seniors to verify that they are on track for graduation, hosts college fairs, hold financial planning sessions, assist in completing college applications, arrange military and college recruiting visits, etc... throughout the year. Our teachers, specifically encore, cover job opportunities within their specific content areas and Career Education teachers do track their completers and JAG students after graduation.

Quarterly Objective: Visit with students and parents to ensure students have schedules that will meet their needs for graduation and future goals, begin to introduce students to outside options concerning plans after high school through lesson plans, testing, and various visits.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Report prior year program of study completers to Arkansas Department of Career Education	09/15/15	09/15/15	Pam Black	X		Arkansas Career and Technical Education Accountability Portal (completer report)
2. College Fair	09/29/15	09/29/15	Counseling Department	X		Calendar and roster of attendees
3. Grade level orientations	10/16/15	10/16/15	Counseling Department	X		Calendar and copies of handouts
4. Graduation checklist visits	11/05/15	00/00/00	Counseling Department		X	Student folders
5. Arrange for ASVAB testing	12/18/15	00/00/00	Counseling Department		X	Calendar and roster of attendees
6. Pre-registration for courses (including six year plan)	02/15/16	00/00/00	Counseling Department		X	Calendar, pre-registration forms, and six year plans
7. Report the current status of prior year program of study completers to Arkansas Department of Career Education	02/15/16	00/00/00	Pam Black		X	Arkansas Career and Technical Education Accountability Portal (placement report)
8. Schedule visits for college and military representatives	03/18/16	00/00/00	Counseling Department		X	Calendar and sign in sheets
9. Register students (including six year plan)	03/18/16	00/00/00	Counseling Department		X	Student schedules and six year plans
10. Classroom lessons concerning career opportunities	05/20/16	00/00/00	Administrative Team		X	Curriculum frameworks and lesson plans
11. Classroom lessons/visits	05/27/16	00/00/00	Counseling Department		X	Lesson plans



ARKANSAS
DEPARTMENT
OF EDUCATION

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

Yes. The district has provided a local school improvement specialist. We received feedback for district processes when dealing with students who have become discipline issues.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

After school tutoring is being provided. Each teacher has designated a Professional Growth Plan to provide individualized instruction based on student pre and post test data.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The external provider attends our leadership meeting. He helped develop a tentative agenda for upcoming professional development. The internal SIS provides support with the management of Indistar and with the collection and analysis of data. The ADE SIS team has provided feedback regarding the implementation and documentation of the school improvement process.

What are the barriers, if any, in improving student outcomes?

Students behavior contributes to lost instructional time. High student absenteeism prevents us from providing adequate instruction and interventions for students who will later be assessed on the state required exam.

How is your leadership team monitoring student progress in the skill area of science?

The science department chairman and an additional science teacher are members of the leadership team. The Star assessment program has been purchased that will allow the leadership team to monitor student progress in science skills.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team contains the math instructional facilitator, literacy instructional facilitator, the English department chair, the math department chair, and an additional English teacher. The facilitators work with the departments to analyze student assessment data.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The leadership team assessed the first quarter indicators for school improvement. The leadership team designated the priority and ease of implementation of each indicator. The leadership team accepted the using student assessment data to individualize instruction as the school wide professional growth plan.

If anything, what do you intend to change or modify for the next quarter?

Classroom walkthroughs in the upcoming quarter will increase. Classroom walkthroughs indicate the behavior of students, the number of students engaged in learning, and the instructional techniques being utilized. Teachers will be provided with immediate feedback from each walkthrough.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
9	275				38	7	7					20			
10	208				35	3	4					5			
11	185				26	3	0					9			
12	174				25	3	0					0			

Comments/ Clarifications:

Student were considered to be absent if they missed the entire day.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>the Benchmark exam given to those students in 2013-2014</u>		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>the Benchmark exam given to those students in 2013-2014</u>	
					1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	18.5				N/A	N/A	89		N/A	N/A	21	
10	18.5				N/A	N/A	68		N/A	N/A	28	

Comments/ Clarifications:

Teacher absence was determined using teaching staff only. Since the majority of our teachers teach across multiple grade levels the school wide percentage was used (10 absences/54 total teachers) and reported the same under both grade levels.

To determine the number of students that are 3 or more years below grade level in mathematics we used the information gained from the 2013-2014 end of course and benchmark exams for the students who are now 9th and 10th graders. That information indicated that thirty percent of the 10th graders and thirty one percent of the 9th graders fell into this category.

The same data was used to determine the number of students 3 or more years behind in literacy. Those benchmark results indicate that seven percent of current 9th graders and thirteen percent of 10th graders were below basic in 2013-2014 when the test was taken.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: PULASKI COUNTY SPECIAL SCHOOL DISTRICT
SCHOOL: JACKSONVILLE MIDDLE SCHOOL
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: JOANN KOEHLER
EXTERNAL PROVIDER: N/A
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL

SUPERINTENDENT: DR. JERRY GUESS
PRINCIPAL: MIKE HUDGEONS

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation 1: Prior to the 2015-2016 school year, the school leadership team and representatives from district administration will meet with ADE School Improvement Unit personnel to develop for implementation a systemic plan for improving student outcomes that will be monitored quarterly for fidelity of implementation.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

ID01

The District has no existing policy to address team structures as indicated in Wise Ways. Jacksonville Middle School has limited development and implementation of a school leadership team. School leadership members have been selected and the first meeting was conducted on 9/01/2015. The school is working on the development of roles and responsibilities for the school leadership team. Instructional teams (PLCs) have been established and meet weekly. Minutes and agendas are filed and kept by each PLC. The District has assigned two SIS to the school to assist in the school improvement process. Mission,

vision, and core belief statements were reviewed and revised September 29 by the school leadership team and on October 06, 2015 by the faculty. A leadership charter was developed by the SLT and shared with the faculty on October 06, 2015 during an after-school faculty meeting.

ID04

Currently, agendas and minutes are being kept for school leadership team and instructional team meetings. Agendas and minutes are filed and kept by each instructional leadership team chairperson. There is no systematic process for time-keeping or for monitoring the effectiveness of instructional teams. Members of the SCC have been selected by the principal, but the team has not yet met so there are no agendas or minutes for the Council.

ID07

The school leadership team met several times during the month of September to develop meeting times, processes, roles and responsibilities of members, and goals. The SLT has 12 members consisting of department chairs from math, science, English, social studies, and special education. Also on the team are two guidance counselors, three administrators, two SIS, and the band director. The SLT will meet the 2nd and 4th Tuesday of each month for 1 1/2 to 2 hours each meeting.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
ID01						
1. Identify team members for instructional teams and the school community council.	09/30/15	09/30/15	Mike Hudgeons	X		SLT members are identified in Indistar. SCC members have been selected.
2. Create a Jacksonville Middle School team charter that provides expectations for teams and team members.	09/30/15	10/06/15	Michael Boyd	X		The team charter has been developed and shared with the faculty.
3. Assign roles to the leadership team	09/30/15	10/06/15	Allison Prewitt	X		The SLT met several times in

to: 1) schedule meetings, 2) conduct meetings, 3) review school performance and CWT data, and 4) determine needed professional development.						September and is meeting twice per month for 1 ½ hours each meeting. Pre- and post-assessment are being collected, but the team has not begun to focus on data analysis.
ID04						
1. Schedule a faculty meeting to review, revise, and communicate key components of the school's team charter.	10/09/15	10/06/15	Zondria Campbell	X		A faculty meeting was scheduled to review components of the team charter. The faculty meeting occurred on October 06, 2015.
2. Develop protocols for development and use of agendas and minutes.	10/14/15	10/14/15	Mike Hudgeons	X		Some protocols for leadership teams have been developed in the school team charter. The practice and use of agendas and minutes is not widespread in all teams. The SLT is learning the importance of agendas and minutes and conducting effective meetings.
ID07						
1. The SLT will reach consensus on meeting dates and times.	10/31/15	10/06/15	Mike Hudgeons	X		The SLT meets on the 2 nd and 4 th Tuesday of each month.
2. Protocols for selection of team members will be included in the school's team charter.	10/02/15	10/06/15	John Tackett	X		The team charter was completed and shared with faculty on 10/06/15.
IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE						
ADE Recommendation 2: <u>School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.</u>						

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

IIB02

The use of pre-and post-assessments is limited at Jacksonville Middle School. Teachers currently generate student performance data from assessments aligned with publisher-generated materials, district pacing guides, and teacher-made assessments. The school has also been using student grades, The Learning Institute (TLI) assessments, and state assessments to determine performance levels. In mathematics, two pre- and post-assessments have been administered for grades 6-8. Those assessments were based on modules aligned with the standards. In Science, one pre- and post-assessment, based on units developed by teachers has been administered to seventh and eighth grade students. Sixth grade Science teachers have administered one post-assessment. Sixth and eighth grade English teachers have administered one pre-assessment based on units aligned with district pacing guides. Seventh grade English teachers have not administered pre- and post-assessments at this juncture. Sixth and eighth grade social studies teachers have administered one pre- and post-assessment based on pacing in textbooks. The special education department is currently working on the development of pre- and post-assessments in mathematics aligned to students learning objectives. Sixty percent of JMS staff are new to the school and many of them are new to the profession. Professional development on unit and assessment development will be critical to effective implementation of this indicator.

IIB04

Pre- and post-assessment data are not being used to differentiate teaching and learning or remediate. Currently, department chairs in core areas are working in PLCs to develop unit assessments and establish protocols for the administration of those assessments, collection of the data, and use of data to inform instructional practice. Some pre- and post-assessment data have been collected in Science, Mathematics, and English. Those data have not been reviewed to determine students' needs for differentiation and remediation.

Quarterly Objective:

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IIB02						
1.The Instructional Leadership Teams in each core area will develop a pre and post assessment for the first nine weeks grading periods.	10/14/15	10/14/15	Morgan Collins	X		Each core areas will use existing materials to identify objectives for assessment. Testing items will reflect attention to those objectives.
2. Instructional Leadership Teams in Math and English will use existing modules and pacing guides to create pre and post assessments for the first quarter.	10/14/15	10/14/15	Michael Boyd	X		Pre and Post assessments will reflect competencies in Literacy pacing guides and Math modules.
3. Instructional Leadership Teams will administer and collect data on a pre and post assessment for the first quarter.	10/14/15	10/14/15	Jo Ann Koehler	X		Data will be collected for the completion of data sheets. .
IIB04						

1. Conduct CWTs to identify instructional priorities.	10/14/15	10/14/15	Mike Hudgeons	X		Completed CWT templates will be collected and reviewed.
2. Collect and develop summaries of CWT data that identify instructional priorities.	10/14/15	10/14/15	Mike Hudgeons	X		Data from CWTs will be aggregated to determine needs and priorities.
3. Share CWT data with the SLT for analysis.	10/14/15	10/14/15	Mike Hudgeons	X		SLT will analyze summaries and determine support needed for improved practice.

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation 1: Prior to the 2015-2016 school year, the school leadership team and representatives from district administration will meet with ADE School Improvement Unit personnel to develop for implementation a systemic plan for improving student outcomes that will be monitored quarterly for fidelity of implementation.

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are): There is no systemic process to ensure that rules, procedures, rituals, and routines are effectively modeled and taught. The SLT has worked to establish common times for team meetings and faculty meetings to ensure open and clear communication and dialogue. In general, disciplinary issues are addressed by teachers and administration when they occur. School leadership has worked to reduce student tardiness to classes and disciplinary issues by being present in the hallways during class transitions. There is inconsistency of teacher supervision in hallways during class transitions. School leadership is working with the district to ensure that students are aware of expectations. Additional security personnel have been

assigned to Jacksonville Middle School to ensure close supervision of students. District administration from the Jacksonville North Pulaski School District and the Pulaski County Special School District met on October 13, 2015 to discuss concerns and solutions related to student disciplinary issues. The school leadership team has expressed concerns about the school's culture and has worked to build a positive climate by setting a positive tone at faculty meetings. Door prizes were given to faculty members at the last meeting. An additional ALC classroom will be added for nontraditional learners. A paraprofessional will be added to coordinate ALC activities.

Quarterly Objective:

IIIC10

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop written protocols and procedures to maximize instructional time (e.g. class transitions)	10/1/15	10/1/15	Lydia Hardin	X		The SLT will develop a written plan to address class transitions, bell-to-bell teaching and learning, systems to eliminate interruptions.
2. Identify clear, written expectations for student supervision (teachers, security, staff, etc.) and for behavior management.	9/11/15	9/11/15	Jo Ann Koehler	X		School leadership will develop and share these expectations with faculty and staff.
3. Identify and implement daily practices that are aligned with core beliefs.	10/6/15	10/6/15	Mike Hudgeons	X		School expectations for student behaviors will be aligned to core beliefs.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation 1: Prior to the 2015-2016 school year, the school leadership team and representatives from district administration will meet with ADE School Improvement Unit personnel to develop for implementation a systemic plan for improving student outcomes that will be monitored quarterly for fidelity of implementation.

ADE Recommendation 2: School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

JMS has School - Parent - Student Contracts. These contracts detail exactly what kind of behavior is expected. This document defines school responsibilities, parent responsibilities, and student responsibilities. They have not yet been distributed, but they will be distributed to all students.

Quarterly Objective:

IVA01

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The student parent school contract will be discussed at the School Leadership Team Meeting, Faculty Meeting, and School Community Team meeting.	10//14/15	10/14/15	Zondria Campbell	X		The purpose of and language in the contracts will be shared with the SLT, SCC, and in a faculty meeting. The roles and responsibilities of all stakeholders will be explained. Sign-

						in sheets will be used at each meeting.
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IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation 2: School leadership will fully implement a team structure for producing and analyzing relevant data, and use results from these analyses to inform all decisions relating to student achievement, instructional programs, pedagogy, school culture and climate, and parent-community engagement.

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

- ADE will monitor the following:**
- The guidance plan
 - The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Four-year plans are developed for eighth grade students based on information from EXPLORE test results. Information about paying for a college education is distributed to all students at beginning of each year. JMS hosts a career day inviting community leaders and professionals to speak to students. JMS also hosts a Go College Week in which college recruiters are invited to visit classrooms and speak to students. Students write reports about college interests. College night will be integrated into Literacy for parents night.

Quarterly Objective:

VA01						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
The above description of events will be discussed in the School Leadership Team to determine roles and responsibilities. The dates will be set by the Leadership Team.	10/14/15		Charles Blacknall	X		The SLT will plan for these events and assign roles and responsibilities for these events. A budget will be discussed.



PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)

1. If yes, what support have you received from the district?

District has assigned an internal SIS as well as a process manager. They have also committed to hire an additional security guard to help address discipline concerns of the administrator. The district has also committed to hiring an additional para for the ALE so that we can have additional seats in that setting.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Based on the 2014 AMO report, the greatest performance deficits were reported for African American students in mathematics (20.33 – the difference between AMO and actual performance) and Economically Disadvantaged in mathematics (21.76 – the difference between AMO and actual student performance). Based on the same AMO report, the percent of students taking the tests were reflected as 62.3% black and 37.7% non-black. Eighty percent of students taking the exams were identified as Free and Reduced. Most of the school's effort in reducing gaps will include school-wide interventions to increase the performance of African American students. The SLT has identified the following areas that need to be addressed:

Student readiness for middle school: the school will work with feeder elementary schools to plan for a summer transition camp for rising fifth grade students for team building, building networks for success, managing behaviors, etc.

Building a positive culture for teaching and learning: the school has contracted with From The Heart to equip all participants with practical strategies for improving student achievement in reading and math.

Alignment of practices across the feeder: Feeder meetings to vertically align practices have begun for this school year.

Improvement of instruction: CWTs are being conducted to provide teachers with immediate feedback on instructional priorities for each

classroom.

Use of time as a resource: the school is focusing on maximizing time-on-task through the development of rituals and routines.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS has been instrumental in working through the school improvement process and in navigating Indistar.

What are the barriers, if any, in improving student outcomes?

Change process, and the challenges presented by that process! We have changed buildings. We have changed Principal, Assistant Principals, and the dean of students. We have added a new counselor. We have 23 Core teachers; 19 of those are new to the school or teaching a new subject.

How is your leadership team monitoring student progress in the skill area of science? Pre- and post-assessment data have begun to be collected for analysis. More work will need to occur in that department on the development of units and unit assessments.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Through the use of pre and post assessments. All units and assessments have not yet been developed. The data that have been collected have not been analyzed. It is our intent to use pre-assessment for differentiation of instruction and post-assessment data to determine the remediation needs of students. In addition, CWTs will be used to determine the degree to which teaching and learning reflects differentiation. During the second quarter, the SLE will begin collecting and analyzing pre- and post-assessment data and CWT data to determine instructional priorities.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Setting up team structures for the SLT, the PLC's, and the School Community Committee (this group has not yet due to scheduling conflicts but it has been formed and members selected), as well as assessing the indicators in Indistar.

If anything, what do you intend to change or modify for the next quarter?

More CWT's and use of that data to improve instruction. We will be providing professional development on classroom management and cultural awareness during the AEA days. We are now in the routine of having twice monthly SLT meetings, weekly PLC meetings, and monthly faculty meetings complete with agendas and minutes. We anticipate this structure will make our meetings more efficient and productive.



SCHOOL LEADERSHIP TEAM'S REPORT ____ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	226				39	6	5				12			
7	251				46	7	5				14			
8	220				51	4	6				19			

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>Teacher Assessment</u> _____ October 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>STAR Reading</u> _____ May / _____ 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
Math	16%						11				6 th -	
Sci	16%						8				7 th - 145	
ELA	0						2				8 th - 140	
SocSt	0											
Sped	12%											

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
6	9	226	21				220	110	6		336	36	10.71			
7	4	251	37				253	253	28		534	142	26.59			
8	0	220	81				185	174	144		503	236	46.91			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

A comparison of the 2013 benchmark literacy scores with the 2014 benchmark literacy scores shows growth in Status Performance-Literacy in both ESEA Flexibility Indicators and all ESEA subgroups:

1. **All Students – a 6.62% increase from 42.60 to 49.22**
2. **TAGG Students – an 8.56% increase from 37.36 to 45.92**
3. **African American Students – a 6.22% increase from 39.26 to 45.48**
4. **Hispanic Students – an 18.84% increase from 40.62 to 59.46**
5. **White Students – a 5.57% increase from 48.98 to 54.55**
6. **Economically Disadvantaged Students – a 7.32% increase from 38.72 to 46.04**
7. **ELL Students – a 10.42% increase from 33.33 to 43.75**
8. **SWD Students – a 3.6% increase from 8.60 to 12.20**

Jacksonville was ranked as one of the top 10 most improved middle schools in EOC Algebra from the 2014 OEP Awards Most Improved Schools Between 2009 and 2014:

Office of Education Policy Top 10 Most Improved Middle Schools¹² Based on EOC Algebra Achievement from 2008-09/2009-10 to 2012-13/2013-14

School (District)	Region	Grades Served	% FRL	Proficient/ Advanced % Initial→ End	GPA Initial→ End	GPA Growth
10 Jacksonville Middle School	CN	6-8	78%	75%→89%	2.88→3.16	+0.28



ARKANSAS
DEPARTMENT
OF EDUCATION

**DISTRICT: LEE COUNTY
SCHOOL: LEE SENIOR HIGH
STATUS: PRIORITY**

**SUPERINTENDENT: WILLIE MURDOCK
PRINCIPAL: PHYLISTIA F. STANLEY**

**SITE-BASED SIS: LCSD HAS NOT FOUND A QUALIFIED APPLICANT FOR THIS POSITION.
EXTERNAL PROVIDER: FETTERMAN AND ASSOCIATES
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN AND RICHARD MYRICK**

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1

ADE Recommendation:

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07 and AdvancEd Standards 1.3 and 2.5)

Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01 and AdvancEd Standards a.3 and 2.5).). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04 and AdvancEd Standard 1.3).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07 and AdvancEd Standards 1.3 and 2.5). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

District policy supports a Personnel Policy Committee and scholars' organizations. However, there is no policy in place to establish and maintain leadership team, PLCs, and etc. Nevertheless, Lee County High School has established many team structures, explained the purpose for the teams.

ID01 and AdvancEd Standards 1.3 and 2.5

Lee County High School has the following teams in place for the 2015-2016 school year (but are not limited to):

1. School Leadership Team

- Comprised of principal, instructional facilitators, cross the content teachers, nurse, counselor, media specialist, parents, scholars, parent facilitators, and community partners
- Meets twice a month for at least one hour
- Assesses, plans and monitors indicators
- Discusses other school business, as needed

2. Instructional Leadership Team
 - Comprised of principal, instructional facilitators, counselor, and support by external provider (Dr. Paul)
 - Meets every Monday during 1st period
 - Reviews lesson plans based on The Workshop Model
 - *Essential Questions
 - *Research Based Strategies
 - *Inclusion of technology
3. Professional Learning Communities
 - Comprised of instructional facilitators and teachers
 - ELA/Cross Content
 - Math
 - Career & Technical Education
 - Meet weekly to discuss educational issues (adjusts are made based on need)
 - *Week 1 – Data Analysis
 - *Week 2 – Student Work
 - *Week 3 – Professional Literature
 - *Week 4 – Instructional Strategies
4. Academic Jeopardy Committee
 - Comprised of teachers and counselor
 - Meets regularly
 - Reviews students with grades below 70%
 - Parent Notification thru written communication
5. Handbook Committee
 - Comprised of teachers
 - Scholars Volunteers had been recruited (to no avail)
 - Meets as needed to review handbooks
6. Parent Advisory Committee
 - Comprised of parent coordinator, parent facilitator and parents
 - Meets quarterly

7. Alternative Education Committee

- Time is allocated for weekly meeting and review (if needed)

ID04 and AdvancEd Standard 1.3: At this time, most teams prepare agendas for meetings. Some agendas are prepared using different formats.

ID07 and AdvancEd Standards 1.3 and 2.5): The School Leadership Team meets twice a month, on Thursday from 3:30 PM to 4:30 PM. The members of the SLT are listed in the 2015-16 Team Member’s System Manual. These meetings continue throughout the school year.

Quarterly Objective: Lee County High School will establish team structure to include a description of the teams’ purposes.

Tasks	Target Date	Completion Date	Person Assigned	Met	Not Met	Evidence of Completion
1. Leadership team will be established according to building guidelines.	8-10-15	8-14-15	Phylistia Stanley	X		Agendas, Minutes, and Sign In Sheets
2. A vision and mission statement will be developed by LHS team members.	8-10-15	8-14-15	Leadership Team and Curtis Freeman	X		Revised during professional development Read during morning announcements
3. The principal and instructional facilitators will work with external providers and state school improvement specialists to maintain focus on the vision, motivate staff through the change process and monitor progress.	8-10-15	10-16-15	Phylistia Stanley Mary Jones Dorisey Brown	X		Agendas, Minutes, Sign In Sheets, and data collection
4. Building level teams will meet.	8-10-15	10-16-15	Building Leadership Team	X		Agendas, Minutes, and Sign In Sheets

5. A sample agenda that meets requirements will be emailed to all team members.	10-16-15	10-13-15	Jessie Bryant	X		Copy of Email and Template
6. A blank agenda template will be emailed to all team members for future use.	10-16-15	10-13-15	Jessie Bryant	X		Copy of Email and Template

IMO Area: 1
ADE Recommendation:
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04 and AdvancEd Standard 3.2)
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05 and AdvancEd Standard 3.2).
Current reality of effective practice (Assess where we are): IIB02 and AdvancEd Standard 3.2: Data from assessments is analyzed in some PLCs, in one-on-one professional development sessions, and faculty meetings. Areas of improvements are identified to guide instruction for the following unit. Post-assessments are created by teachers and TLI to show growth in the identified skills. IIB04 and AdvancEd Standard 3.2: Some core teachers are using pre-test data to adjust units of instruction to meet the needs of the majority of scholars.

Quarterly Objective: Team members will develop pre- and post-tests for each unit of instruction to assist scholars mastery of essential skills.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Determine the skills needed to master the unit.	10-16-15	00/00/00	Phylistia Stanley Mary Jones Dorisey Brown Supported by Fetterman Associates		X	Some core area teachers have determine the skills needed to master some units
2. Develop pre-tests for the curriculum units	10-16-15		Phylistia Stanley Mary Jones Dorisey Brown Supported by Fetterman Associates		X	Some core curriculum units have pre-tests developed
3. Develop post-tests for the curriculum units	10-16-15		Phylistia Stanley Mary Jones Dorisey Brown Supported by Fetterman Associates		X	Some core curriculum units have post-tests developed
4. Administer the pre-tests	10-16-15		Phylistia Stanley Mary Jones Dorisey Brown Supported by Fetterman Associates		X	Some core area teachers have administered pre-tests
5. Adjust instruction to include differentiation based on pre-tests	10-16-15		Phylistia Stanley Mary Jones Dorisey Brown Supported by		X	Some core area teachers have made adjustments in instruction based on some pre-tests data

			Fetterman Associates			
6. Administer the post-tests	10-16-15		Phylistia Stanley Mary Jones Dorisey Brown Supported by Fetterman Associates		X	Some core area teachers have administered post-tests for some curriculum units
7. Compare results to determine progress or regression	10-16-15		Phylistia Stanley Mary Jones Dorisey Brown Supported by Fetterman Associates		X	Some core area data have been used to determine progress or regression
8. Re-teach based on result to include "Do Now" and "Exit Tickets"	10-16-15		Phylistia Stanley Mary Jones Dorisey Brown Supported by Fetterman Associates		X	Based on the data, most core area teachers utilize "Do Now" and some use "Exit Tickets" to re-teach

IMO Area: 3

ADE Recommendation:

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIC10 and AdvancEd Standard 3.6)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher

consistently enforces the agreed upon rules and regulations (IIC10 and AdvancEd Standard 3.6).

Current reality of effective practice (Assess where we are):

All staff members were involved in identifying "Trojan Traits" that are meant to guide classroom procedures and establish scholarly behavioral expectations. "Trojan Traits" are 1. Be Ready, 2. Be Responsible, 3. Be Respectful. At the start of the 2015-2016 school year, teachers, along with their scholars, were charged with developing classroom rules and procedures based on these "Trojan Traits." These traits are stated each day during morning announcements. The Traits are posted throughout the building.

Quarterly Objective: Lee County High School will create and implement effective procedures in all classrooms.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. "Trojan Traits" will be posted in all classrooms.	10-16-15	10-9-15	Lafayette Smith	X		Traits posted in classrooms
2. Scholars will be asked on regular basis by faculty and staff to elaborate on the Trojan Traits. Scholars should be able to articulate what each trait looks like in the school setting.	10-16-15	10-16-15	Phylistia Stanley Dorisey Brown Mary Jones	X		Focus Walks Forms

IMO Area: 4

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01 and AdvancEd Standard 1.1)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Lee County High School’s has a “compact” that outlines how parents, school staff, and scholars share responsibilities for improving academic achievement. Signatures were obtained during registration at the beginning of the school year. Copies are on file with the Parent Coordinator (IVA01 and AdvancEd Standard 1.1).

Quarterly Objective: Lee County High School will share an agreement with schools, community, and parents to improve student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Compacts will be signed during registration	8-13-15	10-16-15	Lafayette Smith	X		Compacts on file with Parent Coordinator
2. Create Parental Involvement Plan	8-13-15	10-16-15	Lafayette Smith	X		Parental Involvement Plan
3. Post Parental Involvement Plan on Lee County School District’s website	8-15-15	9-15-15	Joseph Sykes	X		Parental Involvement Plan posted on website

IMO Area: 4

ADE Recommendation:

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for scholars as they plan college and career opportunities. The school routinely tracks its recent graduates’ success at the next level as they pursue college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Lee County High School Guidance Counselor:

1. meets with scholars during Advisory to discuss graduation requirements, class choices, and etc
2. provides one-on-one one guidance to refine class schedules
3. conduct individualized transcripts audit
4. participates on the Academic Jeopardy Committee
5. notifies parents/guardians of students at risk of failing
6. works collaboratively with College and Career Advisor

Lee County High School's College and Career Advisor supports 11th and 12th grade scholars and performs the following tasks:

1. meets with scholars on a regular basis
2. assists in registering for ACT, SAT, and etc.
3. assists in completing FAFSA
4. schedules opportunities to meet with college recruiters
5. provides support with college applications and essays

Quarterly Objective: Lee County High School will improve its Student Support Services by provided small group and one-on-one sessions with scholars to determine their graduation trajectory.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. College and Career Advisor meets with 11 th and 12 th graders	8-17-15	10-16-15	Todd Taylor	X		Appointment schedule and emails
2. Guidance counselor meets one-on-one with senior high scholars to review transcript audits	10-16-15	10-16-15	Todd Taylor	X		Counselor's schedule, transcript audits, and Triand Reports

3. Guidance counselor meets one-on-one with scholars to discuss graduation requirements	10-16-15	10-16-16	Todd Taylor	X		Counselor's schedule, transcript audits, and Triand Reports
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ARKANSAS
DEPARTMENT
OF EDUCATION

PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes, a meeting has been held with the District Leadership Team to review our school's needs and progress. The principal, math instructional facilitator, and district level parental involvement coordinator shared some of our schools' needs. Those needs include (but are not limited to):

1. Fully developed curriculums in core and non-core areas to include pre- and post-tests for each unit
2. All teachers determine the skills needed to master curriculum units
3. All teachers make adjustments in instruction based on pre-tests data
4. All subject areas use data to determine progress or regression
5. Based on the data, all teachers will utilize "Do Now" and "Exit Tickets" to re-teach
6. Some teachers struggle with implementing effective classroom management
7. Some teachers struggle with incorporating instructional technology in weekly lessons
8. Scholars being tardy throughout the day

The district is providing support in curriculum development and has scheduled a district level academic walkthrough.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

Reading with comprehension is our main focus, with a secondary focus on writing and math. Our interventions include:

- The majority of 7th and 8th graders are enrolled in enrichment in our Title I lab. Learn Zillion, Ten Marks, and Math Matrix are utilized in the labs.
- Independent reading is incorporated in ELA classes.
- AIPs have been developed and scholars have been assigned to after school tutoring to address the deficit skills
- We select the five lowest skills and have four days for remediation in reading, math, and writing. Science has two days of remediation. Ongoing remediation is offered in enrichment classes and advisory periods.

- We have developed an Academic Jeopardy Committee that meets monthly to notify parents of scholars who have earned less than a 70% average in any class.
- We have planned our afterschool tutoring program.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Fetterman and Associates have provided the following support:

- Conducted two days of classroom walkthroughs in Language Arts and Social Studies (Led by Dr. Goodwin)
- Provided feedback from walkthroughs to the Literacy Facilitator and team members (Led by Dr. Goodwin and Dr. Paul)
- Attended and provided technical assistance in Literacy PLC (Led by Dr. Goodwin and Dr. Paul)
- Provided lesson planning assistance to some Literacy teachers (Led by Dr. Goodwin and Dr. Paul)
- Provided training on ACT Aspire (led by Dr. Paul)
- Provided ACT training (led by Dr. Smith)
- Provided technical assistance to math and literacy facilitators in observing, analyzing data, and modeling in Math and Literacy classrooms (led by Dr. Paul)
- Conducted Model-Teach (led by Dr. Paul)
- Developed project based learning for intervention and afterschool (led by Dr. Paul)
- Providing support for Behavioral Intervention Plan for some literacy and Social Studies classroom (led by Dr. Paul)
- Provided Classroom Management Training (led by Dr. Paul)

Unfortunately, Lee County School District has not found a qualified applicant for this position (internal SIS).

On September 22nd, the ADE's SIS Team met with Lee County School District's ASCIP Team and Lee County High School's instructional leadership team to share the 45 Day Plan and explain its content. That afternoon, Mrs. Hickman and Mr. Myrick also attended our faculty meeting and explained the data sheets. Ms. Hickman and Mr. Myrick attended our school's building level leadership team meeting on Thursday, October 8th, 2015. Support was provided to our building level leadership team as we addressed our indicators in Indistar. Ms. Hickman has provided additional support via emails to clarify components of the 45 day plan. Ms. Wendy Allen and Mrs. Charlotte Earwood provided support in our 1003(a), under the close guidance of Ms. O. Smith.

What are the barriers, if any, in improving student outcomes?

Our barriers included:

- Protected time to ensure scheduled academic tasks are completed
- Lack of consistent support from the external provider's literacy consultant
- Classroom management for some team members
- Effective planning for daily instruction in some classrooms
- Implementation of planned instruction due to poor classroom management in some classrooms
- Special Education (Currently, we have three long term subs.)
- Curriculum development has begun for core subjects. Non-core disciplines are in the foundational stages.
- Pre- Test Development
- Post-Test Development
- High absenteeism for team members
- Recruiting and retaining HQTs
- Tardies for scholars (lack of consistency)
- Some scholars display emotional conflicts

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Leadership team members have addressed scholar's progress in PLC, one-on-one sessions, and faculty meetings. Based upon the review of the TLI data and/or teacher made assessments, we select the five lowest skills and have four days for remediation. Ongoing remediation is offered in enrichment classes and advisory periods.

How are you monitoring the progress in the area of science?

The progress is monitored via the math instructional facilitator meeting (supported by Dr. Paul) one-on-one with each member of the science team. Based upon the review of the TLI data (with the exception of Chemistry) and teacher made assessments, we select the five lowest skills and have two days for remediation. Ongoing remediation is offered in enrichment classes and advisory periods.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The School Leadership Team has planned, monitored, and assessed the first quarter's indicators in Indistar.

If anything, what do you intend to change or modify for the next quarter?

We need intensive support in curriculum development, protected time to ensure scheduled academic tasks are completed, classroom management training, and continued support in changing our school's culture and climate.



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4 th	
7	69				14	0	18					7			
8	55				8	0						2			
9	62				8	0						3			
10	54				7	0						1			
11	72				4	0						3			
12	46				6	0						2			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Ten Mark and Teacher Made Assessment, May 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by the Gates MacGinitie Instrument by May 2015	
	1 st	2 nd	3 rd	4 th	1 st Quarter	4 th Quarter	1 st Quarter	4 th Quarter	1 st Quarter	4 th Quarter	1 st Quarter	4 th Quarter
7	25%						15				13	
8	50%						12				11	
9	50%						8				11	
10	25%						8				11	
11	25%						5				11	
12	25%						8				11	

Comments/ Clarifications:

MATH DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level <i>(A)</i>	Total number of students with D or F on unit tests in Math this quarter <i>(B)</i>	Percent of students with D or F on any unit tests in Math <i>(C)</i> <i>(B/A) X 100 = C</i>			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
7th	9	60	17				58				58	24	41%			
8th	10	46	13				40				40	17	43%			
9 th	9	54	13				54				54	16	29.6%			
10 th	10	53	9				53				53	14	26%			
Alg III	8	40	4				39				39	18	23%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

ELA DATA by Quarter for Grades 3-10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in an ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of student unit assessments by grade level	Total number of students with D or F on unit tests in ELA this quarter	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	(A)	(B)	1st	2nd	3rd	4th	
7 th	6	58	10				58				58	5	8.6%				
8 th	7	49	4				47				47	7	15%				
9 th	14	61	41				56				56	44	79%				
10 th	7	41	11				37				37	17	46%				
11 th	2	33	4				31				31	5	16%				
12	7	43	8				40				40	10	25%				
			<i>Example</i>				100	90	95	N/A	285	57	20%				

Comments/ Clarifications:

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
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DISTRICT: FORREST CITY SCHOOL DISTRICT
SCHOOL: LINCOLN MIDDLE ACADEMY OF EXCELLENCE
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: SUSAN BERRY
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JANIE HICKMAN AND RICK MYRICK

SUPERINTENDENT: DR. TIFFANY HARDRICK
PRINCIPAL: JANA RICHEY

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1

Change in Teacher and Leader Practice

ADE Recommendation:

Recommendation 5:

School leadership should establish and communicate expectations for collaborative planning time. These expectations should include the collaborative development of units of instruction that include pre- and post-unit assessments, collection and analyses of student performance data, and sharing of successful instructional innovations.

Recommendation 6:

The principal should regularly participate in and monitor collaborative planning time meetings to ensure use of time is consistently aligned to leadership's expectations.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

We have a Leadership Team in place and Teacher Instructional Teams. We are in the early stages of implementing the School Management Team that will consist of the principal, cafeteria manager, office administrator, custodial representative, and a staff representative. We are in the process of establishing our Student Team with input from an outside consultant.

Instructional Facilitator develops agenda for Teacher Instructional Team Meetings with purpose being for discussion of data, lesson planning using data, addressing CCSS shifts in plans, and collaborating with other content teachers.
 PLC agendas are developed by administrator/facilitator. Purpose is to address needs of teachers as determined by observations and walk throughs.
 School Leadership Team agendas are developed for the next meeting at the conclusion of each Leadership Team meeting. The purpose of SLT is to discuss data and determine next steps, determine how we will address priority school indicators in order to move forward, and to be the communication bridge to the staff.

The School Leadership Team meets at least twice a month with agenda, minutes, and attendance recorded in Indistar as documentation. Principal, counselor, facilitator, special education representative and a teacher from each team are members of the Leadership Team.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Determine members of School Leadership Team and establish meeting times.	10/16/15	10/01/15	Jana Richey	X		Agendas & Minutes in Indistar
2. Determine members of the School Management Team.	10/16/15	10/05/15	Jana Richey	X		LMAE School Committee list has various committees and members
3. Meet with Vaughn Thompson on Oct. 10 to discuss ideas for Student Leadership Team.	10/16/15	10/10/15	Jana Richey	X		Notes from meeting with Vaughn Thompson
4. Instructional Facilitator will be responsible for creating agenda for Teacher Team Meetings. Meetings with the full team will be at least twice per month. Meetings with content specific teachers will be twice per month.	10/16/15	10/05/15	Claire Dearing	X		Agendas and sign in sheets in binder in the Instructional Facilitator's office.
5. The principal and facilitator will create the agendas for Tuesday	10/16/15	10/05/15	Jana Richey	X		Agendas and sign in sheets in binder in the Instructional Facilitator's office.

<p>Professional Learning Community meetings. These meetings will be held at least twice per month. Agendas and sign in sheets will be kept in notebook and housed in facilitator's office.</p>						
<p>6. The School Leadership Team will meet a minimum of 2 times per month with the agenda created by the principal and facilitator. The facilitator will be responsible for entering the attendance and minutes in Indistar and printing the minutes for each member. A copy of the minutes will be kept on file in the facilitator's room and also be available online in Indistar.</p>	<p>10/16/15</p>	<p>10/08/15</p>	<p>Claire Dearing</p>	<p>X</p>		<p>Agendas and minutes on record in Indistar</p>

IMO Area: 1
Change in Teacher and Leader Practice

ADE Recommendation:
Recommendation 4:
Results from unit assessments should be analyzed by team members to identify students who are not performing at proficient levels and determine a course of action to improve student performance.

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):
Teachers are in the beginning stage of designing a backwards design lesson plan which consists of pre and post assessments. ANet and ACT resources are being utilized as models for wording of test questions. Mr. Keith Sanders is assisting with instructional coaching in lesson planning to ensure that rigorous test questions that address the entire common core standard are in place.

Quarterly Objective:

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. PLC will be held to discuss pre and post assessments to be turned in with lesson plans.	10/16/15	09/15/15	Jana Richey	X		PLC agenda from Sept. 15, 2015
2. Keith Sanders, an outside	10/16/15	10/16/15	Jana Richey	X		Walk through data, feedback to

consultant for FCSD, will provide feedback to principal, facilitator, and teachers on instruction, white board protocol, walk through feedback, and lesson plans.						teachers
3. Literacy teachers will give a pre-test over the following standards: development of plot, point of view, text evidence inferred, development of setting, vocabulary in context and vocabulary impact on tone/meaning.	10/16/15	09/04/15	Claire Dearing	X		Copy of pre-test
4. Literacy teachers will use data from the pre-test to determine standards that need strong focus throughout the course of the unit.	10/16/15	09/11/15	Claire Dearing	X		Copy of data analysis spreadsheet

IMO Area: 3

Student Safety and Discipline

ADE Recommendation:

Recommendation 10:

Teachers should plan and implement bell-to-bell instruction.

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

The faculty and staff are working together to develop a discipline management plan that guides student behavior throughout the building. Expectations of Behavior posters have been placed throughout the building. These include Cafeteria Expectations, Hallway Expectations, and Restroom Expectations.

Teachers discussed classroom rituals and routines at the beginning of the year and these are posted in the classroom and evident throughout the building. Teachers are reinforcing these daily.

Work is being done to improve the way classroom misbehavior is addressed and steps for addressing this will be implemented.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. School wide rituals and routines were established for classroom and common areas and posted in all classrooms.	10/16/15	09/08/15	Jana Richey	X		Rituals and routines are apparent in all classrooms.

2. School wide rituals and routines will be positively taught to all students.	10/16/15	10/16/15	Karen Barton	X		Evidence found in teacher lesson plans
3. Posters will be created for Cafeteria Expectations, Hallway Expectations, and Restroom Expectations.	10/16/15	09/22/15	Claire Dearing	X		Posters were created and are now displayed in hallways, cafeteria, and student restrooms.
4. School Leadership team will revise the discipline management plan as suggested by teachers. The revised plan will be presented to teachers by members of leadership team for their approval.	10/16/15	10/08/15	Chris Oswalt	X		Steps for revised discipline management plan: Redirect, warning, private chat, parent contact, office referral, evident on referral form. Phone logs will be evidence of parent contact.
5. Classroom observations will be conducted by the Core Leadership Team to ensure continuous implementation with fidelity of school wide rituals and routines. White Board Protocol checklist includes rituals and routines being posted in every classroom.	10/16/15	10/16/15	Jana Richey	X		White Board Protocol checklists completed during observations will be added to observation binders.

IMO Area: 4
Family and Community Engagement

ADE Recommendation:
N/A

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
A school compact was developed to outline how all stakeholders will share responsibility for improving student achievement. This compact was available at Parent/Teacher Conferences and as teachers met with parents the parent, the child, and each child’s teacher signed the compact. We are currently working to get 100% of compacts signed.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. A compact will be created outlining how parents, school staff, and students will share responsibility for improving academic achievement.	10/16/15	09/15/15	Jana Richey	X		Compacts on file with teachers.
2. The compact will be passed out to teachers and then given to parents at Parent/Teacher conferences.	10/16/15	09/22/15	Jana Richey	X		Earliest dates on signed compacts will be Sept. 22, the date of Parent Teacher Conferences.
3. Parents and students will sign	10/16/15	9/23/15	Jana Richey	X		Signed copies kept on file with

<p>the compact and parents will take it to each child's teacher for them to sign. Once signed by all parties the parents will turn in to homeroom teachers.</p>						<p>teachers</p>
<p>4. A Parent Night will be held October, 13, 2015 and teachers will have the opportunity to have parents sign compacts after the meeting.</p>	<p>10/16/15</p>	<p>10/13/15</p>	<p>Jana Richey</p>	<p>X</p>		<p>Parent Night sign in and compacts.</p>

IMO Area: 4
Family and Community Engagement

ADE Recommendation:
N/A

Effective Practice within Category:
Opportunity to Learn Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):
The staff at Lincoln Middle feels that the best way to support our students for college and careers is by embodying the growth mindset in our conversations with students. We are working to ensure that our students believe they are capable of success. We have had a motivational speaker come to address our male students. Teachers have attended a series of Efficacy trainings designed to explore the interconnectedness of mindsets and practices as it relates to student achievement. An outside consultant has been contracted to work with teachers and students on mindsets, student self-motivation and goal setting.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. A series of two Efficacy Institute professional development sessions will be provided for teachers at Lincoln. The sessions will be held Saturday, August 15 and Saturday, August 22 for 6 hours each day. Stipends will be paid for those attending.	10/16/15	08/22/15	Claire Dearing	X		Session agendas and sign in sheets
2. Norman Redwing, motivational	10/16/15	09/18/15	Jana Richey	X		Photos on file with facilitator and also

speaker, will speak to the male students on how decisions we make can have a positive or negative affect on our future.						posted on Volunteers in Action bulletin board in front foyer.
3. Vaughn Thompson, outside consultant, will work with the Culture and Climate committee on establishing a positive environment and self-motivation for all students. He will hold a session on Saturday, October 10, 2015.	10/16/15	10/10/15	Jana Richey	X		Sign-in and notes from the meeting.



PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** Sept. 16, 2015

If yes, what support have you received from the district?

A meeting was held with Superintendent Hardrick, Principal Jana Richey, Facilitator Claire Dearing, and Keith Sanders, outside consultant in order to analyze school status and proficiency goals for the 2015-2016 school year. Based on the data, a data wall was created and placed in the data room for continued differentiated instructional planning, intervention and enrichment planning.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts)

An intervention time was created during the school day to ensure that all students receive intervention or enrichment instruction. ANet and formative data are utilized for grouping in the areas of literacy and mathematics. A consultant, Vaughn Thompson, has been contracted to provide additional support for strategic, effective RTI intervention.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

An internal SIS, Susan Berry, has been provided by the FCSD and will be on site to provide instructional support. An external provider, Keith Sanders, has been contracted to provide additional support with instructional practices, lesson planning feedback, pre and post assessments, and Common Core implementation. The ADE SIS Team has committed to meeting with the SLT every two weeks in order to provide instructional and school support in order to promote academic achievement. The ADE SIS team has also made themselves readily available through email, phone calls, and willingness to provide immediate support.

What are the barriers, if any, in improving student outcomes?

Student self-motivation is a barrier. Protocols and student professional development have been established in order to promote student self-motivation. Efficacy principles are being implemented in order to inform students, parents, and teachers that "failure and difficulty are feedback" that will facilitate progress and growth. Students are being taught that if they put forth "effective effort" and "work hard" they will "get smart"! Having parents recognize the importance of academic support at home is also a barrier. We are addressing this by providing parent meetings that will offer academic and social supports for their children. Teachers having a lack of high expectations for every student is a barrier. Continued professional development, PLCs, and informal conversations have been, and will continue to be conducted in order to promote and establish a culture of Efficacy at Lincoln Middle Academy of Excellence.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing?
How are you responding to the results? A student data tracker has been created in order to inform and motivate students, parents, and teachers on knowing where they are now and setting goals for where they need to be in the areas of math and literacy. Writing journals have been provided to teachers in order to provide ongoing feedback to students in their writing. All content areas integrate writing in instruction.

How are you monitoring the progress in the area of science?
Lesson plan feedback is provided for science teachers. Hands on science labs and activities are expected and implemented by science teachers. One teacher attended STEM professional development in order to collaborate and implement rigorous Common Core science instruction. She is sharing these best practices with the other teacher. Both Science teachers attended a full day of professional development on the Next Generation Science Standards and how those standards can be implemented in the classroom. Science teachers are provided walk through feedback from internal and external stakeholders.

After reviewing the minutes, what have been the most meaningful decisions and actions made by the School Leadership Team this quarter?

The most meaningful decision made by the SLT was to have Vaughn Thompson work with the SLT, which is also the Culture and Climate committee, along with the Intervention committee to establish a detailed plan for RTI during our 6th period.

If anything, what do you intend to change or modify for the next quarter?

We are going to change student schedules in order to ensure that content teachers will have common planning time during the instructional day. In the next quarter we will continue to monitor and modify the intervention period as needed.



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)					
	1st	2nd	3 rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th		
6	176				35	1	2					1				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by Renaissance STAR Reading Summary Data Report Oct 8, 2015		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1 st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	0%				See comments below					58%		

Comments/ Clarifications: At this time we have no data to use to determine number of students 2 or more years below grade placement in Math. We have 2014 Benchmark data, but this data was when our current 6th grade students were in 4th grade. We plan to purchase licensing for Renaissance Math in order to have a common measurement tool for Literacy and Math. Requisition funding will be provided through the 1003a Supplemental Grant for Turnaround Strategies. Licensing will be purchased immediately upon approval and we will begin the monitoring process with students.

Literacy Data from ANet Interim 1.

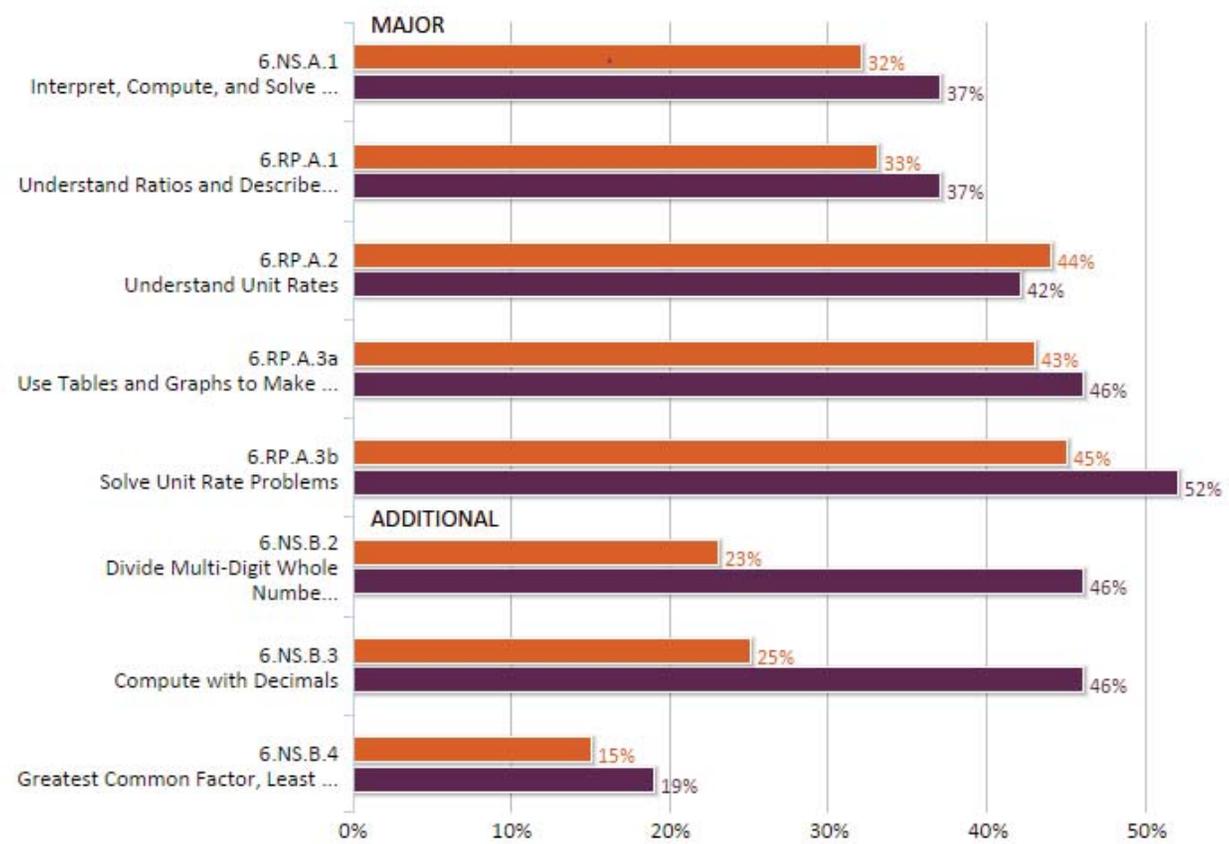
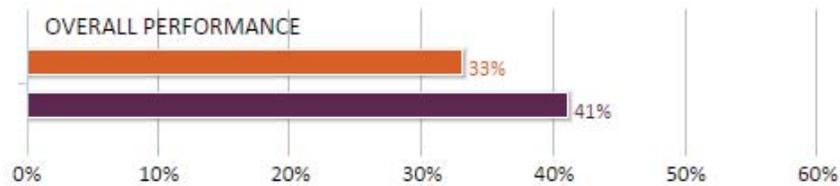
This data reveals our scores compared to the Network. We are using this data to guide instructional planning, teaching, re-teaching, and assessing.



	School [▲]	Network
INTERIM GRADE 6		
Reading Informational Text		
RI.6.3	31%	-2%
RI.6.5	37%	-7%
RI.6.8	52%	-4%
RI.6.2	10%	-6%
RI.6.1	11%	-2%
Reading Literature		
RL.6.3	42%	-7%
RL.6.1	22%	-4%
RL.6.5	25%	-9%
RL.6.2	30%	-8%
Vocabulary Interpretation		
L.6.5	48%	-11%
RI.6.4	55%	-12%
RL.6.4	30%	-2%

Math Data from ANet Interim 1.

This data reveals our scores compared to the Network. We are using this data to guide instructional planning, teaching, re-teaching, and assessing.





ARKANSAS
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DISTRICT: LITTLE ROCK SCHOOL DISTRICT
SCHOOL: MCCLELLAN HIGH SCHOOL
STATUS: PRIORITY AND ACADEMIC DISTRESS
SITE-BASED SIS:
EXTERNAL PROVIDER:

SUPERINTENDENT: BAKER KURRUS
PRINCIPAL: HENRY ANDERSON

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation:

The principal should clearly communicate the purpose of the school leadership team (SLT), as well as each member's role and responsibilities to all staff members. The SLT should meet twice or more monthly and operate with written statements of purpose and by-laws, established work plans for the year, and analyze various data sets to determine school improvement interventions and actions.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

McClellan High School has exceeded the minimum expectations of this recommendation. In addition to establishing an SLT (also referred to as the Building Leadership Team) and Interdisciplinary Leadership Team, the campus also has school committees that include: Professional Development/Teacher Mentoring and Support, School Climate and Student Discipline, Grade and Building Level Early Intervention (SBIT).

With regard to Instructional Teams, all teachers in common subject areas meet during established collaboration periods to receive professional development training in technology, create common formative assessments, compile and disaggregate data, and make informed decisions in instructional planning.

The campus Interdisciplinary Leadership Team meets Wednesdays every two weeks. This team is tasked with considering school performance data and ensuring compliance and accountability in terms of the school's academic distress standing. The Building Leadership Team has not met collectively since July 2015. However, a meeting has been scheduled to review approved Title I spending and ensure that funds are spent properly yielding the greatest gains for McClellan High School.

Quarterly Objective:

McClellan High School will establish meeting dates for the SLT (Building Leadership Team). Additionally, the team will provide written descriptions of the roles and responsibilities of each of the established committees. Administrators and Instructional Leaders will participate in professional development utilizing Robyn Jackson's "*How to Plan Rigorous Instruction*"

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Leadership Team will regularly provide updates to the staff email, newsletter column	9/12/15	On-going	H. Anderson, E. Nowden, D. Rainey, A. Boatner, E. Bunting, J. Osbourne, W. Keith (Chair), SIS		X	Staff newsletter sent via email and snail mail. Staff provided with a copy of the school's Title I Budget via email. Staff provided with a copy of the school's 45-Day Plan.
2. Leadership Team Meeting Dates, By Laws, and the focus for all supporting teams will be made available to all staff members.	10/01/15	On-going	Eric Bunting		X	Meeting dates for the Interdisciplinary Leadership Team are published. Building Leadership Meeting
3. Leadership Team will meet every two weeks and will meet on a monthly basis in conjunction	11/11/15	On-going	H. Anderson, E. Nowdent, D. Rainey, A. Boatner, E. Bunting, J. Osbourne, W. Keith, SIS, Z. Finley, B. Wynne, D. Hansberry, D. Fields, L. Peoples, C. McDowell, Bullard, L. Strickland, C. Threatt, S. Geuring, J. Whitmore		X	

Include additional task lines as needed

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation 1:

All school teams should regularly analyze and disaggregate school and/or classroom performance data and use that data to make decisions about lessons, units of instruction, and specific professional development needs.

ADE Recommendation 2:

District/school leadership should facilitate the development of curriculum documents that align curriculum, instruction, and assessments, including pre- and post- unit tests, to Arkansas Frameworks. Instructional teams should analyze classroom assessment data to plan interventions and enrichment for all students.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Curriculum units are established by Little Rock School District. Due to the fact that in most cases there is only one teacher per grade level subject (for example English I vs. PAP English) common formative assessments are administered based on skills as opposed content. During grade level collaborations teachers review curriculum maps and compare them to TLI modules to match the standards in which they will instruct with those on which students will be tested.

During the summer the Interdisciplinary Leadership Team decided to begin the implementation of common formative assessments (CFAs) in English and Mathematics. It was also decided that CFAs would be implemented in Science and Social Studies during the second nine-weeks of school. During Pre-school In-service teachers received an overview of common formative assessments and Little Rock School District has since provided four days of optional after-school training on creating CFAs and analyzing data. Most teachers received training during Pre-school In-service. Approximately four teachers have received training from the district.

At the outset of the implementation of CFAs in English there were some misperceptions. A teacher thought that pre-tests were to be given at the beginning and post-tests at the end of the 9 week quarter. This perception resulted in the submission of a long unit test that entailed 9 weeks' worth of instruction. This misperception has also since been clarified and teachers are implementing CFAs to the best of their ability.

We are still facing challenges in utilizing the most efficient methods to compile and disaggregate data. One tool that has been approved for use is ZipGrade this is the tool that has been opted for use in the Literacy Department. This tool however is stuck at the district level pending disbursement. The tool to be utilized in mathematics is Gaggle with Flubaroo as an add-on and departmental training is pending.

Quarterly Objective:

McClellan High School will continue the incremental implementation of CFAs until its use is campus-wide. Additionally, teachers will receive training in the use of data collections tools. Finally, a data sheet will be chosen and distributed for campus-wide use.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers will meet during collaboration periods to create CFAs for units of study	8/17/15	10/12/15	April Boatner, Eric Bunting, Chris Threatt, Deborah Hansberry	X		Common Formative Assessments submitted for English in Grades 9 and 10. Sample of Common Formative Assessments submitted for Geometry. Sign-in sheets for Collaborations in English and Mathematics Departments.
2. A tool for the collection of pre-and post-test data in Math and Literacy.	10/12/15	10/12/15	Chris Threatt, Deborah Hansberry, April Boatner, Eric Bunting	X		English: ZipGrade, Math: Gaggle and Flubaroo
3. Teachers will utilize pre and post test data sheets to determine instructional changes/adjustments that must be made to meet the students at their level of mastery.	10/30/15	On-going	Chris Threatt, Deborah Hansberry, April Boatner, Eric Bunting		X	

Include additional task lines as needed

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):
The entire campus has worked on compliance with the tardy policy and hall pass policy. These are posted in every classroom and can be found throughout the building. Teachers are using the hall pass policy to safeguard instructional time. Teachers have worked individually and within their departments to establish routines and rituals that are assisting in cultivating the classroom atmosphere into one that holds learning as the standard. As a result of the implementation of clear guidelines that ensure parent awareness of student tardiness there has been a reduction in the percentage of late arrivals at school and to classes throughout the day.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create and utilize several means of assisting students and parents in understanding the campus and classroom rules. (i.e. Grade Level Assemblies, Student Surveys, Posters, Parent Meetings, Newsletters, Student Newspapers, etc.)	09/15/15	8/30/15	Henry Anderson, Laura Strickland, Jerry Whitmore, Emma Nowden, Steve Geurin	X		Sign-in sheets, Tardy Emergency Review Sheets with parent signatures, google docs tardy log sheet, parent conference forms, parent newsletters student newspapers, morning announcements
2. Periodic student and parent surveys regarding their understanding of the routines, rituals, and discipline management plan at McClellan	09/15/15	On-going	Teachers Parent Community Liaison Administrators		X	Survey Results, Written correspondence with parents and students
3. Create tardy policies, hall sweeps policies, routines and rituals for McClellan High School.	09/10/15	09/3/15	Henry Anderson, Laura Strickland, Jerry Whitmore, Emma Nowden, Steve Geurin	X		Posters, parent conference forms

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
 McClellan High School is planning to exceed the expectation of this recommendation by creating a tiered compact that addressed the needs of students in AVID, Advance Placement, Special Education, and English Language Learners.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Discussion of what a compact is to be held with staff, students, administrators, parents	12/15/15	On-Going	Henry Anderson, Sam Brown, Zoretta Finley, Linda Peoples, Phillip McGarry,		X	
2. Interdisciplinary Leadership Team and Building Leadership will work with the staff to complete the Staff portion of the compact in final draft	11/20/15	On-Going	H. Anderson, E. Nowden, D. Rainey, A. Boatner, E. Bunting, W. Keith, SIS, Z. Finley, B. Wynne, D. Hansberry, D. Fields, L. Peoples, C. McDowell, R. Bullard, S. Guerin, J. Whitmore, C. Threatt, E. Bunting		X	
3. The Administrative Team will develop its portion of the compact and have a final draft.	11/15/15	On-Going	Administrators		X	

4. Student Council and other student groups will meet to develop the student portion of the student compact and present it to the student body for ratification.	12/1/15	On-Going	Student Council Members Club Sponsors Students Student Leaders		X	
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Include additional task lines as needed.

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

Current reality of effective practice (Assess where we are):
Students are given support as they prepare to transition from high school to post-secondary education. While AVID is our main venue for assisting students with the financial-aid process, college applications, and accompanying essays, students also benefit from the support of campus mentors who track and guide them through the Gates Millennium Scholarship process as well as provide them with PSAT and ACT Preparation. Also, counseling department has offered dedicated time to provide graduation audits. A process for tracking students after graduation has not been established

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.Meeting with the Counseling Dept., AVID, SPED Dept. Chair, AP Coordinator, and Trio Representative to examine IMO (VA01)	12/15/15	On-Going	W. Keith, Sam Brown, Zoretta Finley, Linda Peoples		X	
2. Draft a plan to address IMO (VA01)	11/20/15	On-Going	W. Keith, Sam Brown, Zoretta Finley, Linda Peoples		X	



ARKANSAS
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OF EDUCATION

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)
If yes, what support have you received from the district?

Support from the district leadership team ranged from conducting classroom walks to assistance in obtaining Read 180/Math 180 licenses. The support included work around how we would utilize our interventions to meet the needs of the students that we serve. The team has also meet with us to discuss the roles of the SIS and how the individual would operate in the building to better streamline efforts and impact achievement.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Read 180 has been implemented as a Tier 3 intervention to provide intensive support to 9th and 10th grade students identified as below basic and basic readers. Math 180 has been implemented as a Tier 3 intervention to provide intensive support to students identified as basic and/or below basic who are also simultaneously enrolled in Algebra I and Geometry. Utilizing data from the Scholastic Reading Inventory and the Scholastic Math Inventory students were identified and placed according to their academic needs.

City Year provides Tier 2 interventions utilizing Edmentum software for literacy and Destination Math for math Corp members conduct pullouts to provide support for 'bubble' or at-risk students to support them in their transition and help to move them from basic to proficient. City Year also provides push-in support in 9th grade classrooms in English, math, social studies, and science.

Lab Technicians have been employed to support science labs in physical science, biology, and chemistry. These techs also serve as tutors for students struggling in science.

McClellan High School has also partnered with the TRiO Programs at UALR and Philander Smith College. TRiO provides tutoring and University visits in the State of Arkansas and in neighboring states. There is also an established partnership with Dr. Minnie Hatchet of UAPB to provide free ACT tutoring and support for students who are interested.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Dr. Charity Smith of Fetterman and Associates provided all teachers with an overview of the ACT Aspire. Finally, Fetterman and Associates has also participated in the analysis of TLI literacy data and helped to identify skills in instruction on which to focus. We currently do not have an internal SIS. The ADE SIS team is scheduled to visit within the next few weeks.

What are the barriers, if any, in improving student outcomes?

Some of the challenges that we face include ensuring that the tools are in place to properly compile and analyze CFA data. Teacher absences are also an issue as there are currently 3 teachers in core subject areas out on extended leave.

How is your leadership team monitoring student progress in the skill area of science?

During the summer the leadership team decided to implement CFAs incrementally focusing first on their implementation in Math and English followed by their implementation in Science and Social Studies. Progress monitoring via CFAs is set to begin during the second quarter. McClellan High School did collaborate with Hall High School and Science teachers attended training on Disciplinary Literacy.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The first round of TLI/SOAR assessments is yet to be completed. The leadership team is updated on progress via Instructional Facilitators. Literacy data has shown that we tested at a 94% in Reading and a 90% in Language. Additionally, there were high numbers of students who were not tested utilizing SRI or SMI because of licensing issues. As data comes in we are implementing plans to ensure that all students are tested at a rate of 95%. Further skills are identified for targeting and teachers have been given exercises to address skills where we have the greatest potential of producing high outcomes on district and state assessments.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The decision of how to better utilize City Year and determining what skill set we need City Year to possess. The idea of looking at classes based on size but also student behavior to see how to better support teaching and learning in the classroom. The process of ACSIP and ACSIP actions that support the pinpointed deficits in the school.

If anything, what do you intend to change or modify for the next quarter?

In the next quarter we will address the aforementioned Quarterly Goals as focus on the needs of SPED and ELL students in the formation of CFAs; training teachers to use Gaggle and Flubaroo; increasing the utilization of Indistar and Wise Ways; creating an academic compact; displaying updates and 45-Day-Plan next steps in the workroom and faculty lounge; choosing a data sheet; and utilizing a form to document instructional conversations that link pre/post test data.



**ARKANSAS
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OF EDUCATION**

SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	234				37	20	9				15			
10	199				28	10	8				8			
11	186				31	7	3				7			
12	173				20	7	0				5			

Comments/ Clarifications:

Comments/ Clarifications:

Scholastic Mathematics Inventory Data

Quantile Measures (25 th - 75 th Percentile, Mid-Year)*	Grade Level Equivalencies	Grade 9	Grade 10	Grade 11	Grade 12
EM270Q to 10Q	K	0	1	0	0
11Q to 174Q	1	3	2	0	0
175Q to 374Q	2	6	7	0	0
375Q to 479Q	3	13	14	0	0
480Q to 549Q	4	5	8	0	0
550Q to 644Q	5	9	6	0	0
645Q to 664Q	6	1	1	0	0
665Q to 729Q	7	2	6	0	0
730Q to 759Q	8	9	7	0	0
760Q to 809Q	Algebra 1	12	15	0	0
810Q to 880Q	Geometry	10	9	0	0
890Q and above	Algebra 2	13	13	0	0
Students Not Tested		152	113	187	173
Totals		235	202	187	173

*Measures Omit Overlap

Scholastic Reading Inventory Data

Lexiles Based on the 2012 CCSS Measures*	Grade Level Equivalencies	Grade 9	Grade 10**	Grade 11**	Grade 12**
BR to 190L	1	22	7	4	1
190L to 419L	2	22	6	3	5
420L to 519L	3	15	3	3	0
520L to 739L	4	49	38	18	6
740L to 829L	5	21	21	17	15
830L to 924L	6	28	23	21	23
925L to 969L	7	8	7	9	6
970L to 1009L	8	7	5	7	11
1010L to 1049L	9	7	7	6	8
1050L to 1080L	10	4	3	2	7
1081L to above	11 and 12	18	17	21	29
Students Not Tested		33	64	75	62
Totals		234	202	187	173

*Measures omit overlap **Representing scores of students currently enrolled and tested between 4/20/15-5/20/15

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level <i>(A)</i>	Total number of students with D or F on unit tests in Math this quarter <i>(B)</i>	Percent of students with D or F on any unit tests in Math <i>(C)</i> <i>(B/A) X 100 = C</i>					
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th				
9	170	234	127															
10	88	199	107															
11																		
12																		
Algebra I							171	131			302	252	83%					
Geometry							176	172			348	177	51%					
							<i>Example</i>	<i>100</i>	<i>90</i>	<i>95</i>	<i>N/A</i>	<i>285</i>	<i>57</i>	<i>20%</i>				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



DISTRICT: PCSSD
SCHOOL: MILLS UNIVERSITY STUDIES HIGH SCHOOL
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: MS. LAURA SHIRLEY AND DR. JOHN MCCRANEY
EXTERNAL PROVIDER: MRS. BRENDA TASH
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL

SUPERINTENDENT: DR. JERRY GUESS
PRINCIPAL: MR. DUANE CLAYTON

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): Transition to Indistar has been progressing very well. (ID01): The Mills High School Leadership Team consists of Department Heads, and other key teacher leaders throughout the building. Instructional teams consist of teachers who teach within the same subject area and cross –curricular teams. A Student Team consists of a diverse group of student leaders, A management team consist of campus administrators and other personnel as needed. A School Community Council (PTO) consists of a majority of parents and other key people as needed. (ID04): All school teams meet at regularly scheduled times with a specific purpose and agenda items to be discussed and follow-up as needed. (ID07): The School Leadership Team meets twice a month with a regularly scheduled time for at least an hour.

In addition to required indicators for first quarter, the following indicators were assessed: IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

(ID08): The School Leadership Team regularly communicates to the faculty and staff to give and receive input from the faculty and staff. Minutes and agendas are emailed to staff. Information is shared during department meetings (content area group) and PLC's. Calendar of events/meetings scheduled and available for all teams. The principal publishes a weekly WAAG Report (Week-At-A-Glance)

(ID10): The Leadership Team regularly looks at performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development. The SLT looks at instructional rounds data to inform progress with indicators and decisions made during team meetings that impact school achievement.

Quarterly Objective: To establish and maintain school-wide team structures with specific duties and time for instructional planning and school improvement using research based practices and data (ID01, ID04, ID07)

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Team structures are in place: School Leadership Team, Instructional Teams (Departmental and Professional Learning Teams), Student Team (SWAAG), School and Community Teams (PTO) (ID01)	8/31/15	8/31/15	Duane Clayton			<ul style="list-style-type: none"> • Structure of team, team members, agenda in Indistar • Adopted School Team Charter with list of roles, responsibility and mission. • Attendance: Required • Task Completion: Monitor and track progress as indicated by goals.
2. All school teams meet on a regularly scheduled time with a specific purpose and agenda (ID04) (ID07)	9/16/15	9/16/15	Dr. Carlethia Houston			<ul style="list-style-type: none"> • Agenda and Minutes • Sign-In Sheets • Attendance: Required • Task Completion: Monitor and track progress as indicated by goals.

3. The School Leadership Team communicates with the faculty and staff to share information and receive input. (ID08)	9/1/15	9/1/15	Duane Clayton			<ul style="list-style-type: none"> • Emails to staff • Agenda and Minutes • Information is shared in Department Meetings • Agenda / Minutes
4. Utilize cross curricular PLC to generate discussion and provide feedback about school improvement plans addressed by the leadership team. 5.	9/16/15	9/16/15	Jaime Rollans			<ul style="list-style-type: none"> • Agendas / Minutes • Sign-In Sheets • Reflection Charts •
6. The School Leadership Team meets twice a month (ID07)	8/26/15	8/26/15	Duane Clayton			<ul style="list-style-type: none"> • Agenda and Minutes • Sign-In Sheets
7. The School Leadership Team looks at performance data, and /or aggregated classroom observation data, and uses the data to make decisions about school improvement and PD. (ID10)	10/7/15	10/7/15	Jacqueline Wise			<ul style="list-style-type: none"> • Mills High School Instructional Rounds: Short Formal Classroom Observations • Growth Data Charts Posted in Classroom • Informal Observations • Professional Growth Plans relevant to school improvement • School Leadership Team Report (Data Charts)

<p>8. Teachers will participate in an in-house mentoring program called WE CARE WEDNESDAY.</p> <p>Each teacher will provide emotional support as well as guidance to selected group of students and creating a small advisory community of students. All students are included in a small group. Twenty-minutes per session.</p>	8/26/15	8/26/15	Jennifer Doll			<p>Evidence for WE CARE WEDNESDAY will include:</p> <ul style="list-style-type: none"> • School Attendance • Lower Referrals • Discipline Prevention • Establish and Maintain rapport with individual students (RELATIONSHIPS).
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IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Recommendation 2: Identification of data to be collected and analyzed should occur prior to the end of September, with follow-up in October related to “what to do if data indicators do not reflect positive trends.”

Recommendation 10: The external provider, principal, and instructional facilitators, along with instructional teams should develop pre- and post-tests (at least for math and literacy) for units of instruction that are approximately seven to 15 periods in length.

Data from unit exams should be reviewed by the school leadership team to determine levels of support to be provided to individual teachers.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery. (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members’ (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

(IIB01): Mills Instructional Teams have developed and implemented instructional units based on the curriculum, common core standards, and local curriculum documents (TLI Trend Data). Pre-Test and Post-Test have been given to all students and data charts are posted with the results. The unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals.

(IIB02 and IIB05): The Instructional Teams are learning how to use the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum. Data from unit exams is reviewed by the school leadership team to determine levels of support to be provided to individual teachers. The Instructional Teams are taking ownership of the results with assistance from Principal, Assistant Principals, Instructional Facilitators, SIS/PM and Learning Services --District Office.

In addition to the required quarterly indicators the following were assessed for IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE:

(IIB04): The pre-test and post-test assess the same learning objectives and inform the Instructional Team member teachers on how to plan for differentiated instruction within the unit and/or provide opportunities for re-teaching/intervention and enrichment as needed before, during and after the unit.

(IIB03): The Instructional Teams are learning how to review the results of the pre- and post-tests in order to use the information to guide efforts to assure that every student has an opportunity to master the instructional standards taught in the instructional unit. Data from unit exams will be reviewed by the school leadership team to determine levels of support to be provided to individual teachers. The Instructional Teams are taking ownership of the results with assistance from Principal, Assistant Principals, Instructional Facilitators, SIS/PM and Learning Services—District Office.

Quarterly Objective: Engaging teachers in assessing and monitoring student mastery for school improvement using research based practices and data. (IIB02, IIB04)

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Pre-Test and Post-Test are developed based upon curriculum, common core standards, and/or local curriculum documents. (IIB01)	6/2015	6/2015	Angie Stowell Sherry Suttle Jeannie Moss Jacquelyn Wise			<ul style="list-style-type: none"> Binder with Examples of Pre-Test and Post Test Growth Data Charts Posted in Classroom School Leadership Team Report (Data Charts)
2. Pre-Test and Post-Test will be revised as needed. (IIB01)	10/14/15		Angie Stowell Sherry Suttle			<ul style="list-style-type: none"> Binder with Revised Pre-Test and Post Test (Revision

			Jeannie Moss Jacquelyn Wise			Dates)
3. Pre-Test and Post-Test assess the same learning objectives. (IIB01)	10/14/15		Angie Stowell Sherry Suttle Jeannie Moss Jacquelyn Wise			<ul style="list-style-type: none"> • Binder with Pre-Test and Post Test • Growth Data Charts Posted in Classroom • School Leadership Team Report (Data Charts) • Binder with Revised Pre-Test and Post Test (Revision Dates)
4. Pre-Test and Post-Test inform teachers on how to plan for differentiated instruction within the unit and/or provide for re-teaching/intervention and enrichment as needed before, during and after the unit. (IIB04)	10/16/15		Angie Stowell Sherry Suttle Jeannie Moss Jacquelyn Wise			<ul style="list-style-type: none"> • Action Plan developed to provide student Intervention groups. • Intervention Groups: Response to Intervention Groups: Tier 1, Tier 2, and Tier 3 • Teacher Lesson Plans reviewed for intervention groups with feedback • Professional Development strategies for how to teach in a double block. • PD on how to group students • Math Interventions.com • Agendas • Sign-In-Sheets
5. Instructional Teams review the results of Pre-Test and Post-	9/15/15	9/15/15	Angie Stowell Sherry Suttle			<ul style="list-style-type: none"> • Agendas/Minutes • Sign-In Sheet

Test. (IIB03)						<ul style="list-style-type: none"> • Growth Data Charts Posted • School Leadership Team Report (Data Charts)
6. Instructional Teams use Pre-Test and Post-Test data to guide efforts to ensure that students have opportunity to master standards in the units taught. (IIB03)	10/16/15		Angie Stowell Sherry Suttle			<ul style="list-style-type: none"> • Action Plan developed to provide student Intervention groups. • Intervention Groups: Response to Intervention Groups: Tier 1, Tier 2, and Tier 3 • Teacher Lesson Plans reviewed for intervention groups with feedback • Professional Development strategies for how to teach in a double block. • Professional Development on best practices for how to group students for interventions • Use of Math Interventions.com • Agendas • Sign-In-Sheets
7. The Instructional Team also uses the results from the Pre-Test and Post Test analysis to	10/16/15		Angie Stowell Sherry Suttle			<ul style="list-style-type: none"> • Professional Development Agendas

<p>plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).</p>					<ul style="list-style-type: none"> • Instructional Coach Notes • Instructional Coach Modeling Strategies • Binder with examples of Pre-Test and Post Test • Data Charts Posted in Classroom • School Leadership Team Report (Data Charts) • Binder with Revised Pre-Test and Post Test (Revision Dates) • Professional Development Records • Faculty Agenda • Curriculum Notes from curriculum meetings
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IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation:

Effective Practice within Category:
 Expecting and monitoring sound classroom management. (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
 The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):
(IIC10): The faculty and staff have been trained and are encouraged to follow the district and local school (DMP) Discipline Management Plan that guides student behavior throughout the school. The DMP / Classroom rules are printed and posted in each classroom. Each teacher is encouraged to establish classroom rules, rituals and routines within their respective classroom. Teachers are encouraged to teach the DMP to all students. Some teachers consistently enforce the agreed upon rules and regulations.

Quarterly Objective: Expecting and monitoring sound classroom management for school improvement using research based practices and data (IIC10)

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Common classroom rules/DMP is printed and posted in each classroom.	10/14/15	10/15/15	Ms. Bridget Brown			<ul style="list-style-type: none"> Instructional Rounds (Observations)

2. All staff are made aware of the district and local discipline management plan.	8/20/2015	8/20/2015	Eric Henderson John Bagby			<ul style="list-style-type: none"> • Faculty Agenda • Sign-In Sheets
3. All students are made aware of the district, local school, and classroom discipline management plan.	8/21/15	8/17/15	Eric Henderson John Bagby			<ul style="list-style-type: none"> • Teacher Lesson Plans • Instructional Rounds (Observation)
4. District and Local School discipline management plans are followed by the staff.	8/21/15	On-going	Eric Henderson John Bagby			<ul style="list-style-type: none"> • Quarterly Discipline Data • (Trend Data)

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community. (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

(IVA01): A Parental Involvement Plan has been written that outlines how parents, school staff, and students will share responsibility for improving academic achievement. The plan outlines all aspects of how the school and parents can work together to help students achieve state standards. A survey is available on the Mills website for parents. A brochure has been completed to inform parents of how they can get involved with school and how can share responsibilities for improving academic achievement.

Quarterly Objective: Defining the purpose, policies, and practices of a school community for school improvement using research based practices and data (IVA01)

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Written Parental Involvement Plan	8/18/15	9/8/15	Dr. Carlethia Houston			<ul style="list-style-type: none"> • PTO Agenda • Copy of Plan

<p>2. The Parental Involvement Plan is posted on the Mills Website. The written plan includes:</p> <ul style="list-style-type: none"> • PTO contact information and school information. • PTO Meetings: time and place for meetings. • Parent information Center • Ways to Involve Parents • Wellness and academic success • Activities and conference 	9/8/15	8/24/15	Dr. Carlethia Houston		<ul style="list-style-type: none"> • PTO Agenda and Minutes • Parent Information (Resource Center) • Posted on Website (Monitor the number of times viewed)
<p>3. A brochure is created that outlines how parents, school staff, and students will share responsibility for improving academic achievement. The brochure also describes how the school and parents can work together to help students achieve the state's standards. Brochure is printed and posted on the Website.</p>	8/24/15	8/24/15	Dr. Carlethia Houston		<ul style="list-style-type: none"> • PTO Agenda and Minutes • Copy of Brochure • Posted on Website (Monitor the number of times viewed)
<p>4. A survey for parents is located on the Mills Website.</p>	9/8/15	8/24/15	Dr. Carlethia Houston		<ul style="list-style-type: none"> • PTO Agenda and Minutes • Posted on Website (Monitor the number of times viewed) • Paper copy of survey

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:
 Post-Secondary School Options for school improvement using research based practices and data. (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.
ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):
Mills has a guidance plan that includes options for students as they plan for college and career opportunities. The school's counseling department plans year-long activities for all students.

Quarterly Objective: Post-Secondary School Options for school improvement using research based practices and data. (VA01)

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. College and Career exploration activities will be provided to all students. Activities will be specialized for Students with Disabilities and English Learners. Seniors are guided by Counselors through the process of completing FAFSA	10/7/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare			<ul style="list-style-type: none"> • Checklist of students participating, Seniors are guided by Counselors through the process of completing FAFSA • Power point presentation

2. Teachers share information on the educational requirements for jobs in the content area they teach.	10/16/15	On-going	Jason Bailey Duane Clayton			<ul style="list-style-type: none"> • Teacher lesson plans reviewed with feedback • Mills High School Instructional Rounds: Short Formal Classroom Observations
3. Ensure that students begin to understand college and career paths starting in 9 th grade as well as future plans for college and/or career.	10/13/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare			<ul style="list-style-type: none"> • Kuder Career Exploration • Career Interest Inventory • Classroom Guidance on Career and College Planning
4. Engage and assist students in completing critical steps for college and career entry that includes assistance with college and scholarship applications.	10/16/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare			<ul style="list-style-type: none"> • Completion of FAFSA information with Seniors • Orientation Powerpoint • Scholarship Applications • College Applications • ACT / SAT Waivers
5. Provide current information about Colleges and Universities <ul style="list-style-type: none"> • Geographic locations • Tuition Cost • Financial Aide • Admission Requirements • Retention rates • Demographics 	8/21/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare			<ul style="list-style-type: none"> • Counselor Department Meetings : Counselor's Log • Agenda and Minutes • Student Attendance at College Fair • Predominantly Black Colleges Fair Attendance (List of Students) • College Representatives come to Mills to meet with students

6. Monitor graduates post-graduation	8/24/15	On-going	Barbara McCasland Deanna Jackson Cheryl Cleare			<ul style="list-style-type: none"> • Monitor the number of requested transcripts • Monitor names of Colleges or Universities requesting the transcripts. • Survey Seniors on post high school plans •



PRINCIPAL'S REPORT ____ QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

The meeting was held October 8, 2015. The purpose of the meeting was to address needs as related to Mills' school improvement initiatives. I asked about support in the area of Students With Disabilities (SWD) because we have had a great deal of absences in this department. In fact, we had two staff members who were absent a great part of the 2014-2015 school year. In addition, we started the year short of two staff members in the SPED Department due to leave. The training with the Indistar program demonstrations was valuable to the school improvement process.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Mills University Studies High School is approaching school leadership team meetings, Professional Learning Community meetings, and Instructional Team meetings with the administration and Instructional Facilitators to address student needs. These needs include academic interventions progress monitoring of students' current levels of performance and the desired levels of performance. Teachers are discussing and creating action plans relevant to the student's needs. The Instructional Facilitators are part of the process. Job embedded professional development has been provided so that staff can create yearly plans to track Pre- and Post- Assessment time frames. Specific interventions include a study center to help address the academic needs and interventions of math students. In addition, a math teacher teams with other math teachers in the building to provide one-to-one assistance. Math teachers are using Algebra I AB to provide daily support to students who have been identified as needing additional support. The teachers are using Edgenuity and Pearson online resources to address needs as well.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The ALA (Arkansas Leadership Academy) external provider has been a resource for the school's teams. The school

<p>improvement Specialist have freed up a great deal of time by operating in the capacity of process managers. ADE SIS team has provided adequate, relevant training to support the school's instructional teams.</p>
<p>What are the barriers, if any, in improving student outcomes?</p> <p>The barriers that exist would be the acceleration process of new staff and administration who are novice to the process.</p>
<p>How is your leadership team monitoring student progress in the skill area of science?</p> <p>The Science teachers provide pre-test and post-test within the science department to inform their instructional practices that are necessary for students to achieve and perform at desired performance levels. The PLC (Professional Learning Community fosters conversations about best practices and planning based on curriculum needs and assessment practices.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?</p> <p>The School Leadership Team is starting to identify areas of need in the areas if math, reading, and writing. Currently, the math data has been utilized to address instructional strategies that are needed. In addition, the leadership team is in the infancy stages of monitoring the data findings that will direct us in the professional development needs of staff as well as the curriculum delivery to students.</p>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?</p> <p>The most meaningful decisions have hinged on the buy in to assess our current reality and know that we are buying into the school improvement practices and turnaround principles for a Priority school as indicated by Indistar and Wise Ways.</p>
<p>If anything, what do you intend to change or modify for the next quarter?</p> <p>Mills University Studies High School plans to make adjustments in the pre and post exams in Literacy. In addition, we plan to fully implement the academic interventions for students with (AIP's) Academic Improvement Plans.</p>



SCHOOL LEADERSHIP TEAM’S REPORT ____ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Recommendation 8: The principal, district leadership team, external provider, and school leadership team should evaluate the service delivery model and growth indicators of Students with Disabilities, and implement additional supports for this TAGG population. The school leadership team should establish a focus and support plan specific to Students with Disabilities.

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
9	157				19	8	10					4			
10	195				17	15	8					4			
11	154				13	5	5					4			
12	142				13	7	1					6			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by (N/A) Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Benchmark Exams (Basic /Below Basic) 10/8/2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by (N/A) (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by (Basic / Below Basic) 10/8/2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	8%						62				57	
10	10%						79				45	

Comments/ Clarifications: Mills teachers and the Instructional team are in transition to utilizing Star 360 (Literacy and Math). We will be testing students using the Star Literacy and Math.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9 th	17	156	64				144	100	67	0	311	167	54%			
10 th	61	189	65				135	119	77	0	331	237	72%			
							279	219	144	N/A	642	404	63%			

Comments/ Clarifications:

285 divided by 57 = 20%

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9 th	15	156	53				170	170	108	0	385	78	20%			
10 th	51	189	27				177	168	109	115	569	45	8%			
							347	338	217	115	954	123	13%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

None at this time.



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DISTRICT: DOLLARWAY SCHOOL DISTRICT
SCHOOL: ROBERT F. MOREHEAD MIDDLE SCHOOL
STATUS: PRIORITY

SITE-BASED SIS: TAMMI DOCKETT-WILSON

EXTERNAL PROVIDER: EDUCATORS CONSULTING SERVICES AND ARESC

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: PATSY HUGHEY
PRINCIPAL: YOLANDA PRIM

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:
Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:
District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Currently, we are meeting weekly in PLC's, grade-level and bi-weekly with the Building Leadership with each team keeping sign-in sheets, agenda and minutes.

Quarterly Objective: To maintain an accurate and current records all meetings.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. A copy of each leadership team minutes will be emailed to members.	09/02/2015	10/15/2015	Raymond Henard	x		Minutes and agendas placed in notebook in the office.
2. PLC's lead persons will email team members 1 day in advance agendas	09/02/2015	10/13/2015	Raymond Henard	x		Minutes and agendas place on file in the office.

3. Leadership team will add events/information to the master calendar which is displayed in office data center and workroom.	09/02/2015	10/16/2015	Virginia Jones	x		Posted calendars
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Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Teacher are administering pre and post tests for all units of study. Pre and post tests will allow accurate assessment of the students' prior knowledge and academic growth. Tests may be verbal, observation or written.

Quarterly Objective:

Teachers will utilize pre- and post-test for all units of study to drive their instruction and lesson planning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Principal, Academic coaches, department chairs, and team chairs will reinforce.	09/07/2015	10/16/2015	Robyn Porter	X		Copies of pre and post tests.
2. Data from tests, discussion of the items in team and department meetings.	09/10/2015	10/16/2015	Vernice Meadows	X		Agendas, minutes, lesson plans.

Include additional task lines as needed

IMO Area 3: Student Safety and Discipline						
ADE Recommendation: Not Applicable						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Currently we have developed five standard rules for the building. They are displayed in each classroom. Teachers can have classroom procedures in addition to the standard rules.						
Quarterly Objective: All classrooms will be effectively managed to maximize student achievements.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Classrooms orientation to include signed acknowledgement of standard school rules and classroom procedure.	08/17/2015	10/16/2015	Yolanda Prim	x		School standard rules and classroom procedures posted in each classroom, decrease in office referrals.
2. Create a form for teachers to distribute and have students sign each time the standard rules are reviewed.	09/15/2015	10/16/2015	Jennifer Irons		x	The signed forms will be handed into the principal's office.
3. Leadership team will review quarterly discipline reports.	09/17/2015	10/16/2015	Andrea Mixon	x		Discipline reports / data.

Include additional task lines as needed

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Currently at this time we have a small group of parents participating in the advisory meetings.

Quarterly Objective: To increase parent involvement by 10% by the end of the quarter.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Increase parent involvement in school activities.	08/11/2015	10/16/2015	Kathryn Armstrong	x		Sign in sheets, pictures
2. Parent advisory meetings monthly.	09/22/2015	10/16/2015	Kathryn Armstrong	x		Sign in sheets, agendas and minutes
3. Provide a schedule to parents for Saturday tutoring for parent and students.	09/01/2015	10/20/2015	Yolanda Prim Kathryn Armstrong		x	Sign in sheets, pictures, list of activities completed.

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Currently, we provide college awareness days throughout the school year that involve the students and school staff.

Quarterly Objective: To assess students interest and match with career and college options.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create college posters which are displayed throughout the building.	09/15/2015	10/10/2015	Joyce Wilkes	x		Posters, kuder reports, and photos.
2. Career Development teacher will schedule regular visits from the High School College and Career Coach so students on be exposed to as much college and career information.	09/15/2015	10/10/2015	Joyce Wilkes		x	Career coach sign-in sheets

Include additional task lines as needed.



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PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district? **Yes, The district Leadership provides on going monitor, supply materials needed to meet the teacher and student needs, embedded professional development as needed, Team meetings**

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) **Read and math 180, System 44, SMI and SRI to identify students working below grade level, The RTI process is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner**

- *High-quality, scientifically based classroom instruction.*
- *Ongoing student assessment.*
- *Tiered instruction.*
- *Parent involvement.*

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? **The SIS reviews assessments, have conversations about what is being done and how we can better improve student achievement. The ADE is working us to review and provide directions or recommend**

What are the barriers, if any, in improving student outcomes? **None at this time.**

How is your leadership team monitoring student progress in the skill area of science? **Weekly assessments, pre and post results, CWT's, weekly team meetings, observations, meeting with teachers individually to address strengths and weakness of teachers and students.**

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? **We are reviewing test data, meeting weekly with PLC's, overserving classroom instructions and meeting with teachers individually to address strengths and weakness of the students and teachers.**

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes? **Create more building wide initiatives.**

If anything, what do you intend to change or modify for the next quarter?
We will provide more remedial time by using after school tutoring.



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6 th	94				10	0	5				6			
7 th	82				14	0	0				5			
8th	102				17	0	0				8			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by ___/___ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by ___SMI___ 09 / 22 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by ___ - /___ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by ___SRI___ 09 / 22 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6 th	5%						85				83	
7 th	0%						73				70	
8 th	0%						89				90	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level <i>(A)</i>	Total number of students with D or F on unit tests in Math this quarter <i>(B)</i>	Percent of students with D or F on any unit tests in Math <i>(C)</i> <i>(B/A) X 100 = C</i>			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
6th	26	94	47				89				89	55	62%			
7th	20	82	21				69				69	51	74%			
8th	22	102	45				90				90	53	59%			
<i>Example</i>							248	90	95	N/A	248	159	65%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th			
6th	10	94	69				78				78	59	77%				
7th	30	82	53				71				71	49	69%				
8th	25	102	72				80				80	67	84%				
							229										
			<i>Example</i>				100	90	95	N/A	229	175	76%				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
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DISTRICT: PINE BLUFF SCHOOL DISTRICT

SCHOOL: PINE BLUFF HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: ALESIA SMITH

EXTERNAL PROVIDER:

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. RICHARD WILDE AND LASONIA JOHNSON

SUPERINTENDENT: DR. T. C WALLACE JR.

PRINCIPAL: DR. MICHAEL NELLUMS

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area 1: Change in Teacher and Leader Practice
ADE Recommendation: Not Applicable
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams’ purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): <ul style="list-style-type: none"> Professional Learning Communities (PLC) – Our PLCs meet weekly during teachers’ common planning periods and other designated times. Our focus is in 9th and 10th grade math, literacy, and biology. The 10th grade Geometry PLC meets every Wednesday. The Biology PLC meets every Wednesday. The 10th grade literacy PLC meets every Tuesday. The 9th grade literacy PLC meets every Thursday. The 11th grade literacy PLC meets the first Wednesday of each month. The 12th grade literacy PLC meets the first Wednesday of each month. The Algebra I PLC meets every Tuesday and Algebra II meets every Wednesday. The advanced math PLC meets every Wednesday. During these PLCs, the teams discuss and share best practices, review and disaggregate data, plan and pace lessons, and make instructional decisions based on data. Cross-Curricular PLC – Each team comprises teachers who share the same prep period. All teachers with second period prep will meet first, all teachers with third period prep will meet next, etc. All of the teams meet on the second and fourth Tuesday of each month. Each team was asked to select a committee chair and a record keeper among themselves. The high school is having issues around the following: too many student referrals, student discipline, and student attendance. We asked each team to select one of the following issues to work on starting Oct. 13, 2015. The teams will research and discuss their selected issue and make recommendations to the administration during their first meeting in November. Departmental Meeting – This team is comprised of fine arts, business, foreign language, career technical education teachers, and other similar

content areas. This team meets monthly to discuss instructional needs, current events, deadlines, professional development and schoolwide initiatives to improve instruction.

- Building Leadership Team – This team comprises the school principal, assistant principals, instructional facilitators, parents, students and department chairs. This team meets monthly after school to discuss school culture and climate, discipline, safety, attendance (student and faculty), incentives, data analysis, teacher evaluation process (Bloomboard/TESS), community partnerships, and parental involvement.
- Instructional Leadership Team – This team comprises the school principal, assistant principals, and instructional facilitators. This team meets weekly to discuss instructional strategies to be implemented in classrooms, disaggregate data provided by instructional facilitators, update ACSIP plan, assess and plan indicators, create agendas for staff meetings, update IMOs, discuss upcoming events to be placed on weekly bulletin, schoolwide initiative, incentives, CWT and focus walk data, and discuss School Improvement Specialist/UVA mandates.

Quarterly Objective: To design a systems of school-wide communication in an effort to impact instructional strategies that increase student achievement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Plan and conduct PLCs weekly to discuss best practices desegregate student data and teacher effectiveness	08/24/15	10/14/15	Principals, Assistant Principals, Content Teachers and Instructional Coaches	X		Indistar Submission: Provide agendas, minutes, and sign-in sheet
2. Provide common planning time as reflected in the master schedule to allow teacher to collaborate and participate in weekly PLC'S	8/24/15	10/14/15	Principals, Assistant Principals, Content Teachers and Instructional Coaches	X		Indistar Submission: Master schedule
3. CWT and focus walk immediate and targeted feedback	8/24/15	10/14/15	Principals, Assistant Principals, Content Teachers and Instructional	X		Indistar Submission: CWT/Focus walk samples

			Coaches			
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Include additional task lines as needed.

IMO Area 1: Change in Teacher and Leader Practice

ADE Recommendation: Not Applicable

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Teachers are in the process of creating Unit Pre-Tests and Post-Tests based on the curriculum map skills that will be assessed. The resources that will be utilized to develop assessments will be TLI Quiz Builder, ACT Aspire released items, Common Core aligned texts, internet resources, and TLI curriculum maps. As a result, teachers are required to complete Teacher Action Plans to identify specific students and their deficient skills. Instructional Facilitators are used as department heads and act as a liaison between administrators and teachers to distribute data. Facilitators lead the PLCs to discuss data analysis and the root cause of student deficiencies. The facilitators present the data reports during Instructional Team meetings. Administrators monitor best practices and high yield strategies, and then provide feedback regarding instructional strategies in order to address student deficiencies. The Instructional Team plans research-based professional development, and then adjusts the curriculum accordingly to ensure student growth.

Quarterly Objective: We plan to develop pre-test and post test data to tailor instruction that meets the needs of individual students.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create common pre-tests based on standards from the pacing guides	10/14/15	10/14/15	Vergil Cato, Charline Wright, Cheryl Caldwell	X		Pre-tests and post-tests based on designated skills

2. Create common post- test based on standards from the pacing guides	08/18/15	09/10/15	Math and English Teachers	X		Pre-test and post-test scores
3. Conduct data analysis to target deficient skills	08/24/15	10/14/15	Vergil Cato, Charline Wright, Cheryl Caldwell	X		PLC agendas, minutes, sign-in sheets
4. Create Teacher Action Plans	09/23/15	10/14/15	Math and English Teachers and Instructional Facilitators	X		Teacher Action Plans

IMO Area 3: Student Safety and Discipline

ADE Recommendation: Not Applicable

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

Pine Bluff High School has implemented school-wide expectations that are posted throughout every building, hallway, and classroom. These expectations are monitored by teachers through schedule or routines and procedures and cooperative learning throughout the lessons (Kagan). Teachers provide parent contact log and student samples of strategies utilized within the lessons. Administrators ensure that each classroom is conducive to learning by monitoring the school-wide expectations through classroom walk-throughs, focus walks and office referrals. The Building Leadership Team meets monthly to review and disaggregate discipline data and make recommendations.

Quarterly Objective: To create a school environment that is student-centered, safe, and conducive to learning.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop school-wide expectations	09/01/15	10/14/15	Faculty and Staff	X		School-wide expectations posted
2. Each teacher will post and explain school-wide expectations	09/8/15	10/14/15	Faculty and Staff	X		School-wide expectations are posted throughout the school
3. Review discipline data on a monthly basis	09/21/15	10/14/15	Building Leadership Team			Agendas and minutes
4. Provide celebrations for students who are in compliance with rules and expectations	10/05/15	10/14/15	Teachers and Administrators			Documented celebration on the school website, local newspaper, weekly bulletin, Remind101

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Pine Bluff High School conducted orientation for each grade level. During orientations, parents and students received an overview of Title I Program and requirements. During Open House, parents participated in revising the PBHS Title I Compact. Parent Facilitators presented information about Parent Teacher Organization, resources on campus, location of the Title I Parent Center, and provided handouts on test taking strategies and homework tips. Parents completed Climate Surveys. Community partners presented information to parents and students about the resources they provide, such as, ACT prep seminars, college awareness, scholarship opportunities, and mentoring.

Pine Bluff High School will strengthen the home-school connection through the following: Remind101, digital caller, parent newsletters, emails, text message and school web page.

Quarterly Objective: To create a bridge of communication between school and community stakeholders to make the community aware of the available offered by the school to better equip parents/guardians with materials and services to increase student achievement and parental involvement.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Annual Title I Meeting	08/10/15-08/13/15	08/13/15	Administrators, Parent Facilitators, Teachers and Counselors	X		Agenda and sign-in sheets
2. Open House	09/17/15	09/17/15	Administrators, Parent Facilitators, Teachers and Counselors	X		Agenda and sign-in sheets

3. Climate Surveys (Parent/Community)	08/10/15 – 08/13/15	08/13/15	Reginald Wilson	X		Completed and submitted surveys
4. School Newsletter	10/12/15	10/14/15	April Williams	x		School Newsletter

Include additional task lines as needed.

IMO Area 4: Family and Community Engagement

ADE Recommendation: Not Applicable

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Pine Bluff High School guidance counselors hold Senior class quarterly meetings and individual conferences with 2015-16 Seniors and Juniors to discuss graduation requirements, credit checklist, college and career readiness, credit recovery, testing and tips for student success. Counselors held Freshmen and Sophomore assemblies to discuss required credits towards graduation. The counselors encourage students to measure their progress towards student achievement.

Pine Bluff High School tracks recent graduates who attend one of the two local universities within the city to monitor their academic progress. These students attend the University of Arkansas at Pine Bluff. The University of Arkansas at Pine Bluff is one of the high schools business partners. Our intent is to monitor the number of former graduates who matriculate and stay within Jefferson County area. It is our hope that these students will graduate, gain active employment, and contribute to the local economy. In the class of 2015, of the 288 Seniors, 84 enrolled at UAPB. Of the 84 Seniors enrolled at UAPB, 34 received academic scholarships. In the class of 2014, of the 259 Seniors, 63 enrolled at UAPB. Of the 63 enrolled at UAPB, 28 received academic scholarships.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Student/Parent Orientation	08/10-13/15	08/13/15	Elfreda Boyd Monica Bones	X		Agenda, Sign-in Sheets

			Louise Sullivan			
2. Whole group conferences with 12 th grade students	08/26/15	08/26/15	Elfreda Boyd Monica Bones Louise Sullivan	X		College & Career Packets
3. Individual graduation plans and senior status conferences with students	09/14-18/15	09/18/15	Elfreda Boyd Monica Bones Louise Sullivan	X		Credit Checklist Form, Senior Status Letter and Senior Portfolio
4. Individual Junior Conferences	09/24-25/15	09/25/15	Elfreda Boyd Monica Bones Louise Sullivan	X		Credit Checklist Form
5. Sophomore class high school transition assembly	09/10/15	09/10/15	Elfreda Boyd Monica Bones Louise Sullivan	X		Pamphlet
6. Freshmen class high school transition assembly	09/29/15	09/29/15	Elfreda Boyd Monica Bones Louise Sullivan	X		Pamphlet
7. PSAT Testing 10 th and 11 th grade	10/14/15	10/14/15	Elfreda Boyd Monica Bones Louise Sullivan	X		Testing Roster

Include additional task lines as needed.



ARKANSAS
DEPARTMENT
OF EDUCATION

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes, we met with a representative from the District Leadership Team.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Math: The school is double blocking. Language Arts: We have Title I Para coaches in some of the classrooms. We have X-books for remediation. We use GradPoint for credit recovery.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The internal SIS meets weekly with us to review our 45 and 90 day plans. We meet weekly to monitor the weekly activity goals and desegregate test data.

What are the barriers, if any, in improving student outcomes?

Our students' very low reading and math grade equivalent levels. Student attendance and discipline. Funding for student incentives.

How is your leadership team monitoring student progress in the skill area of science?

Cross-curricular PLCs, weekly PLCs for biology, pre- and post-tests for biology and common assessments, data walls to track progress

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Weekly PLCs, common assessments, pre- and post-tests per unit, focus walks. Teacher feedbacks, data analysis, and Teacher Action Plans, and active data wall discussions to show growth. For literacy common assessments, data analysis based on pacing guides.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?
STAR Assessment pre-assessments in math and literacy.

If anything, what do you intend to change or modify for the next quarter?

Revamp PD based on the results of the math and literacy STAR assessments.



ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2: Student Progress and Achievement)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
9	289				40	0	31				12			
10	340				31	2	49				22			

Comments/ Clarifications:

While we have a low percentage of repeat offenders, we have a high percentage of students who have received at least one office referral.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by STAR MATH Assessment October/2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by STAR READING Assessment September/2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9th	45%						57				142	
10th	33%						144				184	

Comments/ Clarifications:

STAR Math Assessments: Make-up Assessments (Math) will be completed by October 31, 2015.

Grade 9th: There were 57 of 119 Grade 9 students tested (at this time).

Grade 10th: There were 144 of 246 Grade 10 students tested (at this time).

plans based on student data. Therefore, students who did not meet their learning targets on the assessments will receive support with a Tier II or Tier III interventions. In addition, we are in the process of implementing school-wide initiatives in literacy.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: STRONG-HUTTIG
SCHOOL: STRONG HIGH SCHOOL
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: SHIRLEY KYLE
EXTERNAL PROVIDER: FETTERMAN AND ASSOCIATE
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL

SUPERINTENDENT: SAUL LUSK
PRINCIPAL: JEFF ALPHIN

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

Effective Practice within Category:
 Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

ID07 - A leadership team consisting of the principal, teachers who lead the Instructional Teams, the counselor, parent facilitator and literacy facilitator meet twice a month for an hour

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
8. ID07 – The principal will restructure the leadership team with effective team members	10/12/15	10/12/15	Barbara Goldsby Literacy Facilitator	x		The team roster for 2015-2016 is located in the principal's office.

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:
Recommendation 1: School leadership, with support from the external provider, should work directly with teachers in continued efforts to align the curriculum with Arkansas Frameworks and develop the standards-based units of instruction.

Effective Practice within Category:
 Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
 The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

 The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

IIB02 - Pre tests were given at the beginning of the year. Post testing will be given at the end of the unit.

IIB04 - Some teachers are using My Skills Tutor to differentiate instruction while others are providing remediation enrichment activities by placing work in students' folders.

Quarterly Objective:

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.IIB02 - Teachers will administer at least two pre and post tests	10/16/15	00/00/00	Barbara Goldsby Literacy		X	The documentation sheets given to teachers only showed that they had

during a quarter.			Facilitator			used the overall pre test given at the beginning of the quarter and the post test given at the end of the quarter. This indicator will be carried over to next quarter.
2.IIB04 - All teachers will provide remediation/enhancement opportunities at least once a week.	10/19/15	00/00/00	Cathy Barton Science		X	Due to the high turnover at the high school, teachers are being retrained to utilize programs such as My Skills Tutor. Even though this was not met this quarter, this will change by the second quarter.

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE						
Effective Practice within Category: Expecting and monitoring sound classroom management (IIIC10)						
Description of full implementation of the Effective Practice and/or Recommendation: The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).						
Current reality of effective practice (Assess where we are): Teachers were required to spend time at the beginning of the school year teaching their classroom rules and procedures.						
<ul style="list-style-type: none"> Teachers were required to spend time at the beginning of the school year teaching their classroom rules and procedures 						
Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion

1.IIIC10 - Classroom rules and procedures will be posted.	10/19/15	10/19/15	Barbara Goldsby Literacy Facilitator	X		Principal's Focus Walks showed that all teachers had their rules and procedures posted.
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IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:
Recommendation 5: (High School level) District and school leadership should continue outreach efforts inside and outside the community to improve perceptions that impact school enrollment, culture, and enthusiasm for education.

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

- The District has a School-Parent Compact.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.IVA01 - Using Wise Ways(3983)the High School Leadership Team will evaluate the District School-Parent Compact to determine if the compact meets the needs of the school.	10/19/15	10/15/15	Wendell Colen Math Facilitator	X		Minutes from the Core Leadership Team showed that the group did not think the compact met the needs of the high school. Although this was met, the members want to update the compact to fit the needs of the school.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:
 Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

The guidance counselor meets with students to help them create their academic plans to meet the needs of graduation and their future plans. Each year a financial aid night is held. The Career Coach meets with students to advise them about what is available to meet their interests. Students participate in career choice classes at South Arkansas Community College. Students participate in Skills USA to become aware of potential jobs in the construction field.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1.VA01 - Create a document to be placed in each student's folder that will be used to track student progress both secondary and post.	10/19/15	10/19/15	Wendal Colen Math Facilitator	X		Forms are in the counselor's office.



ARKANSAS
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PRINCIPAL'S REPORT First QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES or NO** (*Please circle*)
If yes, what support have you received from the district?

Yes

The district leadership team met October 6, 2015 at 9:00 in the leadership room. The district team supports any efforts of the high school to improve academic achievement. The District Leadership Team allowed the high school principal to interview and hire staff. The team decided to change the daily schedule from an eight to a seven period day.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

The high school is utilizing My Skills Tutor to address specific needs of individual students and differentiate instruction.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The external provider and internal school improvement specialist has helped to direct teachers in professional development to write higher order thinking questions, giving pre and post tests, and conducting a book study of Marzano's nine high yield strategies.

The ADE School Improvement Specialist came and visited on site with the core leadership team and explained the forms relating to the 45 Day Plan for priority schools and offered support on completing the forms correctly and with fidelity.

What are the barriers, if any, in improving student outcomes?

Many of our students came to the high school functioning below grade level. Ninety percent of our school is free or reduced lunch.

Parental involvement is limited in our area.

How is your leadership team monitoring student progress in the skill area of science?

The leadership team will use the TLI data as well as pre and post tests to monitor progress in the area of science.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

The leadership team will use TLI data as well as pre and post tests in English and Mathematics.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The most meaningful decision made this year was to give the SEAS pre test at the beginning of the year to guide teachers in planning more meaningful instruction.

If anything, what do you intend to change or modify for the next quarter?

More pre and post test will be given to better guide instruction. Teachers will be required to document the use of the RTI Grid.



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SCHOOL LEADERSHIP TEAM'S REPORT First QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	19				1	0	0				0			
8	20				3	0	0				1			
9	28				5	0	0				0			
10	26				0	0	0				2			
11	26				4	0	1				1			
12	19				1	0	0				1			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Special Education Automation Software Aug. 2015		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Special Education Automation Software Aug. 2015	
					1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
7	6%						3				7	
8	0						7				6	
9	0						6				8	
10	6%						5				13	
11	6%						5				2	
12	0						3				1	

6

8Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
7	0	18	6				18				18	9	50%			
8	3	19	10				17				17	4	23%			
9	0	28	6				27				27	3	11%			
10	1	24	3				24				21	3	14%			
11	4	24	4				24				24	10	42%			
12	3	17	2				17				12	0	0%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
7	0	18	6				18				18	2	11%			
8	0	19	6				19				19	1	5%			
9	1	27	16				27				23	4	17%			
10	1	25	3				25				24	3	13%			
11	2	20	3				20				20	0	0%			
12	3	19	2				19				19	2	11%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

- **Class enrollment may vary from number of students in a class because of mixed grade levels.**
- **Although the numbers of pre and post tests were not met, the teachers are beginning to see the importance of using this data to help guide instruction. After seeing the importance of this data, teachers now will use this procedure to enable them to provide better instruction.**
- **Professional Development was done for My Skills Tutor as a form of remediation/enrichment. However; due to the vast amount of new hires, this process has taken longer to get fully implemented.**
- **The Special Education Automation Software has been used by the Special Education Department for several years. As the Content Area Teams looked for a test to use as a pre test at the beginning of the year, the Special Education teacher brought the Special Education Automation Software (SEAS) to the attention of the teams. She told the teams that although it was labeled for special education it would be an ideal tool to use for all classrooms. The program has pre tests for all levels and courses.**
- **IIB02 and IIB04 were not fully met. The High School Leadership Team will be made aware of this deficiency during the team meeting on October 21, 2015. Plans will be made to make sure these two tasks are fully met during the second quarter of 2015.**



ARKANSAS
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DISTRICT: HOT SPRINGS

SCHOOL: SUMMIT

STATUS: PRIORITY SCHOOL

SITE-BASED SIS: DR. STEPHANIE NEHUS

EXTERNAL PROVIDER: TONI LOCKHART, ELBOW 2 ELBOW

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL

SUPERINTENDENT: DR. MIKE HERNANDEZ

PRINCIPAL: KELLEY DEARDORFF

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO Area: 1

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

ID01 – LIMITED IMPLEMENTATION - Teachers and Administrators have been assigned to Leadership Teams. We have also created an overall Leadership Team of 10 members to guide the progress of the 4 Teams which are: Data, School Culture, Scheduling, and Instruction.

ID04 – LIMITED IMPLEMENTATION - All teams currently create agendas for meetings and require sign-in sheets.

ID07 – LIMITED IMPLEMENTATION - Meetings are held twice a month for no less than an hour. Representatives from elementary from mid-level and high school attend the meetings. [This indicator's task was completed, moving this to FULLY IMPLEMENTED status.]

Quarterly Objective:						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Dr. Nehus will check with ASBA for a policy, since this is an ACSIP indicator that all schools must have in policy. [ID01]	10/02/15	10/15/15	Stephanie Nehus	Yes		Policy 5.4 to be submitted to School Board for November
1. Dr. Nehus will work with Chuck White, District Attorney, to ensure a district policy is presented to the HSSD School Board for adoption by the December 15, 2015 board meeting. [ID01]	12/15/15	00/00/00	Stephanie Nehus		Not Yet	School Board agenda, minutes, and district policy
2. Leadership team meets at least twice a month. [ID04]	09/24/15	10/08/15	Kelley Deardorff	Yes		Agendas, sign-ins, and minutes are maintained in Indistar
3. Data teams will meet twice a month. [ID04]	12/18/15	00/00/00	Kelley Deardorff		Not Yet	Agendas, sign-in sheets, and minutes will be maintained and uploaded to Indistar
4. The principal notifies team members of meeting times and insures that all students are being monitored during meeting times. [ID07]	09/10/15	10/08/15	Kelley Deardorff	Yes		Email and staff meeting notifications. Students are monitored by other staff members who maintain attendance documentation.

IMO Area: 1

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

IIB02 – LIMITED IMPLEMENTATION - Teachers at Summit School currently offer a variety of pre-tests to assess prior knowledge for units of instruction. These assessments are available in classrooms and teacher will be asked to provide specific examples of tests/questions for oral exams and projects required of students. The process of formative assessments takes many forms and changes as needed. The process is in place, but is a living process.

IIB04 – LIMITED IMPLEMENTATION – Teachers currently give pre/post assessments to indicate progress and needs.

Quarterly Objective:						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Inform teachers of requirements for no fewer than three pre/post assessments per quarter. [IIB02]	10/15/15	10/12/15	Kelley Deardorff	Yes		Monday faculty meeting agenda and sign-in sheet
2. Teachers will turn in the results of all pre/post assessments to leadership team. [IIB02]	12/18/15	00/00/00	Kelley Deardorff		Not Yet	Leadership team agenda and minutes
3. Teachers are informed of the requirement to complete three pre/post assessments per quarter. [IIB04]	10/15/15	10/12/15	Kelley Deardorff	Yes		Monday faculty meeting agenda and sign-in sheet
4. Results are turned in to the leadership team. [IIB04]	12/18/15	00/00/00	Kelley Deardorff		Not Yet	Samples of results

IMO Area: 3

Effective Practice within Category:
 Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
 The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):
 IIIC10 – LIMITED IMPLEMENTATION - Procedures and routines were agreed upon in pre-school inservice after reviewing the Needs Assessment.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Behavior RTI with Summit staff and school-based mental health providers twice a month. [IIIC10]	12/18/15	00/00/00	Kelley Deardorff		Not Yet	Nichols Behavior Checklist items, individual behavior plans, individual health plans
2. Teachers will introduce and reinforce agreed upon procedures and routines as students arrive in their classrooms. [IIIC10]	09/11/15	10/15/15	Kelley Deardorff	Yes		Classroom rules/procedures from each teacher,

IMO Area: 4

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
 IVA01 – LIMITED IMPLEMENTATION - Placement meetings include discussion of academic and curriculum. Literacy Family Night is being planned. One District One Book district and community initiative provided a book and letter for parents to read to their children and discuss.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. In conjunction with the public library a family literacy night will be planned. [IVA01]	12/18/15	00/00/00	Kelley Deardorff		Not Yet	Family Literacy Night communication documents and sign-in sheets
2. One District, One Book initiative will be introduced providing parents of students in grades K-6 with the book titled The World According to Humphrey. Families will be encouraged to read together and discuss the chapters of the book throughout the first semester. Books were distributed at the parent/teacher conferences in September. [IVA01]	09/24/15	09/24/15	Kelley Deardorff	Yes		Parent/Teacher conference sign-in sheets for grades K-6

IMO Area: 4

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

VA01 – LIMITED IMPLEMENTATION - The counselor oversees development of career and college support and guidance through multiple meetings with student and parents. Transition plans includes discussion of the students current interests and strengths. Students are given interest inventories that help guide them to discover their appropriate career and college paths.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The counselor will prepare and conduct interest inventories and surveys with students and parents. [VA01]	12/15/15	00/00/00	Denise Ludlow		Not Yet	Surveys and data
2. The counselor will meet with individuals and small groups to discuss college and career opportunities quarterly. [VA01]	10/15/15	10/15/15	Denise Ludlow	Yes		Counselor notes, schedules with students and groups, intake conference schedules



ARKANSAS
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PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

District personnel has provided excellent support transitioning ACSIP planning to Indistar as well as presence at all Leadership Team meetings to be a resource for assessing indicators, tasks, and answering all questions pertaining to information needed of priority schools.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

We are utilizing reports from NWEA as well as TLI assessments. Staff is using pre/post tests to determine appropriate interventions to students needing those. Staff is currently writing AIPs on the Student GPS Dashboard posting interventions to bring students up to appropriate levels. We will utilize ACT Aspire released information when they are available.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

E2E is our external provider and they have been a valuable resource for several years. They have provided embedded PD for state testing, helping staff with instructional strategies and resources for student interventions in all core subject areas, and keeping us updated on all changes from the ADE concerning priority schools. District personnel, serving as an internal SIS, has been instrumental in being a resource for all information needed for priority schools. We have met our ADE SIS team but all ADE SIS assigned to us in previous years have been a valuable partner working with us helping to meet the required goals of priority schools.

What are the barriers, if any, in improving student outcomes?

We have always felt we have made progress in improving student outcomes and have not faced any major barriers to keep us from our tasks. Being ALE, I guess you could say a barrier for us is the mobility of our students which is totally out of our control.

How is your leadership team monitoring student progress in the skill area of science?

Science teachers are using pre/post tests to determine appropriate interventions and those are shared by grade level members on the Leadership team. We are utilizing our external provider to help staff find appropriate interventions and strategies for students below levels. We will use 1st nine week's grades to help determine appropriate interventions for students as well as the Student GPS Dashboard for information.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

We are using very similar resources for these areas as stated above for science. We also use NWEA and TLI results to find appropriate interventions and strategies to help below level students.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Being able to work with valuable resources to progress towards full implementation of indicators required of us for each quarter. To determine the appropriate tasks to help us reach full implementation of the indicators for priority schools.

If anything, what do you intend to change or modify for the next quarter?

We will use 1st nine weeks' grades to determine any changes that need to be made for individual students. We will continue what we already have in place and modify as needed. We will use ACT Aspire released information when it becomes available.



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
K	2				0	0	0					0			
1	4				0	0	0					1			
2	3				2	0	0					0			
3	3				1	0	0					0			
4	3				1	0	0					0			
5	1				0	0	0					0			
6	3				2	0	0					0			
7	4				3	0	0					0			
8	1				1	0	0					0			
9	1				0	0	0					0			
10	0				0	0	0					0			
11	5				2	0	0					3			
12	5				1	0	0					5			

Comments/ Clarifications: These numbers reflect students who physically attend Summit ALE.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>NWEA / October</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>NWEA / October</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>NWEA / October</u> (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>NWEA / October</u> (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0				N/A				N/A			
1	0				N/A				N/A			
2	0				2				3			
3	0				1				N/A			
4	0				0				2			
5	0				1				1			
6	0				2				3			
7	0						2				3	
8	0						1				1	
9	0						N/A				N/A	
10	0						N/A				N/A	
11	0						N/A				N/A	
12	0						N/A				N/A	

Comments/ Clarifications: N/A denotes that no students completed the NWEA in the grade level and/or content area.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
K	1	2	0				2	2	N/A	N/A	2	1	50%			
1	0	4	0				4	4	4	N/A	4	2	50%			
2	0	3	0				3	3	3	3	3	0	0%			
3	0	3	0				3	3	3	3	3	0	0%			
4	0	3	0				2	2	2	N/A	2	1	50%			
5	0	1	0				1	1	1	N/A	1	0	0%			
6	1	3	0				1	1	N/A	N/A	1	0	0%			
7	0	4	0				1	1	N/A	N/A	1	0	0%			
8	0	1	0				1	1	N/A	N/A	1	0	0%			
9	0	1	1				1	1	1	1	1	0	0%			
10	0	0	0				N/A	N/A	N/A	N/A	N/A	N/A	N/A			
11	3	5	1				2	2	2	2	2	0	0%			
12	4	5	0				5	5	5	5	5	4	80%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of unit assessments for the current quarter				Total number of post-unit test for each grade level (A)	Total number of D's or F's in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1 st	2nd	3rd	4th		
K	1	2	0				2	2	2	2	2	2	100%			
1	0	4	0				4	4	4	4	4	3	75%			
2	0	3	1				3	3	3	3	3	1	33%			
3	0	3	0				3	3	3	3	3	0	0%			
4	0	3	0				2	2	2	2	2	2	100%			
5	0	1	0				1	1	1	1	1	1	100%			
6	1	3	0				1	1	N/A	N/A	1	0	0%			
7	0	4	1				1	1	N/A	N/A	1	0	0%			
8	0	1	0				1	1	N/A	N/A	1	0	0%			
9	0	1	1				1	1	1	1	1	0	0%			
10	0	0	0				N/A	N/A	N/A	N/A	N/A	N/A	N/A			
11	4	5	0				1	1	1	1	1	1	100%			
12	3	5	0				1	1	1	1	1	1	100%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

TLI – Geometry – school % correct = 30, district % correct = 37

TLI – 5th grade Language – school % correct = 67, district % correct = 39; Reading – school % correct = 50, district % correct = 42

TLI – 6th grade Reading – school % correct = 38, district % correct = 43



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: FORT SMITH PUBLIC SCHOOLS
SCHOOL: TRUSTY ELEMENTARY SCHOOL
STATUS: PRIORITY
SITE-BASED SIS: DR. KELLIE COHEN
EXTERNAL PROVIDER:
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: JOHN HARRIS

SUPERINTENDENT: DR. BENNY GOODEN
PRINCIPAL: DR. SHANTELE EDWARDS

PRIORITY SCHOOL 45-DAY PLAN/QUARTERLY REPORT

1st QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): The District Leadership team meet with the Local SIS and the District Leadership Team to visit the school needs in progress. That meeting has been held. Artifacts are being disaggregated. The building team is completing the 45 day plan for the ADE/SIS. We will sustain the above indicators by continuing the following teams: Leadership, Instructional, Parent Involvement, Wellness, Crisis, Safety, and Student Council. The teams have set meeting times, sign in sheets with agendas for each meeting. The ADE/SIS team and Leadership team will continue to meet two times a month with sign in sheets and agendas. The Leadership Team will continue to regularly look at School Performance data and Teacher Observation Data. The data being looked at will be classroom observations, both formal and informal, lesson plans, and school initiative checklists. Student assessment data will also be reviewed.
Quarterly Objective: ID01, ID04, ID07

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. ID01: Sustain the leadership teams which include: Leadership Teams, Instructional Teams, Student Teams, Parent Involvement Team, Crisis Team, Safety Team, and Wellness Team.	10/16/15	10/16/15	Dr. Shantelle Edwards Teachers	X		Documentation Includes: Agendas, Minutes, Team Structure, Work Plans, 100% Mid-Quarter Reports
2. IDO4: Each team has a specific purpose and scheduled time to meet and works from agendas and minutes.	10/16/15	10/16/15	Dr. Shantelle Edwards Teachers	X		Documentation Includes: Agendas, Minutes, Team Structure,
3. IDO7: The Leadership Team regularly looks at evaluations of (1) school performance and (2) student performance.	10/16/15	10/16/15	Dr. Shantelle Edwards	X		Reviewed data

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals. The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit. The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.

Current reality of effective practice (Assess where we are):

The Instructional Teams have developed instructional units under the guidance of the District Internal Provider guidance based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at the beginning and ending of each unit. Common assessments are given on sections of the Math and Literacy units to determine intervention needs and grouping for "Stripes time" (Interventions times are set up with Advanced/Proficient/Basic & Below Basic Students). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit. The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.

Quarterly Objective: IIBO2, IIBO4						
Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IIBO2 The Instructional Team uses the results from the pre/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum.	10/16/15	10/16/15	Tracy Gilmore Teachers Interventionists	X		Documentation includes: Pre/post-tests, Instructional units, Instruction team agendas/minutes Data disaggregated by instructional and leadership team Interventions based on results of pre/post-test.
2. 11BO4 The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit.	010/16/15	10/16/15	Debra Ellison Teachers Interventionists	X		Documentation includes: Pre/post-tests, Instructional units, Instruction team agendas/minutes Data disaggregated by instructional and leadership team Interventions based on results of pre/post-test.

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE
ADE Recommendation:

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

The faculty and staff develop a discipline management plan with monitoring/feedback through Clip Up/Clip Down and DoJo, which is a computer reward system that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations.

Quarterly Objective: IIC10

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. IIC10 – The faculty and staff have developed a discipline management plan to guide students. All teachers actively teach the discipline management plan. Each teacher has established rituals and routines within the classroom.	10/16/15	10/16/15	Melissa Bridges Teachers	X		Monitoring sound classroom management plans includes documentation from: Discipline management plans Beginning of the lesson plans Mid-Quarter and Nine Week referrals Standing agenda on referrals

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT**ADE Recommendation:**

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Quarterly Objective: IVA01

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Parent compact will be signed and reviewed expectations at the parent teacher conferences.	10/16/14	10/23/15	Teachers	X		Signed copy of parent compact which were filled out at parent teacher conferences.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:
 Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school will develop track their recent graduates' success at the next level as they pursue their college and career goals.

Quarterly Objective: VA01

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. VA01 - Trusty will develop a guidance plan that includes options for college and career opportunities.	10/16/15	10/16/15	Tracie Gipson	X		Completed Elementary Guidance – Plan of Action



<p>Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (<i>Please circle</i>) If yes, what support have you received from the district? Yes. The District Leadership team meet with the Local SIS and the District Leadership Team to visit the school needs in progress. That meeting has been held. Artifacts are being disaggregated. The building team is competing the 45 day plan for the ADE/SIS.</p>
<p>Please describe the interventions your school is utilizing <u>specific</u> to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) Interventionist assigned to below basic students in Math and Literacy. Grouped for daily interventions based on performance.</p>
<p>What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team? Internal SIS to do observations this week and review artifacts. ADE/SIS providing guidance and assistance reviewing data and ACSIP planning.</p>
<p>What are the barriers, if any, in improving student outcomes? Generational poverty continues to be a barrier. Several new students this year with many behind grade level and mental health needs.</p>
<p>How is your leadership team monitoring student progress in the skill area of science? We have an Instructional Facilitator that is assisting in STEM implementation. Teachers have attended Professional Development on STEM and more is scheduled.</p>
<p>How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? We are giving pre/tests, common assessments, and post/tests. We are reconfiguring our intervention groups on this data.</p>
<p>What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes? Deciding to implement STRIPES time, pre-/post-tests, common assessments and extra Instructional Team collaboration time every three weeks for grade bands.</p>
<p>If anything, what do you intend to change or modify for the next quarter? A quicker response to data on incoming students.</p>



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
K	60				4	N/A	0				1			
1 st	50				6	31	0				1			
2 nd	50				8	20	1				2			
3 rd	50				7	24	1				2			
4 th	51				8	20	0				0			
5 th	28				1	24	0				0			
6 th	45				7	25	1				1			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by <u>STARMATH</u> - /September (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by <u>STAR READING-</u> /September (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
K	0				N/A	N/A			N/A	N/A		
1 st	0				N/A	N/A			N/A	N/A		
2 nd	0				N/A	N/A			N/A	N/A		
3 rd	0				0				1			
4 th	0				4				12			
5 th	0				4				3			
6 th	2				13				21			
SPED	1											

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th			
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1 st	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 nd	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3 rd	4	50	7				47				47	24	51%				
4 th	2	51	6				50				50	26	52%				
5 th	1	28	13				28				26	20	68%				
6 th	20	45	24				44				90	68	76%				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) (B/A) X 100 = C				
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th			
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1 st	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2 nd	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3 rd	7	50	1				49				49	18	37%				
4 th	4	51	3				50				50	29	58%				
5 th	8	28	14				28				28	13	46%				
6 th	6	45	12				43				43	22	51%				

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: WATSON CHAPEL
SCHOOL: WATSON CHAPEL HIGH SCHOOL
STATUS: PRIORITY/ACADEMIC DISTRESS
SITE-BASED SIS: KERRI WILLIAMS
EXTERNAL PROVIDER: ELBOW-2-ELBOW
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: TIAH FRAZIER AND LISA KNOEDL

SUPERINTENDENT: DR. CONNIE HATHORN
PRINCIPAL: MR. JOHN HAYDEN

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

- School leadership, in collaboration with the external provider, should develop a process to monitor “proficient” and “advanced” students from the junior high so those students do not regress in skill level.
- High school leadership should develop methods to frequently monitor individual student progress in math of the students rising from junior high that are proficient in math.
- District and school leadership should provide training to all teachers on the process for regularly collecting and analyzing student data and planning interventions to increase student progress.
- School leadership should hold teachers accountable for meeting all job-related expectations in a timely manner.
- The district administration should clarify co- principals’ job responsibilities.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams’ purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

All subject areas are broken into hallways with the exception of one teacher (Hubbard) who is on another hallway. The teams meet weekly to discuss subject specific information. Meetings are occurring with agendas prepared for the majority of meetings. The agendas

do not get sent prior to the meeting. We have a leadership team that meets every 2nd and 4th Wednesday from 3:40-4:45. Each team member represents each subject area/content of the school.

Quarterly Objective:

To ensure that all instructional teams are meeting regularly to discuss student data and building level issues with roper protocols in place.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
ID01						
1. Superintendent will clarify "Co-Principal" responsibilities.	10/14/15	12/19/15	Dr. Connie Hathorn	X		The new superintendent has eliminated the "co-principal" title by reassigning Dr. Willis to be the administrator of the Alternative Education program at Watson Chapel, assigning Mr. Hayden as the principal of the high school, and reassigning Mrs. Sanders as assistant principal at the high school. This was effective 9/30/15.
2. Identify team members for building leadership team.	10/14/15	05/27/16	John Hayden	X		Mr. Hayden identified leadership team members 8/17/2015.
3. Identify roles and responsibilities for building leadership team to: 1) Schedule meeting, 2) conduct meetings, 3) review school data, 4) determine professional development needs.	10/14/15	10/29/16	John Hayden		X	Building leadership team has scheduled meetings for every second and fourth Wednesday at 3:30-4:45. Star test data has been reviewed, but the team has not reviewed classroom walkthrough data to determine professional development needs.
ID04						
1. Schedule a faculty meeting to review and communicate academic distress recommendations and priority status	10/14/15	12/19/15	Kerri Williams	X		Faculty meeting was held on September 8, 2015 with sign-in sheets and agenda.

2. Schedule a meeting with building leadership team to establish goals and priorities.	10/14/15	12/19/15	Kerri Williams	X		Building leadership meet on September 9, 2015 to discuss Indistar, leadership team purpose, and how to set goals for the year. This is documented with sign-in sheets, agenda, and meeting minutes.
3. Schedule a meeting with building leadership team to assess required indicators for first quarter.	10/14/15	12/19/15	Kerri Williams	X		Building leadership meet on September 23 and October 7, 2015 to assess indicators. This is documented with sign-in sheets, agenda, and meeting minutes.
4. Schedule a meeting with building leadership team to create task for assessed indicators.	10/14/15	12/19/15	Kerri Williams	X		Building leadership meet on October 7, 2015 to create task for selected indicators. This is documented with sign-in sheets, agenda, and meeting minutes.

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

- Literacy teachers should collaboratively identify struggling learners and develop interventions to address individual learning needs.
- School leadership should facilitate the assessment of all students' reading levels with a standard reading assessment instrument.
- School leadership should develop a school-wide literacy initiative with faculty and staff integrating research-based instructional strategies to support Arkansas Frameworks.
- School leadership should develop a plan to monitor and assess the effectiveness of the initiative.
- Identify struggling learners and develop interventions to address individual learning needs
- High school math teachers, in collaboration with junior high math teachers, should identify struggling learners in math, and plan differentiated instruction to meet individual learning needs.
- The district leadership team should develop a vertical plan to increase student achievement in math K-12.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Math, science and literacy all have content-driven pre and post-assessments. Special education teachers' pre and post reading, spelling and math through the Brigance. The instructional facilitators and external providers are working with teachers to analyze pre and post-test data to determine what instructional strategies to use based on the students' performance. Pre-test are being developed in literacy and math and will be developed in other content areas.

Quarterly Objective:

To ensure that all teachers are creating and monitoring pre and post-assessments and data. To ensure that all teachers are using differentiation strategies in all classrooms on a consistent basis.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
IIB02						
1. Hire a literacy instructional facilitator to assist with the development and implementation of instructional strategies, RTI, and pre/post assessments	10/14/15	12/19/15	Dr. Connie Hathorn	X		The district hired Karen Fuller as Literacy Instructional Facilitator for the district in August 2015.
IIB04						
1. Administer pre/post-test that was created in 2014-15 school year.	10/14/15	05/27/16	Varnette Bruce Karen Fuller	X		Pre and Post-test were administered in all classrooms for the first quarter. This will be an on-going task for three to four pre and post assessments to be given in each content area each quarter.
2. Teachers evaluate data from pre/post assessments.	10/14/15	05/27/16	Varnette Bruce Karen Fuller	X		1 st Quarter pre/post-test were given in all classes as documented by pre/post data. Teachers have begun evaluating data from assessments and creating plans on addressing individual student needs. This is an on-going task that will occur each quarter.
3. Schedule a meeting with Instructional Facilitators on	10/14/15	05/27/16	Kerri Williams	X		Internal SIS met with Instructional Facilitators on September 15, and

implementing data cards for literacy and math.						September 28, 2015 to discuss the data cards, implementation process, and teacher training.
4. Implement data cards and “tracking my own data” form.	10/14/15	05/27/16	Varnette Bruce Karen Fuller		X	Data cards and the form for students to track their data has been created, but implementation has not occurred. The instructional facilitators will follow up with teachers and schedule training on using the instrument.

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

The majority of teachers have given students a syllabus for class at the beginning of the year. Rules and procedures are established and posted in classrooms at the beginning of the year. Some teachers reinforce the rules and procedures consistently throughout the year and revisit them as needed. At the beginning of the year, rules and procedures are discussed and implemented with more rigor than as the year progresses.

Quarterly Objective: To ensure that teachers are setting and reinforcing positive student behavioral expectations. Ensure that students are following positive behavior expectations.						
Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The district will hire a dean of students to assist principal with discipline.	10/14/15	12/19/15	Dr. Connie Hathorn	X		Based on the discipline data for the previous school year, the district determined that a dean of students was necessary in order for the principal and assistant principal to focus on instructional leadership. The district hired Dovie Burl as dean of students for the high school. Last year data for quarter one indicated 503 discipline referrals and this years' quarter one data indicated 103 discipline referrals.
2. Principal and assistant principals will make focus walks to ensure that all teachers have established and are reinforcing consistent classroom rules and procedures in their classrooms.	10/14/15	05/27/16	John Hayden	X		Principal and assistant principal are completing 25 focus walks a week and submitting documentation (via google document) to the assistant superintendent and teacher. The assistant superintendent follows up each week on the focus walks with the principal and assistant principal on next steps for the teacher. This is an on-going task that will be monitored each quarter.

3. Schedule a meeting with the school resource officer, administrators, assistant superintendent, dean of students to create and/or modify discipline plan.	10/14/15	05/27/16	Dr. Julie Sheppard		X	Meeting was not held this quarter due to the school resource officer being on medical leave. The team set a meeting date for October 20, 2015 to address the plan.
4. Discipline data will be reviewed each building leadership meeting to determine what interventions are needed.	10/14/15	05/27/16	Dovie Burl		X	Discipline data was not reviewed with building leadership team, but it was analyzed by internal school improvement specialist and dean of students and an analysis report was given to district leaders and building administrators on October 8, 2015. This report was also shared during the board meeting on October 12, 2015 during the report to the public.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:
 The school leadership team should develop and implement a plan for building and maintaining a school culture of high expectations among the entire school community.

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
 Teachers are in communication with parents in regards to students who are failing a course. The school is planning to have parent nights in which data is shared and explained for all students and parents.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Plan a meeting with the parental involvement focus group and BLT to plan an effective data night for parents.	10/14/15	05/27/16	Dovie Burl		X	The focus group has met and created an action plan on October 1, 2015 as documented by minutes. The focus group has not met with building

						leadership team due to a scheduling conflict on another campus. The meeting is scheduled for November 11, 2015.
2. Establish a PPO	10/14/15	05/27/16	John Hayden	X		The first PPO meeting was held on October 13, 2015 as documented by meeting minutes, agenda, and sign-in sheet.
3. Establish a staff recognition program: 1 st Quarter-Teacher Recognition 2 nd Quarter-Classified Recognition Student Recognition Parental Recognition 3 rd Quarter-Teacher Recognition Classified Recognition 4 th Quarter-Student Recognition Parental Recognition Business/Community Recognition	10/31/15	05/27/16	Kerri Williams	X		Staff will be recognized each month at the school board meeting and presented with certificates of appreciation. The board meeting in October, 9 teachers were recognized.

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

Effective Practice within Category:
 Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Currently, there are bulletins, college booklets, and test information available to all students. ACT prep classes are offered. Career days and visits from colleges and armed forces are scheduled. Both counselors conference with parents and teachers throughout the year. Free ACT, PSAT, etc. testing is available to students qualified for free or reduced lunch.

Quarterly Objective:

To ensure that counselors have a plan in place to deliver information preparing programs, colleges, universities, work force agencies, and military for upcoming graduates.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
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1. College Planning Program sponsored by ArkACROA	10/14/15	05/27/16	Louis Chambless	X		On September 21, 2015, seniors were bussed to Pine Bluff Convention Center where they had a chance to visit with college recruiters from in-state and out-of-state schools. This is documented by signed roster in the counselors' office.
2. The counseling department will schedule and plan a Senior Night.	10/14/15	05/27/16	Louis Chambless	X		On September 15, 2015, seniors and their parents received a packet of information dealing with the ACT, completing college applications, and completing scholarship applications. This is documented by parent sign-in sheets in the counselors office.
3. The counseling department will create a communication system for parents and students.	10/14/15	05/27/16	Louis Chambless	X		The counseling department has registered with Remind101 to remind parents and students of upcoming college visits, deadlines, and scholarship information.
4. The counseling department will administer the ACT on each national test date.	10/14/15	05/27/16	Louis Chambless Karen Jeffers	X		The counseling department administered the ACT on September 12, 2105 to registered students. This is an on-going task.
5. The counseling department will provide support for high school students needing assistance with ACT prep and ACT registration.	10/14/15	05/27/16	Louis Chambless Karen Jeffers	X		The counseling department has a sign-in of all students who have received assistance with ACT prep or registration.
6. The counseling department will create morale and encouragement for students.	10/14/15	05/27/16	Louis Chambless Karen Jeffers	X		The counseling department displays the names of seniors under the college pennant as they are accepted into the college or military branch of their choice. This is an on-going task that occurs throughout the entire

						year. All scholarship, college acceptance, and military letters are kept in the counselors' office.
7. The counseling department will assist all students with planning college visits, college applications, and scholarship applications.	10/14/15	05/27/16	Louis Chambless Karen Jeffers	X		T counseling department keeps documentation of all students that they assist in completing application for college, military, or scholarships. This is an on-going task throughout the school year.



ARKANSAS
DEPARTMENT
OF EDUCATION

PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)
If yes, what support have you received from the district?

- The end of 4th quarter 45 day plan was reviewed and check points were set up.
- The district has created focus groups to address needs of the high school.
- Leadership team meetings have been scheduled and the superintendent and assistant superintendent is attending in order to address needs with district leadership team.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- The district hired a Literacy Facilitator (have not had anyone in this position for 3 years)
- Watson Chapel High School is pulling students that scored basic and below basic to be tutored. Ms. Leydell (Supplemental Education Services) tutors struggling students in credit recovery, also. She pulls math students from 2nd & 5th period credit recovery classes.
- Students have been placed in tutoring classes that scored low on Star Testing.
- "Blitz" the 10th graders and 10th grade teachers
 - All 10th grade teachers were observed by 3 people and given extensive feedback in order to improve

instruction/instruction strategies.

- All 10th grade students were given the STAR reading and math test; based on the low scores the superintendent, assistant superintendent, school improvement specialist, instructional facilitators, high school principal, dean of students, and 10th grade teachers were called into the assembly to speak with the students on the importance of doing your best on the assessments, inform them of their scores, explain academic distress, explain priority status, and the students made a promise to try on the next assessment. The students were retested and made tremendous gains (noted in leadership team report)
- We have created a data room and all students have data cards. The teachers have reviewed the data with all students and created a plan to address weaknesses.
- Administrators have a mandatory 25 classroom walkthrough to complete a week (assistant superintendent is monitoring the CWT and feedback that is given to teachers)
- Based on the CWT data professional development is scheduled to address the needs of the teachers
- We are in the process of redesigning our Alternative Education program. AE students have created a name for the program “AAS (**A**ttitude + **A**bility = **S**uccess)” and the teachers are in the process of planning the organization of the program.
- Teachers are required to complete failure justification forms for all students who received an “F” in their class. This form allows the teacher to identify strategies that have been implemented, conferences, parental contact, and plan for the student to improve their grade.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

External Provider Support:

Literacy:

- Interim assessment standards alignment
- Creation of pre/post assessments
- Data disaggregation with teachers and next steps planning
- Training for teachers in scoring assessments and inter-rater reliability in reading and essay writing
- Training in format and composition of ACT Aspire test for 10th grade in English, Reading, and Writing
- Assistance with assessing indicators and creating tasks
- Planning for data room with literacy facilitator and internal SIS
- Analysis of STAR Reading results and distribution of data to all departments; assistance with the Accelerated Reader campaign
- Individual screening of exceptionally low-scoring reading students and short strategy-based instruction for use in class
- Assistance with revising Alternative Education (AE) program description and implementation of improved AE

- Assistance with teacher PGP creation
- Assistance with planning lessons

Math:

- Data disaggregation and next steps planning with teachers
- Weekly meetings with teachers in the department
- Observation and specific feedback, including team-teaching
- Analysis of STAR Math results
- Re-arrangement of standards to be taught in order to "wrap in" standards that need review
- Assistance in planning for interventions

Internal School Improvement Specialist Support:

- Monitors assessments regularly and provides strategies for improvement.
- Visits classrooms weekly and provides feedback to the teachers.
- Attends PLC, grade level, conferences, and leadership team meetings and monitors the progress in Indistar
- Assisting with the "Blitz" in 10th grade
- Faculty meeting explaining the status of the school and break down of the calculation of priority/academic distress
- Modeled classroom lessons for teachers
- Created Data Room, data cards, and template for students explain their individual data

ADE SIS Team

- Technical Support
- Explanation of new 45-Day plan

What are the barriers, if any, in improving student outcomes?

- Culture Shift: Not 100% of our teachers are on board with changing the culture of our school. Once we get everyone on the same page (realizing that all of our students are capable of improving if we would take the time/effort to find out what they need to help them improve).
- Technology: Technology has been purchased, teachers need assistance with embedding technology in instruction, and no Wi-Fi in the building

How is your leadership team monitoring student progress in the skill area of science?

- Classroom walk-throughs
- Departmental meetings
- TLI scores
- Pre/Post assessments data analysis
- Monitoring interim grades

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- Classroom walk-throughs
- Departmental meetings
- Counseling with students about the importance of improving
- Star Testing scores
- Implementation of Data Room
- Pre/Post assessments and data analysis (students and teachers)
- Monitoring interim grades
- Failure Justification Form
- Parent Conferences
- Monitoring standard based grading

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- Requiring teachers to have at least 1000 points per 9 weeks – promoting accountability
- Re-testing students and creating a regular assessment calendar
- Following up on directives
- Data analysis (assessments and CWT)
- Stress the importance of being successful and modeling expectations
- Action Plans

If anything, what do you intend to change or modify for the next quarter?

- A small percentage of our teachers need sensitivity training
- Grades – high percentage of F's this quarter
- Implementing RTI
- Recognize student achievement



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
10	232				30	1	2					2			
11	202				18	0	1					7			
12	208				20	0	0					2			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by <u>STAR Assessment</u> <u>September / 2015</u> (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ - _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by <u>STAR Assessment</u> <u>September / 2015</u> (Month Determined)	
					1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
10	28%						72 (37%)				139 (64%)	
11	0						49 (29%)				117 (65%)	
12	0						88 (50%)				136 (70%)	

Comments/ Clarifications:

- Watson Chapel High School is pulling students that scored basic and below basic to be tutored. Supplemental Education Services tutors struggling students in credit recovery, also. They also pull math students from 2nd & 5th period credit recovery classes.
- Students have been placed in tutoring classes that scored low on Star Testing in reading and/or math.
- Students who are in study hall that scored below grade level are being pulled by a certified teacher for tutoring that period.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

STAR Data 10th grade retest:

Literacy – Increase in 69%

Math - Increase in 70%



ARKANSAS
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DISTRICT AUGUSTA
SCHOOL: AUGUSTA HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS:
EXTERNAL PROVIDER: JERRY VAUGHN
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: ROBERT TONEY/JAMIE HOLIMAN

SUPERINTENDENT: RAY NASSAR
PRINCIPAL: JOSEPH BROWN

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)
Description of full implementation of the Effective Practice and/or Recommendation: District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04). The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).
Current reality of effective practice (Assess where we are): A leadership team has been established comprised of the Principal, Federal Coordinator, Curriculum Coordinator, Math and Literacy coach, and the Counselor. Meetings are held weekly for 1.5 hours to discuss and plan for PLC's, progress made on IMO's, disaggregation of data, and next steps. A student council has been formed to address student voice. The student council will host dances, have food drives during the holidays, assist the elderly in the community, and represent the voice of the student body. An 8 sector task force, which is an ALA model, was created two years ago. However, the task force is in the process of being revamped and utilized to close the gap between the school and the community.

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Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Formation of student council	10/10/15	09/25/15	Brown Yancey	X		Agenda of meetings
2. Leadership team weekly meeting	09/17/15	08/20/15	Brown	X		Agenda of meeting
3. Creation of 8 sector task force	05/15/16	00/00/00	Leadership Team		x	

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

After school P.D. meetings were used to put teachers into in order to design and plan core units based on pre and post tests for the purpose of ensuring that students master the instructional standards being taught in each unit. Results will be used to make adjustments to subsequent instructional plans and guide instruction.

Quarterly Objective:

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Form Instructional Teams	1/10/16	00/00/00	Leadership Team		x	
2. Create a results chart of teamwork being utilized	3/10/16	00/00/00	Leadership Team		x	
3.	00/00/00	00/00/00				

ADE Recommendation:

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):
At the beginning of each school year, teachers are to review the student handbook with their students and clarify anything that might be confusing regarding the rules and regulations in the handbook. Within two weeks, students and their parents/guardians are to sign a form, acknowledging that they understand the rules and regulations in the handbook. Midway through the first quarter, the principal and the counselor held a general assembly to explain, in depth, the policies regarding sexual harassment, bullying, and dress code

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Review handbook with students	8/21/15	8/21/15	All Teachers	X		Signed handbook forms
2. General assembly regarding sexual harassment, bullying, and dress code	10/1/15	9/16/15	Brown Boatman	X		Documentation form
3.	00/00/00	00/00/00				

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

Compacts will be created and distrusted at mid-term parent/teacher conferences February 11, 2016. The compacts will be a signed agreement between the student, parent, teacher, and Principal.

Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Create student/parent compacts	2/11/16	00/00/00	Brown Martin		X	Signed and returned compacts
2.	00/00/00	00/00/00				
3.	00/00/00	00/00/00				

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IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT
ADE Recommendation:
Effective Practice within Category: Post-Secondary School Options (VA01)
<p>The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.</p> <p>ADE will monitor the following:</p> <ul style="list-style-type: none"> • The guidance plan • The process of tracking recent graduates
<p>Current reality of effective practice (Assess where we are): Currently, the school has a guidance plan that helps students plan their college and career opportunities. Timelines are set up and a letter will be sent out to students to inquire their current status. Students that have graduated high school and are not attending college are encouraged to come to the school and receive assistance. A career fair will be offered at the school in November, 2015. Current students and former students will be invited to attend. The school also employs a career coach from East Arkansas Community College to help students decide a career path.</p>
Quarterly Objective:

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Send inquiry letters to former students	11/1/15	00/00/00	Boatman James		x	
2. Hold Career Fair at High School	11/15/15	00/00/00	Boatman James		x	
3.	00/00/00	00/00/00				



PRINCIPAL'S REPORT ____ QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (Please circle)

If yes, what support have you received from the district?

District leadership meetings are held on Mondays weekly. During these meetings, the superintendent discusses the upcoming weeks happenings and does a needs assessment with the leadership team. District support that has been provided includes the ordering of supplies and materials, the STAR math test in order to determine grade level proficiency in math, books for book study in PLC's, and needed books and materials for classrooms.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.) The Augusta High School has adopted the LDC and MDC protocols to help close the achievement gap in math and literacy. The school also uses the APEX program as a means for credit recovery and remediation during the school year and the summer. Data is gathered to determine if students would benefit from the APEX program.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

The external provider supports the principal and the leadership team in building capacity, implementing change, and utilizing best practices in education. The school currently does not have an internal SIS. The ADE SIS team has supported the school by clarifying

and providing guidance with the 45 day action plan and the quarterly report.

What are the barriers, if any, in improving student outcomes?

One of the major barriers in improving student outcomes is the stigmatism of being a priority school. The priority label, in general, has produced a negative aura that surrounds the school and the community. Also, the inability to be taken off priority status due to ever changing requirements has been a damper to student and teacher attitude, which in turn, affects the outcome of student achievement.

How is your leadership team monitoring student progress in the skill area of science?

The leadership team is using TLI and pre/post test data to monitor student progress in science.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Student progress in these areas is monitored in several different ways. TLI is used as an interim measure to check student progress on a quarterly basis. The implementation of STAR math will help track student progress in math and determine the grade level behind and the grade level the students should be on. Lastly, PARCC and ACT scores will be used to track student progress and achievement. In doing so, students may be placed in the APEX program for remediation and/or placed on an AIP.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The most meaningful decision by the leadership team this quarter was to do a book study over "The Energy Bus". One thing that I feel is important to student success and the overall success of a school is, keeping teacher morale high. The energy bus talks about how everyone faces challenges and every person, company, organization, and team has to overcome negativity and adversity to define themselves and create their success. The leadership team felt that doing a book study on "The Energy Bus" would convey a message that no one goes through life untested and that the answer to negativity is positive energy. This book provided our teachers with insights and strategies to turn negative energy into positive achievement.

If anything, what do you intend to change or modify for the next quarter?

The one thing I intend to change for the next quarter is to address the IMO's in a more organized fashion. Once again, things have changed on the state level and a different set of accountability standards have been put into place. Organized job charts will be created with specific job duties assigned to the proper personnel. In doing so, addressing IMO's and next steps for action plans should be a much smoother process. We also will be adding the STAR math test that will assess the number of students that are 3 or more years below grade level in math.



ARKANSAS
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SCHOOL LEADERSHIP TEAM'S REPORT __1st__ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3 rd	4th			1st	2 nd	3rd	4th	1st	2nd	3rd	4th
7	31				7	0					1			
8	22				5	0								
9	33				5	0	2				4			
10	29				6	0								
11	27				5	0					3			
12	26				5	0								

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ DRA Sept. 2015 _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ San Diego Quick Assessment _____ Sept. 2015 _____ / _____ (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
	3/9											
	33%											
7											0/26	
8											0/21	
9											15/27	
10											13/29	
11											14/24	
12											12/21	

Comments/ Clarifications:

We currently, do not have a tool to measure the grade placement for math. The STAR math test has been purchased and will be used for data collection in the 4th quarter.

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

TLI data will be used once it is received.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: BLYTHEVILLE

SCHOOL: BLYTHEVILLE MIDDLE

STATUS: PRIORITY YEAR 1

SITE-BASED SIS: SALLY COOKE

EXTERNAL PROVIDER: GENERATION READY/ NEW TECH NETWORK

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY/JAMIE HOLIMAN

SUPERINTENDENT: RICHARD ATWILL

PRINCIPAL: MIKE WALLACE

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

10/02/2015

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation 3: School leadership will implement a team structure that supports student learning and improved achievement as its primary purpose.

Clarification: The leadership team is the recipient of data from instructional teams and provides guidance and support for improved student outcomes. Instructional teams are the primary source for planning, implementing, and assessing teaching and learning. In addition to instructional teams, the leadership team also develops a structure of support teams that include parent teams, student teams (when appropriate) and community teams.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The Blytheville Middle School Leadership Team, along with the District Leadership Team, spent the summer and fall revamping our leadership structure. We have now established the following teams who report back to the core leadership team: Instructional Team, Operational Team, Stakeholders Committee, and Cultural Team. On September 17, 2015 the BMS Leadership Team determined that ID04, “All teams will prepare agendas for their meetings,” and ID07, “A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting)” have both been fully implemented as a result of our work. At that time, ID01, “A team structure will be officially incorporated into the school governance policy” was assessed as being only partially implemented because this structure was not officially incorporated into school governance policy. After researching the indicator, on September 29, 2015, the Blytheville Middle School Leadership Team was able to revisit the indicator and assess it as fully implemented.

Quarterly Objective: Establish teams that report to the leadership team, including an Instructional Team, Operational Team, and Cultural Team, and include members on the leadership team who report from these teams as well as the previously existing Parent Teacher Organization and Student Voice Committee.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Research Current Policy to determine if ID01 has been fully implemented.	10/13/15	09/29/15	Mike Wallace	X		The Blytheville Public School Board approved the amended team structure on September 28, 2015
2. Set schedule for weekly leadership meetings.	10/13/15	09/16/15	Mike Wallace	X		The meetings have been set for every Wednesday at 3:30 with minutes and agendas as evidence
3. Create an actively functioning operations team to handle tasks and free the principal to be the instructional leaders	10/13/15	09/30/15	Louise Davis	X		Minutes from operational team meetings
4. Instructional facilitators will lead teachers in core areas of instruction in weekly instructional team meetings where work will focus on improving instruction and teacher practice	10/13/15	08/10/15	Debra Siegler Denita White	X		Minutes and agendas from collaborative meetings

5. The Parental and Stakeholder Involvement Team will meet at least monthly and will be led by the parental involvement facilitators	10/13/15	0/10/15		X		Minutes and agendas from parental involvement meetings, PTO meetings, district PI meetings
6. A cultural team was created in the summer and will continue to meet and collaborate with other teams to transform the culture and climate in the school.	10/13/15	08/07/15		X		Minutes and agendas from team meetings

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation 1: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts.

Clarification: The system will include procedures for analyzing data (i.e., student achievement; personnel recruitment and retention; professional development programs; leader and teacher evaluation results; aligned, standards-based curriculum; instructional and assessment strategies, community and family engagement; and student groupings and services) to evaluate the level of effectiveness of efforts and interventions to improve student outcomes.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Blytheville Middle School had limited implementation on IIB02 and IIB04 for the 1st nine weeks. Three common assessments were developed and assigned 1st quarter in math and literacy, but teachers need more support in understanding the use of the pre/post assessments to provide differentiated instruction and re-teaching as necessary. The Instructional Team has begun reviewing the results of the assessments, but the appropriate intervention is not being provided in a consistent manner, therefore the cycle of inquiry has not been fully implemented. Professional development is being provided in this area, but is not always as a specific response to the data that is gathered. Our New Tech Coach has provided support to the leadership team around the cycle of inquiry, making sense of data to inform strategies, and implementation. As a support to the cycle structures, culture, and leadership were evaluated, adjusted, and are now set. The next step will be for all teachers to take ownership of this cycle in assessing and monitoring for student mastery, and for professional development to be differentiated to support the teachers based on the areas identified as weak in the assessments.

Quarterly Objective: Math and English Language Arts teachers will create, collect data from, and analyze data for a minimum of two unit assessments.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Common Pre/Post Assessments were created collaboratively	10/13/15	09/01/15	Denita White Debra Siegler	X		Samples of common assessments and minutes from collaboration
2. The instructional team reviewed the results of the pre-post assessments	10/13/15	09/30/15	Denita White Debra Siegler	X		Googledoc that shows results of common assessments, minutes and agendas from collaborative meetings
3. Review lesson plans and do observations to determine that all teachers are taking ownership of the cycle of inquiry consistently differentiating instruction and re-teaching as necessary based on assessment. Provide professional development in response to the weak areas identified by assessments.	10/13/15	New Goal	Debra Siegler Denita White		X	

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation 1: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts.

Clarification: The system will include procedures for analyzing data (i.e., student achievement; personnel recruitment and retention; professional development programs; leader and teacher evaluation results; aligned, standards-based curriculum; instructional and assessment strategies, community and family engagement; and student groupings and services) to evaluate the level of effectiveness of efforts and interventions to improve student outcomes.

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

A review of IIIC10 by the BMS Leadership Team shows that we have limited development in this area because all staff does not consistently enforce the agreed upon rules and regulations. The staff worked collaboratively to create a T-chart of classroom-managed behavior versus office managed behavior before the 1st day of school. Teachers were given training in Harry Wong strategies for establishing rituals and routines effectively before school began. Those who are struggling with classroom management are given support including going on colleague visits to watch an experienced teacher, instructional facilitators modeling in their classroom, and feedback from the principal and IF's after observations. More professional development is also provided for those with the most need in this area. Our Positive Behavior Intervention and Support (PBIS) team provides weekly goals for students through Cool Tools taught by teachers, but this process is not consistent across all classrooms yet.

An RTI Behavioral Team has identified Level II students to whom the faculty provides additional behavioral support. Students are sent to a temporary alternative learning environment called the Turnaround Center when they are not able to remain in class so they can continue instruction while getting intervention for their behavioral issues instead of being suspended in order to keep more students in

school. Students who need a more structured learning environment on a longer basis are evaluated for possible placement in our Alternative Learning Environment (ALE) program.

Quarterly Objective: The cultural team will oversee the restructuring of PBIS and work through the leadership team to make sure consistent behavior is enforced.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. PBIS T-chart	08/12/15		Mike Wallace Louise Davis	X		Copy of T-chart
2. All teachers will consistently enforce the agreed upon rules and procedures	10/13/15	00/00/00	Mike Wallace Louise Davis		X	Minutes from leadership meetings and discipline reports
3. The PBIS team will provide incentives for positive student behavior	10/13/15	09/16/15	Brittany Nettles	X		Minutes from leadership meetings
4. The PBIS team will provide lessons to teach positive behavior during advisory time.	New Goal		Brittany Nettles			
5. Analysis of classroom observations, specifically addressing classroom management.	New Goal		Louise Davis Mike Wallace			

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation 1: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts.

Clarification: The system will include procedures for analyzing data (i.e., student achievement; personnel recruitment and retention; professional development programs; leader and teacher evaluation results; aligned, standards-based curriculum; instructional and assessment strategies, community and family engagement; and student groupings and services) to evaluate the level of effectiveness of efforts and interventions to improve student outcomes.

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are): Fully implemented

The Blytheville Middle School Leadership Team assessed IVA01, “The school’s Title I Compact will include responsibilities (expectations) that will communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)” and determined that our level of development is fully implemented. Parent, student, teacher compacts were discussed with parents and students and signed at the beginning of the school year. This compact will be evaluated again in the spring with input from parents. Academic Improvement Plans and Individual Planning Reports from STAR tests are also discussed with parents and students with suggestions on how to improve student achievement.

Quarterly Objective: The leadership team will continue to survey parents, students, and teachers in order to improve the communication and help set goals to improve student achievement

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Parent, Student, and Teacher Compacts are in place to describe how the school and parents can	10/13/15	09/15/15	Jennifer Spurlock Debbie Cleveland	X		Signed copies of the compacts, AIP’s, and IPR’s are available.

work together to help students achieve state standards.						
2. The Stakeholder Team will continue to survey parents, students, and teachers to find ways to improve communication and set goals for improved student achievement.	New Goal					

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

- ADE will monitor the following:**
- The guidance plan
 - The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Blytheville middle school has two career coaches who are on campus at least once a week to inform students of college and career opportunities through the Career Development classes that are offered to each 8th grader as a semester course. Mrs. Nash, the guidance counselor, provides students with opportunities to learn more about career choices in presentations throughout the year. The Kuder is given to all 8th grade students to assess their work values, interest, and skills and predicts jobs that students might excel in. These results are sent to BHS as part of their career plan developed in the 8th grade, which will be continually updated until they

graduate. The career coaches from BMS also work with students at the high school and can follow up with the career plans. BMS will have to investigate how the high school tracks recent graduates in order for this to be fully implemented.

Quarterly Objective: The BMS counselor and career coaches will work with the other counselors in the district to align their plans for guiding students toward a college or career goal and tracking the results.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Career Coaches, counselor, and career development teacher make sure that career plans are developed by each student in 8 th grade and students are informed of a wide variety of college and career opportunities.	10/13/15	10/13/15	Sharon Nash Micah Gipson	X		Samples of career plans are available
2. BMS needs more information on tracking students after graduation and will work with the other counselors in the district to align plans for this.	New Goal		New Goal		X	



PRINCIPAL'S REPORT ___1st_ QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

The District Leadership Team has provided support around the team structure, vertical alignment, improving instructional practices, and teacher recruitment and retention throughout the summer and the first quarter. Through the Principals' Learning and Growth time, the district has provided specific support in team structure and improving instructional practices with a focus on observation and feedback that is purposeful and tracked to improve practice. Through the principal meetings and instructional facilitator meetings, the district has facilitated a vertical alignment process that specifically addresses the needs not only of our own school, but of our feeder schools as well. The district team has brought the leadership teams of both our primary and elementary feeder schools into the academic distress conversation and facilitated a review of all four recommendations and the Turnaround Principles for their buildings as well. The District Leadership Team has scheduled training for instructional facilitators to attend at the end of October that focuses on Student Centered Coaching and set monthly meetings with IF's from each building, which will help them support teachers in the cycle of observation and feedback and align the curriculum and practices vertically. In addition, the District Leadership Team has worked with building leadership teams to create a plan for Recruitment and Retention of Teachers that includes principals and district leaders attending training with The National Teacher Project, requesting teachers who resign complete exit surveys, and providing ongoing, job-embedded professional development that address the needs of teachers.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)
Students with significant achievement gaps in reading and math have been assigned to an interventionist, either through a pull-out program or by the interventionists pushing into the classrooms for support. These students were identified based on various assessment data, and their progress is being tracked by the classroom teachers, interventionists, and instructional team. In addition, all students who scored basic or below basic have Academic Improvement Plans, and students with D's and F's will have action plans used to discuss with the parent and student what is necessary to help them improve their achievement. Schedules have been reworked

and training is ongoing to assure that all teachers understand the significance of planning for intervention within the scope of their lessons.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

One external provider who is on our campus part time is Pam Chipman with Generation Ready. She has assisted with the collection and analysis of data through observation and specific feedback as part of the district leadership alignment process along with the principal and instructional facilitators. She has provided additional support for the leadership team and teachers regarding all four recommendations from ADE and provided training to our teachers on Ready Path, a teacher observation system. When on our campus, she visits classrooms with the principal, conducts observations, and offers immediate feedback to teachers. She meets with Sally Cooke, the local SIS weekly to review the district support goals and share information regarding our school as they plan to support the leadership team and the entire staff.

Our local SIS, Sally Cooke, is part of the district leadership team and has worked with BMS around all four recommendations from ADE. She has brought in the support of the Middle School Literacy Initiative (MSLI) to our school in an effort to increase vocabulary, reading comprehension, and collaborative learning groups. She has worked closely with the principal during monthly learning and growth time in support of intentional observations and feedback to improve instruction, and has met with the IF's regarding curriculum alignment, intervention, creating common assessments, and providing support for mentors and novice teachers in an effort to retain teachers. Mrs. Cooke has attended New Tech trainings order to support the process that Mrs. Spears is helping to implement on the BMS campus regarding creating a culture and climate conducive to learning, providing support and assistance in planning adult learning in the building as well as developing and implementing a system for the effective use of data to inform all school improvement decisions and efforts. Mrs. Cooke also meets with the external provider weekly to be help create alignment from K-12.

A second internal SIS, Teryn Spears, is working with our school to create a structure and plan for supporting the building core leadership team and teacher leaders. The plan includes quarterly transformational leadership workshops purposed to ground school leadership team in shared learning, content, and frameworks that create common language around practice, leadership, and improvement. Mrs. Spears attended the New Tech Leadership Summit to provide support and assistance in planning adult learning in the building as well as developing and implementing a system for the effective use of data to inform all school improvement decisions and efforts.

Our ADE SIS Team, Dr. Robert Toney and Ms. Jamie Holiman, has guided us in structuring the ADE Recommendations to align the recommendations with district need and best practices. The team has also provided us with an explanation of the requirements for the

45-Day plan. They have attended District and School Leadership meetings and provided feedback. Dr. Toney was very instrumental in helping to organize our Leadership Team structure and set goals regarding our recommendations.

What are the barriers, if any, in improving student outcomes?

- Teacher turnover - 13 teachers new teachers were hired this school year for a 26% turnover rate; of those 10 teachers are first or second year teachers who need additional support in instruction and intervention.
- 48% of 6th graders arrive 2 or more years below grade level, and 43% of 7th and 66% of 8th grade student are three or more years below grade level in math. 50% of 6th graders arrive 2 or more years below grade level, and 56% of 7th and 63% of 8th grade student are three or more years below grade level in literacy. This presents a challenge in providing both grade level standards and remediation on skills that are lacking during normal school hours.
- Poverty- 79.5 percent of the students in our school are classified as living in poverty, and 16.6 percent are classified as homeless. These students come lacking a support system at home and with significant deficits around instruction and a culture that empowers them to want to learn.
- Absenteeism in the feeder schools as well as in this school has been an issue because students are not present to receive instruction and get behind.

How is your leadership team monitoring student progress in the skill area of science?

All science teachers at BMS have been assigned to teach two sections of 7th grade science and creating common assessments around the aligned curriculum creating a shared responsibility and ability to monitor progress. Reports are given in instructional team meetings and presented in leadership meetings. The department is getting support from the SIS and instructional leaders in using common assessments to drive the instruction. The team will get reports from the science specialist at the local educational cooperative who works with science teachers twice a month to work on science standards.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results? The instructional facilitators and principals are scheduling specific observation and providing feedback to teachers to help improve instructional practice in math and literacy classrooms. Student performance is monitored with STAR tests every quarter, with common assessment throughout the quarter, and with quick checks throughout the units, which are all reported by the instructional team in leadership meetings. 6th grade students are given an additional comprehension assessment, the DRP, in order to find areas that need attention and progress will be tracked throughout the year with the assessment. The leadership team responds with teacher support through collaborative meetings and intentional professional development, individual feedback with teachers, data conferences to discuss assessment results, and colleague visits to allow for modeling of good practices.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- The work toward planning for New Tech that is creating a new culture and allows for teacher and student voice.
- Utilizing the Team Structure to free up space for administrators to focus on instruction allowing for an organized collection and analyzing of data

If anything, what do you intend to change or modify for the next quarter?

We will continue to streamline the organizing and collecting data and how we use it in an effort to create teacher ownership of the process of letting assessment drive the instruction and re-teaching as necessary to improve student performance.



ARKANSAS
DEPARTMENT
OF EDUCATION

SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	135				25/19%	1	23-17%				5/3%			
7	141				23/16%	1	10-7%				2/1%			
8	145				26/18%	2	4-3%				2/1%			

Comments/ Clarifications: A district attendance team will be monitoring student absence and providing schools with tools to help reinforce the importance of attendance to parents and students.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by Renaissance STAR Math September		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Renaissance STAR Math September		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by Renaissance STAR Reading September		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Renaissance STAR Reading September	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6					68/48%						65/50%	
7							59/43%				76/56%	
8							88/66%				90/63%	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
6	10	131	24/ 18%				125	128	124		377	174	46%			
7	12	130	68 52%				134	135	130		399	367	92%			
8	1	139	22 16%				136	131	127		394	282	72%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: As a response to the data that was collected, it was discovered that there was confusion on the way the unit assessments were written and the information that should be assessed. The SIS for the school has already begun a series of meetings with each content area team of teachers to clarify the cycle of inquiry around student learning. The process of assessing, analyzing the results, and making a plan to intervene where students are struggling, teaching/re-teaching, and then assessing again to continue the cycle has been shared. Follow up meetings will be scheduled to review the common assessments, analyze the results, and make a plan to teach or re-teach will be scheduled so intervention will become intentional based on student need. Leadership meetings at the school and alignment meetings with instructional facilitators from K-12 will be held to ensure that teachers are using the cycle of inquiry and are supported as needed in this process.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
6	10	131	46				120	119	122		361	241	67%			
7	53	130	9				127	127	127		381	181	48%			
8	1	139	40				119	113	108		340	127	37%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: As a response to the data that was collected, it was discovered that there was confusion on the way the unit assessments were written and the information that should be assessed. The SIS for the school has already begun a series of meetings with each content area team of teachers to clarify the cycle of inquiry around student learning. The process of assessing, analyzing the results, and making a plan to intervene where students are struggling, teaching/re-teaching, and then assessing again to continue the cycle has been shared. Follow up meetings will be scheduled to review the common assessments, analyze the results, and make a plan to teach or re-teach will be scheduled so intervention will become intentional based on student need. Leadership meetings at the school and alignment meetings with instructional facilitators from K-12 will be held to ensure that teachers are using the cycle of inquiry and are supported as needed in this process.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: BLYTHEVILLE SCHOOL DISTRICT

SCHOOL: BLYTHEVILLE HIGH SCHOOL - NEW TECH

STATUS: PRIORITY

SITE-BASED SIS: TERYN SPEARS

EXTERNAL PROVIDER: NEW TECH NETWORK/GENERATION READY

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY/MS. JAMIE HOLIMAN

SUPERINTENDENT: RICHARD ATWILL

PRINCIPAL: BOBBY ASHLEY

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Academic Distress Recommendation: School leadership will implement a team structure that supports student learning and achievement as its primary purpose. (3)

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the team's' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

The Blytheville High School Leadership Team, in collaboration with the District Leadership Team, spent the summer revamping the leadership structure. We have now established the following sub-teams that report back to the leadership team in service of student learning: Instructional Team, Operational Team, Stakeholders Committee, and Cultural Team. Sub-team leaders were selected with input from instructional leaders, assistant principals and key building personnel and have been appointed and tasked with type-specific areas. The instructional sub-team is responsible for content collaboration, assessment data, planning, interventions for students falling behind and teacher support around instruction. The operations sub-team is responsible for the day-to-day operations of the building including the physical plant, bell schedule, procedures and student and teacher attendance. The cultural team works with teacher and student voice, fall and spring culture surveys of the school, teacher retention, positive behavior and intervention supports, discipline data and grade level PLCs for teachers. The stakeholder sub-team is responsible for garnering ongoing parent input and involvement in decision-making for students and for the movement of the school as well as breaking barriers between the school, home and community.

In addition to the stated structure, the director of the Blytheville High School Alternative Education program reports to the core leadership team on the progress of her program and students.

A major component of the leadership process is the involvement of teacher leaders. Teacher leaders were selected through their willingness to take on tasks and in their demonstration of ability to lead their peers. Teacher leaders lead the two humanities teams (9-10 grade and 11-12 grade), the science team and the math team. Those teams comprise the instructional sub-team. Additionally, teacher leaders lead the grade level PLC teams that are a portion of the cultural team. Beginning in May of 2015, the seven teacher leaders were gathered for learning, training, development and support. That work continued through the summer (July 13, 2015) just ahead of their first time to work with their teams during the New Tech Annual Conference. As evidenced by the tasks below this group meets regularly to work around student learning needs, teacher learning needs.

On 9/16/2015, the BHS Leadership Team determined that ID04, "All teams will prepare agendas for their meetings," and ID07, "A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting)" have both been fully implemented as a result of our work. At that time, ID01, "A team structure will be officially incorporated into the school governance policy" was assessed as being only partially implemented because we had to research to determine if our new leadership policy had been officially incorporated into school governance policy. After researching the indicator, on October 12, 2015, the Blytheville High School Leadership Team was able to revisit the indicator and assess it as fully implemented.

Quarterly Objective:

Establish teams that report to the leadership team, including an Instructional Team, Operational Team, and Cultural Team, and include members on the leadership team who report from these teams as well as the previously existing Parent Teacher Organization and Student Voice Committee.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop and support teacher leaders in their work in Content Collaboration (by area of instruction) and in Culture Collaboration (by grade level) in preparation for their work during professional development and the first two weeks of school.	8/7/15	8/7/15	Teryn Spears	X		The teachers leaders met on August 7 and worked in areas of leading self, leading other and leading the system. Goals were set for support on a monthly basis (meetings to be held the first Tuesday of the month), for key areas of focus for each teacher's team beginning the year (based on the Spring 2015 Student

						Culture Survey data) and for the cross-team support for teachers (included stated times for peer observations and cross-walks). The agenda, sign-in and minutes document give the detailed account.
2. Develop framework for a collaborative weekly agenda for the core leadership team that has stated purpose.	9-2-15	8-26-15	Robin Sneed, Bobby Ashley & Teryn Spears	X		The agenda framework was created as a google document and shared with sub-team leaders to populate. The framework will continue to be in place in each week for leadership meetings.
3. Set schedule for weekly leadership meetings.	9-2-15	8-26-15	Bobby Ashley	X		The meetings have been set for 12:45-1:30PM every Wednesday.
4. Ongoing monthly leadership development and support for teacher leaders in their work in Content Collaboration (by area of instruction) and in Culture Collaboration (by grade level).	9-1-15 10-12-15	9-1-15 10-12-15	Teryn Spears, Robin Sneed, Bobby Ashley	X		The teachers met on September 1 and continued to work in the focus areas of leading self, leading others and leading the system. Gaps, areas of concern and suggestions for teacher support were brought forward and intentional plans for supporting teachers with classroom management and instructional support (by both their peer teachers and administrators and instructional leaders) were put into place. Additionally, the monthly support has moved to Wednesdays so that after-school tutoring is not a conflict. The agenda, sign-in and minutes document give the detailed account.
5. Hold Weekly Building Core Leadership Team meetings in	9-2-15 9-9-15 9-16-15	9-2-15 9-9-15 9-16-15	Bobby Ashley	X		The building core leadership meeting were held each Wednesday from

service of supporting and improving student learning.	9-23-15 9-30-15 10-7-15 10-14-15	9-23-15 9-30-15 10-7-15 10-14-15				12:45-1:30PM. Minutes, sign in and agendas provide the meeting details.
6. Collaborate with New Tech coach Julia McBride to identify key areas for leadership development and support for the core leadership team and for teacher leaders to inform Julia's agenda and work.	9-16-15	9-16-15	Teryn Spears, Bobby Ashley	X		Via phone conference, Bobby Ashley and Teryn Spears collaborated with Julia McBride to craft an agenda and work to provide support and development for the leadership team on Julia's 9-23-15 visit to Blytheville High School.
7. Quarterly Leadership Transformation Workshop with Julia McBride, New Tech Coach	9-23-15	9-23-15	Bobby Ashley, Teryn Spears, Julia McBride	X		The workshop with Julia was held and the goals to ground school leadership team in shared learning, content, and frameworks that create common language around practice, leadership, and improvement, all in service of state-level and BHS teaching and learning goals served as the lens for the work. Agenda, Sign in and minutes provide details.
8. Attend New Tech Leadership Summit to continue learning and work around building a leadership team that supports student learning through meaningful assessment of rich data.	10-14-16 10-15-16 10-16-16	10-14-16 10-15-16 10-16-16	Bobby Ashley, Teryn Spears	X		Bobby Ashley and Teryn Spears attended the New Tech Leadership Summit (along with District Curriculum Director, Sally Cooke) and extended learning of meaningful leadership and learning through deep assessment of data. Travel receipts, New Tech Registration and work from the Summit provide more detail and evidence.

9. Research Current Policy to determine if ID01 has been fully implemented.	10/12/15	10/12/15	Paul Jenkins	X	The Blytheville Public School Board approved the amended team structure on September 28, 2015.
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IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will facilitate an analysis of current English / language arts and math curricula across all grade levels and articulate in writing the process for deep curriculum alignment. (#3)

Effective Practice within Category:
Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:
The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):
Math and English Language Arts teachers have been working this quarter to revise units of instruction based on analysis of the curriculum Total Instructional Alignment (TIA) documents. Teachers have worked collaboratively to develop a total of two pre- and two post-assessments during the first quarter, and to analyze data from those assessments to inform curriculum decisions (including vertical alignment) and instructional decisions (including individual student intervention and extension needs).

The Blytheville High School Leadership Team assessed IIB02, "Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction" and determined that our current level of implementation is "Limited Development." While the goal is to have all students in math and English Language Arts classes take pre- and post- tests, only 85% of students have been assessed in English and Math courses this quarter. Upon full implementation, a minimum of 95% of students will take common assessments, documentation of scores and score analysis will be presented to the Leadership Team, and the team will use this data to make decisions for improvement.

Quarterly Objective: Math and English Language Arts teachers will create, collect data from, and analyze data for a minimum of two unit assessments.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Ninth and tenth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	9/30/15	9/30/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Following data analysis, teachers made plans to use the data to inform instruction.
2. Eleventh and twelfth grade Humanities instructional teams (English and History teachers) will develop two unit pre -assessments and analyze the data.	9/30/15	9/30/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Following data analysis, teachers made plans to use the data to inform instruction.
3. Based upon the results of pre-assessment data, the Humanities instructional teams will determine two sets of skills to focus on this semester for vertical alignment across grades 9-12.	9/30/15	9/30/15	Robin Sneed	x		The humanities department (English and history integrated departments) used the data from the first pre-assessment and the data pertained from the Looking at Student Work (LASW) protocol to analyze student writing from an Independent Assessment of Knowledge and Thinking (IAKT) essay that required students to analyze a piece of literature to determine the following focus skills for the quarter: verb usage (particularly active voice, subject-verb agreement, and shift in

						verb tense) and academic vocabulary (particularly the correct use of homophones when writing and using context clues to aid in reading comprehension).
4. After determining focus skills, the humanities instructional teams will determine support skills for each focus skill and break them into grade level bands, agreeing that by the end of the semester 70% of students in each grade will master the agreed upon skills.	10/1/15	10/1/15	Robin Sneed	x		The humanities department created a google document that aligns the two agreed upon skills based on pre-assessment data. For example: For Verb usage, one specific skill that many students need remediation upon is using active voice in their writing. Therefore, ninth grade teachers agree to ensure that students can differentiate among active, linking, and helping verbs and use them correctly in writing. Tenth grade teachers agree to ensure that student can differentiate between active and passive voice, and revise sentences to make them active. Eleventh grade teachers agree to ensure that students can use specific verbs (show rather than tell) within their own writing, and revise their own writing so that verbs in essays are active at least 50% of the time. Twelfth grade teachers agree to ensure that students write using active voice at least 70% of the time. Other skills that are broken down in a similar fashion include: verb conjugation, subject-verb agreement,

						verb tense (consistency of usage), etc.
5. Ninth and tenth grade Humanities instructional teams (English and History teachers) will develop two unit post-assessments and analyze the data.	10/12/15	10/12/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling.
6. Eleventh and twelfth grade Humanities instructional teams (English and History teachers) will develop two unit post-assessments and analyze the data.	10/12/15	10/12/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling.
7. The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit pre-assessments and analyze the data.	9/30/15	9/30/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Based on the analysis, the following skills were selected to focus on: Resource Algebra - Writing Algebraic Expressions and Graphing Inequalities; Algebra I - Evaluating Functions and Slope; Geometry - Undefined terms in Geometry - Points, Lines, and Planes, and Ratios and Proportions; Algebra II - Multi-step and Literal Equations; Pre-Cal - Vertical Line Test and is the Expression a Function; AP Stats - Quantitative Data Displays and 5-Number Analysis; AP-Calc - Trig and Inverse Functions. Teachers

						used these analyses to plan upcoming and future units.
8. The math department instructional leader (who is a certified Google trainer) will provide support in using Google forms, Google classroom, doctopus, and flubaroo to facilitate data collection and analysis.	9/30/15	9/30/15	Tyler Isbell	x		Through collaboration, Mr. Isbell has been able to provide brief mini-lessons on Google docs, Google classroom, Google forms, Doctopus, and Flubaroo, and answer questions as needed. Teachers then used this training to report and analyze data. Teachers are also using the training to facilitate other areas of project based learning (PBL) and project based learning (PrBL) in their classrooms.
9. The instructional team of ninth through twelfth grade math teachers will break into content-alike (algebra, geometry, algebra II, etc.) teams to develop two unit post-assessments and analyze the data.	10/12/15	10/12/15	Robin Sneed	x		Teachers reported data via a Google Doc. and data analysis was completed during department collaboration. Teachers reflected upon instructional practices, and made plans to reteach skills to those who are still struggling with the above stated focus areas in math.
10. English teachers will create Academic Improvement Plans (AIPs) for students who have not reached proficiency on their previous state assessment.	10/15/15	10/15/15	Bobby Ashley	x		Academic Improvement Plans have been written. Plans are in place to get parents to sign the AIPs during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who do not attend PT conferences.
11. Math teachers will create Academic Improvement Plans (AIPs) for students who have not reached proficiency on their previous state assessment.	10/15/15	10/15/15	Bobby Ashley	x		Academic Improvement Plans have been written using data from the previous state assessment as well as the current STAR Instructional Planning Report. Plans are in place

						to get parents to sign the AIPs during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who do not attend PT conferences.
12. Science teachers will create Academic Improvement Plans (AIPs) for students who have not reached proficiency on their previous state assessment.	10/15/15	10/15/15	Bobby Ashley	x		Academic Improvement Plans have been written using data from the previous state assessment as well as the current STAR Instructional Planning Report. Plans are in place to get parents to sign the AIPs during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who do not attend PT conferences.
13. Math teachers will create an Action Plan for those students who have Ds or Fs in their classes at the end of the quarter.	10/15/15	10/15/15	Bobby Ashley	x		For those students who have Ds or Fs, teachers analyzed each student's data to determine the reason for their poor performance: attendance, work ethic (agency), lack of foundational skills, etc. The Action Plan includes specific actions for each student, their parent, and their teacher. Plans are in place to have these plans signed by parents during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who not attend PT conferences.
14. Humanities (English and history) teachers will create an Action Plan for those students who have Ds or Fs in their classes at the end of the quarter.	10/15/15	10/15/15	Bobby Ashley	x		For those students who have Ds or Fs, teachers analyzed each student's data to determine the reason for their poor performance: attendance, work ethic (agency), lack of foundational

						skills, etc. The Action Plan includes specific actions for each student, their parent, and their teacher. Plans are in place to have these plans signed by parents during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who not attend PT conferences.
15. Science teachers will create an Action Plan for those students who have Ds or Fs in their classes at the end of the quarter.	10/15/15	10/15/15	Bobby Ashley	x		For those students who have Ds or Fs, teachers analyzed each student's data to determine the reason for their poor performance: attendance, work ethic (agency), lack of foundational skills, etc. The Action Plan includes specific actions for each student, their parent, and their teacher. Plans are in place to have these plans signed by parents during Parent-teacher conferences on October 20th and October 23rd. Teachers agree to contact parents who not attend PT conferences.
16. Review lesson plans within ECHO, our online learning management system, to determine the level of consistent implementation of IIB04.	12/02/15	New Goal	Robin Sneed		x	New task, created in Indistar on October 14 th following Leadership Meeting and assessment of Indicator IIB04.

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Academic Distress Recommendation: School leadership will develop and implement a system for the effective use of data to inform all school improvement decisions and efforts. (#1) School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

The Blytheville High School Leadership team assessed indicator IIC10 and determined that our current level of implementation is “Limited Development.” While being reinforced in some classes, the expected behavior is not implemented in all classes consistently. The BHS faculty and staff has developed a discipline T-Chart that determines classroom managed behavior versus office managed behavior, and we have a PBIS team that periodically provides Professional Development support for positive behavioral intervention. The PBIS team has identified Level II students to whom the faculty provides additional behavioral support. Students who need a more structured learning environment are evaluated for possible placement in our Alternative Learning Environment (ALE) program.

Quarterly Objective: The Cultural Team will oversee the restructuring of the PBIS team and program.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The newly structured PBIS team will set a goal to meet bi-monthly to analyze student discipline data and create strategies to reduce infractions. and the PBIS program.	8/24/15 9/2/15 9/23/15 10/7/15	8/24/15 9/2/15 9/23/15 10/7/15	Harriett Jumper/Jennifer Blankenship	X		Harriett Jumper, PBIS coordinator, met with the Leadership Team on October 7 th to report progress, as evidenced in the October 7 Leadership minutes in Indistar.
2. BHS New Tech Staff will create a T-Chart to determine	8/14/15	8/14/15	Harriett Jumper/Jennifer Blankenship	X		During professional development and learning around PBIS, classroom management and student

classroom-managed and office-managed student behaviors						discipline, the staff collaborated with administration to create a T-Chart.
2. The PBIS team will provide support for Level II students through a check-in, check-out program with specific teachers.	10/15/15	10/15/15	Harriett Jumper/Jennifer Blankenship			Level II students have been identified through student discipline data and have been paired with teachers who have volunteered to be a connect point for students to check-in each morning and get set for the day and a check-out to debrief the day and set goals for the next day.
3. The PBIS team will attend training at Arkansas State University to support the work at BHS.	9/25/15	9/25/15	Harriett Jumper	X		The BHS New Tech PBIS team attended training at Arkansas State University's Center for Community Engagement. The work included support and training in these areas: Data and practices embedded in PBIS implementation School-wide Behavioral Expectations Tools for teaching Behavior lesson plans New ideas for Acknowledgement system T-Chart of Behavior Procedures for a continuum of interventions Using data for decision-making PBIS Assessment tools for self-evaluation
4. The PBIS team will provide incentives for positive student behavior	10/15/15/	10/15/15	Harriett Jumper/Jennifer Blankenship	X		Students with no referrals will have their names included in a drawing and three Incentive/prizes will be given out per grade level at the quarterly Awards Ceremony. The team is also providing teacher

						incentives. The students who received 0 tardies for First Quarter will attend a “No Tardy Party” the first week of November.
5. Analysis of classroom observations, specifically addressing classroom management.	12/16/15	New Goal	Jennifer Blankenship/ Bobby Ashley/Culture Team		X	New goal created in Indistar following the October 14 th

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

The Blytheville Leadership Team assessed IVA01, “The school’s Title I Compact will include responsibilities (expectations) that will communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)” and determined that our level of development is “Limited Development.” A new compact has been developed and will be signed during parent teacher conferences during the week of October 19th – 23rd. In April, parents and community stakeholders will take part in the annual evaluation and revision of the Compact as well as the parental involvement plan.

Quarterly Objective: The Leadership Team will review and approve a parent-school Compact and make plans to have them signed during the upcoming Parent Teacher Conferences.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The stakeholder team will create and recommend a new parent-teacher-student compact that addresses the current reality of teaching and learning for BHS.	10/7/15	10/7/15	Shane Spears	X		The compact is evidence of completion.
2. The Leadership Team will adopt the new parent-teacher-student compact.	10/14/15	10/14/15	Shane Spears	X		Copy of Parental Compact was shared with Leadership Team during the October 14 th Leadership Meeting via a Google Doc.
3. Distribute compacts to all parents and gain support as evidenced by signature. (Have paper copies of Parental Contract ready before Parent-Teacher conferences on 10/20/2015.	10/20/15	New Goal	Shane Spears		X	New goal

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Academic Distress Recommendation: School leadership, in collaboration with district administration, will plan and implement a program designed to recruit, induct, and retain high-quality employees for all employment categories within the district. (#2)

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Blytheville High School New Tech has limited implementation of VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. The guidance and counseling office is staffed with three counselors, one of whom is a specialist with college and career advisement and most recently worked as a career coach. The counseling department is in the process of creating a comprehensive guidance plan that includes services offered through the counseling office as well as through local partnerships such as with Arkansas Northeastern College. BHS New Tech has an effective working relationship with Arkansas Northeastern College and provides office space and time with students for career coach Jeff Echols. The career coach provides assistance with ACT registration, college applications and career pathway advisement.

The counselors are working to identify the best process by which to provide individualized plans for each student and have taken on, as tasks this quarter, investigating various resources by which students help create and manage those plans. No final decisions have been made as there is one more resource to test. BHS New Tech does not have a sustainable process by which recent graduates are tracked. Recent graduates have been tracked through connections with local colleges and through connections with students. Identifying a tracking process is a task the guidance teams has also taken on this quarter.

As a component of the overall guidance plan for the school, the counselors have established an advisory period, Connections, for the purpose of connecting students with their future. Through this advisory time, counselors are able to work with students, teachers are able to mentor students and make them aware of options as well as remind them of transcript position and graduation requirements and students gain real-world skills and understanding in service of their life beyond high school through EverFi (provided through a partnership with a local bank).

Through the work this quarter, the counselors have identified areas of weakness in students transitioning from Middle school to high school and have also identified areas that a comprehensive district counseling plan would address. As part of the movement towards full implementation, the counselors have identified new tasks to move into next quarter as well as continued work on the current tasks.

Quarterly Objective: Evaluate current guidance plan, recent graduate tracking procedures and other guidance/counseling processes in order to identify gaps, needs and seek appropriate resources.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Evaluate current guidance plan and graduate tracking	10/15/15	10/15/15	Scottie Landess, Emily Crosskno, Susan Stonner	X		Counselors met with Teryn Spears and Bobby Ashley to work on Connections Advisory for students and to evaluate the current guidance plan and graduate tracking. The current guidance plan needs a clear articulation. The individualized guidance plans for students do not include as much college and career connectivity as academic planning and as such need to be connected both to the work of the career coach and in a resource where students have access. The graduate tracking process is informal and not sustainable. Therefore, a new process and resource needs to be gained.
2. Create a comprehensive guidance plan for BHS New Tech	12/16/15	New Goal	Scottie Landess, Emily Crosskno, Susan Stonner		X	New Goal
3. Select a resource for individualized guidance plans and graduate tracking	12/16/15	New Goal	Scottie Landess, Emily Crosskno, Susan Stonner		X	New Goal
4. Gather guidance counselors K-12 for a comprehensive planning and support meeting in	11/20/15	New Goal	Scottie Landess, Emily Crosskno, Susan Stonner		X	New Goal

service of student support beyond high school.						
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PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? YES or NO (Please circle) If yes, what support have you received from the district?

The District Leadership Team has provided support around the team structure, vertical alignment, improving instructional practices, and teacher recruitment and retention. Through the principals' monthly Learning and Growth time (held for all building principals across the district), the district has provided specific learning and support in effective use of data, modeling observation/feedback cycle with teachers and the identification of action steps to grow teacher practice and thus student learning and the modeling of team leadership, structures culture. Through the principal meetings and Instructional Facilitator meetings, the district has facilitated a vertical alignment process that specifically addresses the needs not only of our own school, but of our feeder schools as well. As a component of vertical alignment, one of the two monthly meetings with the principals' Learning & Growth is a tour of another campus. In September, Mr. Ashley, along with the other principals across the district, toured and observed classrooms in the Primary School. Following the observation, the debrief conversation provides opportunity to examine practices and the alignment across the district in service of student learning. In October, the principals will experience the Elementary School.

The district, as it works to assure vertical alignment, has worked with Blytheville Middle School to implement a Strategic Reading class to address the reading deficit and worked with Blytheville Primary and Elementary Schools on specific interventions, dyslexia and strategic reading goals.

The District Leadership Team has quarterly meetings in which building core leadership teams meet to evaluate data to determine progress and engage in a cycle of inquiry, to align practices and gain support for to support.

Additionally, the district leadership team scheduled training for Instructional Facilitators to attend at the end of October that focuses on Student Centered Coaching.

The District Leadership team has created a plan for Recruitment of Teachers that includes attending the National Teacher Project, requesting teachers who resign to complete exit surveys, and providing ongoing, job-embedded professional development that address the needs of teachers.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

BHS has implemented nine Critical Reading classes, which is designed for students who are reading on a 4th-6th grade level to help bring those students up to grade level. Our math interventionist works daily with ninth and tenth grade students who are performing below grade level. In addition, students receive specific scheduled intervention based upon Instructional Planning Reports (IPRs) through both math and English classes at least once per week. The September STAR baseline report indicated a 6.7 Grade Equivalency (GE) as the new average for the high school. We are still in the testing window and are working on make-up assessments for the month of October; however, preliminary results indicate a 6.8 GE, which is a slight improvement over the baseline data. Students in Critical Reading classes have also shown an improvement in the average reading level for those classes, which was 5.8 in September, and is currently 5.9.

In math, September baseline data indicated a school-wide average of 7.3, and preliminary results from the current October assessment shows a school-wide average of 7.5. For math, our interventionist is concentrating on Algebra I as the focal point to address the skills gaps affecting our students in this foundational subject. The interventionist, a high school math certified teacher, identifies students that are struggling in Algebra I through collaboration with the Algebra I teachers as well as analyzing the data from various sources, such as STAR data, previous grade-level assessments, and work habits that need to be addressed, to determine student needs and develop strategies to pull students to grade level, push grade-level and beyond students to growth and assist students in being successful and able to move to the next math level with confidence. A firm grasp in Algebra I curriculum leads to success in future math courses and preparing our students to be college and career ready.

In addition, all student who scored basic or below basic have Academic Improvement Plans. Scheduled in-class or after school interventions are in place.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Our external provider, Pamela Chipman, provides support for leadership and specifically Mr. Ashley. When on our campus, she visits classrooms with the principal, conducts observations, and offers immediate feedback to teachers. She offers the principal and instructional facilitator advice on providing support in classroom management and instruction.

An internal SIS, Teryn Spears, has recently been appointed to our school. Spears works closely with instructional leader Robin Sneed to provide leadership and support for teacher leaders. Additionally, she works with Mr. Ashley to support his work as instructional leader. In collaboration with New Tech Coach, Julia McBride, Spears and McBride have created a structure and plan for supporting the building core leadership team and teacher leaders throughout the course of this school year. The plan includes quarterly transformational leadership workshops purposed to ground school leadership team in shared learning, content, and frameworks that create common language around practice, leadership, and improvement, all in service of state-level and BHS teaching and learning goals. Additionally, through targeted learning and work time with teachers leaders, Spears has worked to assist teacher leaders in actively and openly sharing their work, progress and struggles with one another to get feedback and to accelerate learning across the system in service of BHS improvement goals. Spears also attended the New Tech Leadership Summit with Principal Ashley to provide support and assistance in planning adult learning in the building as well as developing and implementing a system for the effective use of data to inform all school improvement decisions and efforts.

Our ADE SIS Team, Dr. Robert Toney and Ms. Jamie Holiman, has guided us in structuring the ADE Recommendations to align the recommendations with district needs, best practices and Priority Status requirements. The team has also provided us with an explanation of the requirements for the 45-Day plan. They have attended District and School Leadership meetings and provided feedback. Dr. Toney was very instrumental in the revitalization of the team structure.

What are the barriers, if any, in improving student outcomes?

- Poverty- 79.5 percent of the students in our school are classified as living in poverty, and 16.6 percent are classified as homeless.
- Teacher turnover - 18 teachers are newly hired this school year, of those 10 teachers are first year teachers.
- Students entering ninth grade below grade level in math and reading. Fifty-four percent of our incoming freshmen tested three or more years below grade level in math on their baseline STAR Math assessment in August. Seventy-two percent of our incoming freshmen tested three or more years below grade level on their baseline STAR Reading Assessment in August.

How is your leadership team monitoring student progress in the skill area of science?

Ms. Sneed, the instructional facilitator, attends science department collaborations and assists teachers in looking at student data and aligning curriculum. She reports progress back to the Leadership team. Data review includes scores from an ACT Diagnostic that was given at the beginning of the school year. Currently, the science team is working on aligning skills that are tested on the ACT Aspire, and determining at which grade level those skills should be taught. The team is also developing higher order questions, modeled after those found on the ACT Aspire. The leadership team reviews information from these meetings and offers feedback that Ms. Sneed takes back to the department.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Ms. Sneed, the instructional facilitator, attends math and humanities department collaborations and assists teachers in looking at student data and aligning curriculum. She reports progress back to the Leadership team. Scheduled time has been set aside for each student to practice math skills through the Renaissance program, Math Facts in a Flash, and for reading practice through a Drop Everything and Read program that is monitored by progress on the the STAR Math and Reading assessments and the Renaissance Accelerated Reading program. Blytheville High School has adopted the following School Wide Learning Outcomes (SWLOs): Written Communication, Oral Communication, Thinking and Knowledge, Collaboration, and Agency. We can pull reports for progress for all SWLOs and across all content areas. The math and English Language Arts PLCs work collaboratively to design Common Assessments based on curriculum objectives. The Leadership team reviews the data from all of these data sources and provides feedback that Ms. Sneed takes back to the departments.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

We assigned our internal team structure and responsibilities for each individual in the leadership team:

Instructional Team is responsible for keeping the Leadership Team apprised of

- Data obtained from Common Assessments, STAR Math and Reading Assessments, and other forms of assessment
- Data obtained from classroom walkthroughs
- Number of students with disabilities (SWDs); types of support offered to SWDs.
- Number of ELL students
- Number of students below grade level in reading and math
- Number of students who failed math or English the previous quarter
- Number of students who make a D or F during each quarter of the current school year

Operational Team is responsible for keeping the Leadership Team apprised of

- Building maintenance concerns
- Total number of students enrolled
- Number of students in each TAGG group
- Teacher attendance
- Student attendance
- Bell Schedule

Cultural Team is responsible for keeping the Leadership Team apprised of

- Discipline data
- Concerns from the Student Voice team
- Cultural Survey data

- Connections (advisory) program information
 - Scheduling Issues (student schedule; master schedule)
- Stakeholders Team is responsible for keeping the Leadership Team apprised of
- Minutes from Parent Teacher Organization meetings
 - Positive Parent Contact per month information
 - Community Events hosted by the school or district

If anything, what do you intend to change or modify for the next quarter?

The leadership structure has been a positive adjustment and has freed our team to work more effectively. We are going to hone our focus next quarter and really dig into the multiple streams of data as a core team. As the data has come in towards the end of this quarter, we have had the opportunity to engage in a cycle of inquiry around that data. As a team, we are going to be strategic with our time and work with teachers around that data and our feedback.



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
9	187				28	3	15					12			
10	151				16	1	5					3			
11	156				25	1	4					3			
12	174				26	1	2					1			
Total	668				95	6	26					19			

Comments/ Clarifications:

The ninth grade appears to be overly represented in the number of students with 5 or more referrals as well as the number of students who have been absent 10 or more days; however, the ninth grade also includes those students who have been retained due to failing to earn enough credits to be promoted to the tenth grade. The data for referrals will continue to be analyzed by the PBIS & Cultural Team and that team will provide supports and interventions for students receiving five or more referrals. The data for student absentees will continue to inform the attendance team (on the operations sub-team), and those students will be provided support through both the school and the school attendance officer.

Comments/ Clarifications:

There are six (6) content area teachers who have missed five (5) or more days due to illness, personal business, school business or professional development. Of those six, four (4) are math teachers, and two (2) are literacy teachers. One of those literacy teachers, a reading interventionist, has since resigned due to illness. Included with the number of students reading below grade level is also the percentage of students, which was determined by dividing the number of students below grade level by the number of students tested. The first quarter data is from the baseline data in September. In addition, math students performing below grade level was calculated by the same method as reading.

BHS has implemented nine Critical Reading classes, which is designed for students who are reading on a 4th-6th grade level to help bring those students up to grade level. Our math interventionist works daily with ninth and tenth grade students who are performing below grade level. In addition, students receive specific scheduled intervention based upon Instructional Planning Reports (IPRs) through both math and English classes at least once per week. At the end of the 2014-2015 school year, the average reading level for BHS was 7.0. However, due to the “summer slump” as well as the loss of last year’s graduating seniors and the gain of a new ninth grade cohort, the September STAR baseline report indicated a 6.7 Grade Equivalency (GE) as the new average for the high school. WE are still in the testing window and are working on make-up assessments for the month of October; however, preliminary results indicate a 6.8 GE, which is a slight improvement over the baseline data. Students in Critical Reading classes have also shown an improvement in the average reading level for those classes, which was 5.8 in September, and is currently 5.9.

In math, September baseline data indicated a school-wide average of 7.3, and preliminary results from the current October assessment shows a school-wide average of 7.5. For math, our interventionist is concentrating on Algebra I as the focal point to address the skills gaps affecting our students in this foundational subject. The interventionist, a high school math certified teacher, identifies students that are struggling in Algebra I through collaboration with the Algebra I teachers as well as analyzing the data from various sources, such as STAR data, previous grade-level assessments, and work habits that need to be addressed, to determine student needs and develop strategies to pull students to grade level, push grade-level and beyond students to growth and assist students in being successful and able to move to the next math level with confidence. A firm grasp in Algebra I curriculum leads to success in future math courses and preparing our students to be college and career ready.

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) (B/A) X 100 = C			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*			1st	2nd	3rd	4th
9	11	139	21				127	136			263	63	24%			
10	34	140	16				121	139			260	78	30%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: Overall, the number of students who scored Ds and Fs on the Unit 1 and Unit 2 exams were fairly consistent and produced somewhat of a bell curve. Many teachers report that students' scores improved drastically over the pre-assessment. One teacher expressed dismay that students who scored low on the first Unit assessment did so because they simply refused to work some of the word problems, which she knew they understood the formula for based upon the Multiple Choice items over the same concept (distance). Support for those students receiving D's and F's comes directed through teacher/parent-created Action Plans that address specific skills and needs on which the student needs to work. Those Action Plans are worked on with parents at Parent-Teacher Conferences and then shared with the students in class (for those students who do not attend with their parents). The plan serves as a living actionable guide for the teacher, parent and student to guide the student to improving skills necessary to reach the learning goals.

The instructional teams will analyze data, not only instructional but also anecdotal, to determine the root cause of the above situation and other similar situations that are occurring. One early possible conclusion is related to the students' ability to read and comprehend the information given in word problems, which would include mentally holding multiple pieces of data while avoiding distractions within each problem. Recent analysis of student performance on a common assessment in Geometry revealed the assessment was written far above average student lexile range. Through the use of a Looking at Student Work protocol for data analysis, it became evident that the students struggled more with reading the content of the assessment than they did with actual Geometry skills. In response to that data, the teachers are implementing reading strategies to support student decoding and comprehension as well as specific strategies for noted Geometry gaps. This cycle of inquiry will be continued in each content area: data brought to the table around the D's and F's, Analysis of the data and then strategies put in place to address what the data reveals. The strategies are then implemented and the results (data) will be reported back to the team, and the cycle will continue.

After we finish our parent teacher conferences on October 23rd, the instructional teams will also include information gleaned from the parents on issues they feel are exacerbating the situation, especially for those students with D's and F's.

The instructional teams will submit their data, findings and practices to the building core leadership team for additional support and learning.

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9 th	19	167	71				144	148			292	158	54%			
10 th	28	145	70				121	124			245	164	69%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: The percentage of students who made Ds or Fs on the first Unit test was much higher than those who made Ds or Fs on the second unit test. On the first 9th grade unit test, 73% of students made Ds or Fs; 70% of which were Failing grades on the assessment. On the second unit test, 57% of students made Ds or Fs, and only 23% were failing. On the first 10th grade unit test, 70% of students made Ds or Fs, of which 57% were Fs. On the second tenth grade unit test, 37% of students made Ds or Fs, of which 33% were Fs. The ELA PLC plans to focus on differentiated instruction and intervention strategies. The instructional facilitator will hold post-quarter data conferences with all ELA teachers and their team teachers and co-teachers over the next three weeks.

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? You may include a chart to describe your data.

The 2015 PARCC assessment data will be available on November 16, 2015.

To encourage independent reading and help improve reading scores, BHS implemented a Drop Everything and Read (DEAR) program last year. It was successful, and so we are continuing with the program this year. The chart below shows the growth in reading during the first quarter, according to Accelerated Reader.

1st Quarter 2013-2014 (before DEAR)	1,756.2 AR points	60.4% comprehension
1st Quarter 2014-2015 (first year of DEAR)	4,269.0 AR points	71.7% comprehension
1st Quarter 2015-2016 (second year of DEAR)	6,595.2 AR points	71.6% comprehension

As the chart above indicates, students are not only reading more books (which is how they get their AR points), comprehension on independent reading quizzes has improved since prior to implementation of the DEAR program. This also translates to a higher school-wide average reading level. At the end of May 2014, the average reading level for the high school was 5.8. At the end of May 2015, the average reading level was 7.0.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: COVENANT KEEPERS
SCHOOL: COVENANT KEEPERS CHARTER
SITE-BASED SIS:

SUPERINTENDENT: VALERIE TATUM
PRINCIPAL: VALERIE TATUM

EXTERNAL PROVIDER: APSRC

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY, JAMIE HOLIMAN

PRIORITY SCHOOL

45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

DRAFT

IMO Area: 1 (Change in Leader Practice)

ADE Recommendation: 1. The district and building leadership should establish work plans for the year and specific work products to produce with prepared agendas and the maintenance of official minutes of each meeting. 2. Meet monthly to review the progress of the school related to the ACSIP action steps. Revisions to the ACSIP would be appropriate if student level progress data is not reflecting specific and targeted support for improvement in trend data related to math and literacy for the SWD, ELL & African American populations. 3. Building and District administration and external provider should establish a means to track the progress of implementation of the curriculum, analyze the effectiveness of the curriculum on a quarterly basis based on student growth, analyze and develop a new Priority Improvement Plan or long term plan.

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10). (Next quarter)

Current reality of effective practice (Assess where we are):

Already in action:

Our school has already established a leadership team for the school that meets at least twice a month for at least an hour. We develop agendas and take notes for each meeting which are shared with our external provider for review and input. Each person in the leadership team has a role with assigned responsibilities and expected work products for the year.

Dr. Valerie Tatum- School Director/Superintendent

Responsibilities: Community Partnerships and Relations

Lori Clancy- Assistant Director

Responsibilities: Data, Standards, Teacher Observation and Feedback/Support, Professional Development

Champ Watson- Dean of Students
Responsibilities- Student Discipline, Transportation

Laurette Whipps- Lead Teacher/Literacy Coach
Responsibilities- Teacher Support, Literacy Integration

Jenna Jones- Test Coordinator/ACSIP Process Manager/ELL Coordinator
Responsibilities- NWEA formative assessment data, Indistar, ELL Support for teachers

Lenard Blocker-Dean of Student Affairs
Responsibilities- Student success, mentoring, parent contact

Marquita Hill- Finance/Registrar
Responsibilities- eSchool, Budget and Payroll, Federal Programs

We also have already established a team structure for our school, with the leadership team, instructional team, support staff team, student success team, and parent team (PALS: Parent Association- Leading and Serving). Each team has a specific purpose and works from agendas and minutes.

In progress:

The leadership team has established a teacher support cycle to serve as a conduit of communication to faculty and staff. With each leadership team member seeing each teacher/staff member on a 2-week cycle, This allows the leadership team to provide feedback to teachers on different areas of need, and also allows the leadership team to receive input from the faculty/staff. The leadership team has met with our external providers to review the yearly plan of service delivery and approved their plan for support. These plans will be reviewed by the leadership team twice monthly.

Quarterly Objective: The leadership team will serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The leadership team will establish a teacher support cycle, in which every member of the leadership team meets with every teacher every two weeks for support and guidance.	9/9/15	9/9/15	Lori Clancy	X		-Teacher support cycle establishing notes and emails -Notes from external provider for feedback
2. Each member of the leadership team will meet with each teacher every two weeks based on their area of expertise. This may involve classroom observations and feedback.	10/6/15	10/6/15	Lori Clancy	X		- shared Google Doc of meeting documentation
3. Each member of the leadership team will document their teacher meetings from the support cycle in a shared Google Doc, complete with recommendations and resources provided to the teacher.	10/6/15	10/6/15	Lori Clancy	X		- shared Google Doc of meeting documentation
4. Based on these meetings, the leadership team will determine professional development needs.	10/6/15	10/6/15	Lori Clancy	X		-evidence of professional development based on teacher needs

Include additional task lines as needed.

IMO Area: 1 (Change in Teacher Practice)

ADE Recommendation: 1. The Leadership Team should establish yearly learning goals utilizing student learning data; monitor and evaluate the school-level learning data at minimum twice per month in an effort to allow the data to drive instruction that leads to increased student achievement. 2. Instructional Teams should develop a work plan for common units with pre-and post-unit assessments so that student progress could be monitored in 7 to 15 day increments. 3. Instructional teams should review the data to identify re-teaching groups with an emphasis in planning for the next unit. 4. District and building leadership should provide PD needed in order to fully engage the students in pre-and post-unit assessments. Building Leadership should then monitor the past assessments to guide support efforts. 5. The Leadership Team and Instructional Teams should review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.) 6. Establish a focus and support plan to differentiate instruction which is specific to SWD, ELL & African American students given the minimal success that has been made with these TAGG sub-groups.

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members’ (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

APSRC’s instructional coach developed ZOOM documents (a curriculum alignment document) templates for our staff in May 2015. Teachers were given time to break down their curriculum by modules and make cross-curricular connections. Teachers received instruction on how to implement the GANAG lesson planning schema developed by Jane Pollock, which allows students to use the Marzano’s high yield strategies frequently in the classroom. Teachers received direct training from APSRC on how to better conduct pre- and post-tests on October 5 and will move forward with these strategies in the 2nd quarter. Teachers also received resources of where to pull questions for their pre- and

post-tests.

PLC meeting schedule- Teachers meet every other Monday to have data meetings based on formative assessments they have conducted with the students. They are also required to bring analysis sheets based on data.

Quarterly Objective: All teachers will conduct pre and post tests every two weeks.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers will receive initial and continual training in pedagogy and content delivery.	8/30/15	8/30/15	Lori Clancy	X		Notes from teacher boot camp and ongoing teacher PD/teacher support cycle notes
2. All teachers will receive initial and continual training in the GANAG lesson planning schema.	8/30/15	8/30/15	Lori Clancy	X		Notes from teacher boot camp and ongoing teacher PD/teacher support cycle notes
3. All teachers will receive training in conducting formative assessments (pre- and post tests) every 2 weeks.	8/30/15	8/30/15	Lori Clancy	X		Notes from formative assessment training
3. A PLC data team meeting will be scheduled every two weeks for the purpose of instructional teams conducting analysis and action planning based on data from formative assessments.	8/30/15	8/30/15	Lori Clancy	X		School calendar in the war room, notes/sign in sheets from data team meetings
4. Leadership team will find sources for questions for pre- and post-tests with the assistance of their external provider that are not teacher developed.	10/5/15	10/5/15	Lori Clancy	X		Notes from training with Susan Owens on pre-test/post-test question development

5. A data sheet will be developed for the purpose of teachers analyzing formative assessment data.	8/30/15	8/30/15	Laurette Whipps	X		Actual data sheet template/example completed data form
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DRAFT

IMO Area: 3 (Student Safety and Discipline)

ADE Recommendation:

Effective Practice within Category:
Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:
The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

Last year, the leadership team developed a schoolwide rituals and routines policy that the leadership team developed from the work of Harry Wong and Fred Jones. It was edited at the beginning of this school year. Teachers have to be monitored/trained to make sure they are consistently holding to the rituals and routines CK has set in place. If there is a discipline issue with a specific student, the discipline team, specifically the Dean of Student Affairs, works to repair the relationship between teacher and student.

We realized at the end of the last school year that we needed to have a consistent data tracking system for disciplinary issues so problems can be addressed promptly.

Quarterly Objective: Covenant Keepers will see a decrease in student demerits from August to October.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. The discipline team will develop an effective data tracking system for the purpose of recognizing patterns and addressing potential	8/5/15	8/5/15	Champ Watson	X		Photos of the data wall in Coach's office

issues related to student discipline referrals.						
2. Through the teacher support cycle, teachers will meet with the discipline team to address specific behavior issues in their class.	10/6/15	10/6/15	Champ Watson; Lenard Blocker	X		Notes from the teacher support cycle
3. Through the teacher support cycle, the discipline team will provide feedback to teachers about how to better communicate expectations to students.	10/6/15	10/6/15	Champ Watson; Lenard Blocker	X		Notes from the teacher support cycle
4. The leadership team will provide teachers with professional development on the mandatory school-wide rituals and routines policy and how to establish these routines in their classrooms.	8/30/15	8/30/15	Lori Clancy	X		-Classroom Management Guide -Notes from teacher boot camp

Include additional task lines as needed.

IMO Area: 4 (Parent and Community Engagement)

ADE Recommendation:

Effective Practice within Category:
Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
Covenant Keepers has a parent/student compact that is distributed to each incoming student and family. During each quarter, the school hosts a “5th Block” event that gives parents a glimpse into their child’s school day, and receive resources and tools for helping their child continue their learning at home.

Quarterly Objective: Covenant Keepers will establish a parent organization called PALS: Parent Association: Leading and Serving.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. An initial meeting will be held for parents interested in PALS (Parent Association: Leading and Serving).	8/17/15	8/17/15	Lenard Blocker	X		Notes from meeting
2. Invitations to join PALS will be distributed to parents before our 5th Block event for 1st quarter.	9/10/15	9/10/15	Lenard Blocker	X		Invitation
3. PALS will develop a list of initiatives for the school year	10/6/15	10/6/15	Lenard Blocker	X		List of initiatives

Include additional task lines as needed.

ADE Recommendation:

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

Current reality of effective practice (Assess where we are):

As Covenant Keepers is a middle school only, we do not have any students entering into college or the workforce immediately after leaving us, but they are continuing on to high school. Currently, we do not have a way to track their success after students leave us, but we see how this could be beneficial to making curricular decisions if students are showing difficulty in aspects of ELA, math, or science when students continue on to high school.

Quarterly Objective: Begin the preliminary steps for establishing a high school success tracking system for former students.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Collect the phone numbers of the surrounding high schools our students exit to.	10/6/15	10/6/15	Valerie Tatum	X		List of phone numbers
2. Host an initial meeting with Baker Kurrus, the superintendent of the Little Rock School District,	10/06/15	10/16/15	Valerie Tatum	X		Notes from meeting

Include additional task lines as needed.



PRINCIPAL'S REPORT FIRST QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

The district leadership team and the school leadership team are essentially the same, but from a district standpoint, the district leadership of Dr. Tatum supports the school leadership team by professionally developing them according to their specific needs. The district leadership of Dr. Tatum noticed there was an issue with communication between the school leadership team and the teachers, so the district proposed establishing the leadership team's Teacher Support Cycle. The leadership coach will work with Dr Tatum in supporting the team's development based on the scope of work submitted and approved by CK's administrative staff.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

-NWEA data breakdown- Learning Continuum

Teachers are trained in the use of NWEA's Learning Continuum, which allows teachers to see gaps in student learning based on NWEA test data in the areas of math, reading, and language. This can be used for differentiation in lesson planning and for specific interventions.

Our school also uses Reading Plus for reading support and Khan Academy for math interventions.

After school tutoring: Our school offers after school tutoring for students in need of additional support in reading and math.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Our leadership team has received the following support from our external provider:

-APSRC has provided the leadership team and the instructional team with professional development sessions. APSRC has developed a written plan of support services for this year and held a session where it was discussed and approved by the administrative staff. The plan will be shared with the entire leadership team and will be the basis of interventions for this year.

Susan Owens- Instructional Coach

- Professional development for teachers regarding resources available at aboveandbeyondthecore.com
- Engaging teachers and students in pre- and post-tests
- Training on student instructional strategies through interactive notebooks

Tina Smith- Leadership Coach

- Assists with ACSIP planning in Indistar
- Guides the leadership team in book studies
- Mentors the leadership team in best practices

APSRC also held their annual Fall Conference on September 29 with several professional development opportunities embedded within the conference, as well as opportunities for networking.

Covenant Keepers has a constant line of communication with APSRC that enhances our leadership capabilities and our school improvement efforts.

Our leadership team has received the following support from ADE:

- Members of the leadership team attended a training on ACSIP requirements for the year, delivered by LaDonna Spain on August 27.
- Dr. Robert Toney and other members of the SIS team (Tiah Frazier, Janie Hickman) visited the school on August 24 to give a brief overview of what the new 45 day plan would look like (still in draft format) and what the requirements would be for Priority Schools on Year 4.
- Dr. Robert Toney and Jamie Holiman visited with the leadership team on October 6 to determine the best time to come to the school regularly, and provided digital versions of the 45 day plan and Key Indicators guide.
- Rick Myrick and Dr. Toney offered assistance in the development of the 45 Day Plan for the first quarter, both on site at ADE and via telephone conversations.

What are the barriers, if any, in improving student outcomes?

- We do not have the resources we would like to have in order to implement high-impact interventions—specialists, tutors, technology for student use, etc.
- The physical, mental, and social-emotional health of many of our students is a barrier to their achievement.
 - Student attitudes and beliefs are another barrier. Years of poor achievement and inadequate support in elementary school leaves students with low expectations of themselves as they are stuck in a cycle of failure.

How is your leadership team monitoring student progress in the skill area of science?

Our students will take the NWEA MAP assessment for science 3 times a year and the data will be analyzed to make curricular changes based on student needs.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Every student participated in the NWEA MAP assessments in Math, Reading, and Language this fall. A data wall was created in our war room with each individual student having a card with their data on it. Dr. Sarah McKenzie at the Office of Educational Policy reviewed our data and created a document with goals for the winter and spring testing cycles, as well as detailed information on areas of student strengths and areas of need based on these test results. We respond to the results by training teachers how to use the NWEA MAP website to access their data and to use the Learning Continuum to develop differentiated instruction based on student needs.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The teacher support cycle has positively changed the way we communicate with teachers.

If anything, what do you intend to change or modify for the next quarter?

We plan to be more active in monitoring pre- and post-test data, both to make curricular decisions but also to make teacher professional development decisions.

Intensive, small group Tier 3 interventions for students who demonstrate need.

- Addition of a Principal who has a strong history of student interventions. This individual is well equipped to garner support services, partnerships, and resources matched to individual student needs.
- Modification of Plus Time to support concentrated, small-group remediation in a manner that makes best use of time, talent, and resources.

Making decisions based on student behavior data



SCHOOL LEADERSHIP TEAM'S REPORT FIRST QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2)

Grade	Number of students enrolled	Number of SWD enrolled as of	Number of EL students enrolled	Number of students with 5 or more	Number of students who have been absent 10 or more days
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Level					October 1 st per grade level	as of October 1 st per grade level	referrals				(20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
6	47				2	15	3				2			
7	56				0	19	16				0			
8	67				6	21	16				0			

Comments/ Clarifications:

Breakdown of referrals:

6th Grade: 2 African American males, 1 Latino male

7th Grade: 8 African American males, 8 African American females

8th Grade: 4 African American males, 10 African American females, 2 Latino males

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by Fall NWEA MAP Assessments in Math August 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by Fall NWEA MAP Assessments in Reading August 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
6	1 math/ social studies teacher				n/a	n/a	18		n/a	n/a	15	
7	1 ELA teacher						24				18	
8	0						31				25	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

DRAFT



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: OSCEOLA #1

SCHOOL: OSCEOLA HIGH SCHOOL

STATUS: PRIORITY

SITE-BASED SIS: TOSHIBA PUGH

EXTERNAL PROVIDER: GENERATION READY, ARKANSAS LEADERSHIP ACADEMY

ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY, WENDY ALLEN

SUPERINTENDENT: MICHAEL COX

PRINCIPAL: TIFFANY MORGAN

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

We currently have a leadership team that includes our principal, instructional facilitators, community liaison and lead teachers from each department as well as input from our student leadership team. We meet twice a month for about an hour and have an agenda that is created within Indistar by the principal and the SIS. Our purpose is to improve our communication from district administrators to all stakeholders about school performance data and aggregated classroom observation data.

Teacher instructional teams (PLC) meet weekly to communicate information from the district and campus leadership meetings, analyze performance and classroom data and use it to drive instruction. Although some teachers/departments meet to plan according to our common focus, we feel there is a need to improve upon the alignment in certain areas.

The management team has been established and consists of three veteran teachers and our media specialist. This team will manage all non-academic entities that lend themselves to the culture and climate of our campus. We feel that including district alumni on this team will greatly enhance the effectiveness of this team's purpose.

Our students, teachers and motivated parents (S.T.A.M. P.) committee meet monthly with our district parent coordinator and the campus community liaison. We currently need to develop a common communication structure that will incorporate our family and community stakeholders into our current process.

Quarterly Objective: Form a leadership team and establish a common team structure.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Establish a Leadership Team	09/09/15	10/15/15	Tiffany Morgan - principal	X		On September 9, 2015 the principal created established the structure for the leadership team
2. Create agendas in Indistar	09/09/15	10/15/15	Toshiba Pugh - SIS	X		On September 9, 2015 the SIS created agendas and team minutes in Indistar
3. Establish a structure for all teams	10/15/15	10/15/15	Tiffany Morgan - principal			Agendas and team minutes disclose meeting times, dates, and members present as well as items to be discussed

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

Math

In 2 of the 4 math disciplines, post-tests have been utilized to assess mastery of common core math standards. In Algebra I and Algebra II, post-tests are used to differentiate and re-teach based on student mastery of the standards. In Geometry and Pre-Cal/Trig, the teacher resigned and was replaced with a new teacher and no assessments have taken place as of yet. The leadership team is providing ongoing support to fill the gaps that this situation has caused for our students.

Literacy

All grade levels have administered at least 1 unit post-test. The results of the post-test are analyzed and the data is used to restructure the instruction either by extending the standards taught in a current unit or by re-teaching the non-mastered portion of the standards.

Quarterly Objective: Monitor student mastery using post-tests.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Administer post-tests in all math disciplines	10/15/15	10/15/15	Toshiba Pugh - SIS			Post-test samples and student data
2. Administer post-tests in literacy classes	10/15/15	10/15/15	Cyndy Henderson - Literacy Coach			Post-test samples and student data
3. Use post-test results to drive instruction	10/15/15	10/15/15	Tiffany Morgan - Principal Toshiba Pugh - SIS Cyndy Henderson - Literacy Coach			Post-test samples, student data and lesson plans

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation:

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

The school leadership team was proactive in this area for the 2015-2016 school year by providing intense back to school professional development for all staff. The school utilized the newly awarded SIG 1003g funds to provide supplemental training in the areas of engaging lesson planning, classroom rules and procedures, school wide expectations and research based instructional strategies. The faculty and staff were involved in the development of the discipline management plan along with behavior intervention guides. A part time behavior interventionist was hired to work with students at risk. Each teacher established rituals and routines within the classroom that is consistent with a learning atmosphere. These routines and procedures were taught throughout the first week of school and follow up is provided as needed. Each teacher was held accountable to teach the campus and classroom plans to all students. Osceola High School observed each teacher consistently teaching the rules and procedures in their classroom. Each teacher is currently responsible to consistently enforce the agreed upon rules and regulations.

Currently, the goal is to be consistent with rules and procedures to continue to build on the excellent foundation set forth at the beginning of the year. Current reality is some teachers continue to struggle with enforcing consistent classroom procedures. Principal, Dean of students, Academic coaches and external providers continue to work with these teachers to help build better learning environments.

Quarterly Objective: Decrease student behavior infractions.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Provide Back to school PD for teachers.	08/10/2015	08/14/2015	Toshiba Pugh, Cyndy Henderson, Tiffany Morgan, Terri Davis, Shantele Raper			Sign in sheets, student work during first week of school, teacher lesson plans, back to school presentation materials.
2. Follow up training with behavior interventionist and teachers.	9/01/2015	12/19/2015	Roy Pugh, Shantele Raper, Tiffany Morgan, Bill Estell			Meeting minutes with behavior interventionist, copies of intervention plan, decrease in student behavior
3. All students with 4 or more behavior infractions will be placed on a behavior intervention plan.	9/15/2015	10/15/2015	Candace Jernigan, Roy Pugh, Allan Teague, Tiffany Morgan, Bill Estell			Behavior Plans

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT**ADE Recommendation:****Effective Practice within Category:**

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

The Title I program has reviewed and refined the current parent compact which outlines how parents, school staff, and students can be a part of the academic achievement of Osceola High School. The compact currently describes how the school and parents can work together to help students achieve the state’s standards. In addition, Osceola High School utilizes a full-time community liaison along with the parent coordinator to coordinate these activities. The weakness of this area is the common vision and goals for parental and community support. The Osceola High School has a supportive group of parents, much like the elementary schools, but common meetings are minimal. Examples of positive involvement is the abundance of business and industry support from the City of Osceola, American Greetings, DENSO corporation, Arkansas Northeastern College and other small businesses. However, the facilitation of these stakeholders is sporadic in meeting the specific objective for our students.

Quarterly Objective:

To establish an organized engagement plan for family and community.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Develop common communication structure for family and community.	10/02/2015	11/15/2015	Melissa Calvert			Completed communication plan.
2. Plan one career advisement meeting with business and industry.	10/18/2015	11/20/2015	Shantele Raper			Sign in sheets, meeting notes and copy of newspaper notification.

3.Submit monthly public relations to social media, local newspaper and website to highlight parent and community collaboration.	08/19/2015	10/15/2015	Melissa Calvert			monthly newspaper articles, social media evidence and website review.
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IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:
Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Osceola High School has a strong career and technical program and provides a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success with follow up completer reports. The current transition from middle level takes place in the Career Orientation classroom with a 9th grade step up day in the spring. Currently the middle level counselor is attending Career Development Facilitator training to aid the high school in the process. In addition, the high school currently utilizes four additional certified Career Development Facilitators (Stefanie Lewallen, OHS counselor, Melissa Aldridge, ANC Career Coach, Lauren Meeks, ANC Career Coach and Shantele Raper, CTE coordinator who is a Global Career Development Facilitator Instructor) In addition, the high school has access to a current CDF participant Jeremy Cooper, the Career Readiness instructor from ANC. Through this team, along with the Career Technical Educators (A. Landry, A. James, N. Weintz, S.

Simeon, S. Cooper, and B. Ivey) the students have access to career programs of study that go above the minimum requirements. Current programs of students include, Theatre Performance, JROTC, Business Management and Finance, Entrepreneurship, Family and Consumer Science, Pre-Engineering Computerized Integrated Manufacturing, EAST Lab and Digital Communications. Our current weakness is the loss of our agricultural instructor and our need to transition to a skilled and technical program to utilize our well stocked shop. Another positive component within this area is the success of the Career Readiness Certification with a high number of students assessing and passing the CRC.

Quarterly Objective: Increase the number of students with the status of “completer” in a program of study.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. 4-6 year plans are reviewed and revised in 10th grade	10/05/2015	10/16/2015	Melissa Aldridge			Copies of 4-6 year plans
2. College and career data will be prepared to share with career advisement committee	10/18/2015	10/20/2015	Shantele Raper			Copy of data
3. Completer reports are submitted to Crowley’s Ridge Educational Coop	10/05/2015	10/16/2015	S. Lewallen			Copy of report will be maintained at school level

PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or **NO** (*Please circle*)
If yes, what support have you received from the district?

The District Leadership Team is an integral component of our success. The district has provided external suppliers to provide support in meeting the school's needs. For example, a district representative will be present at CLT meetings.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Only 36% of Osceola High School students are reading on grade level. OHS Leadership Team used our MAP and STAR data in literacy to create several groups of "critical reading" classes that meet every day to address gaps in reading instruction. Our focus is more on "Learning to read and not reading to learn."

In math we are using MAP, TLI and classroom grades to address achievement gaps. These gaps are addressed during our Early Start and After-school math support using one to one meeting.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

OHS is receiving external support from Arkansas Leadership Academy, Generation Ready, and ADE. Our providers are assisting in data analysis (including classroom walkthroughs, classroom observations, TLI, MAP, classroom grades, student and staff attendance.)

What are the barriers, if any, in improving student outcomes?

Student factors include: Low expectations, low self-esteem, inappropriate classroom behaviors, and student reading and performing below grade level.

Organizational Structures include: unshared vision among staff, high teacher turnover.

Instructional factors include: lack of differentiation, loss of effective instructional time, inconsistency of high quality instruction

External factors include: low socioeconomics, lack of parental support, negative community perception

Organizational culture factors: negative atmosphere among staff, lack of ability to accept constructive criticism

Curriculum factors: teachers out of subject area, new curriculum district wide

How is your leadership team monitoring student progress in the skill area of science?

OHS science department is working in collaboration with our local CoOp with the Next Generation Standards.

Science teachers were provided with an additional summer inservice to include the same rigorous expectations as the math and literacy teachers. CCSS for SS, Science and Technical subjects were embedded into the science teachers lesson planning process. The math academic coach has an extensive background in science to provide further support. In addition, the 9th grade math teacher has been allowed to work on science standard revisions, which further helps with integrated instruction.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

Our Leadership team monitors student progress through MAP, TLI, STAR, and classroom grades. In analyzing classroom grades it was discovered that a high level of students were failing math classes. With that information a plan was developed to offer ALL students two opportunities for math support. Early start was adjusted to not only accommodate students needing credit recovery but to “tutor” students in math. The student teacher ratio is low.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

Currently the School Leadership Team is working on an intervention plan as directed by the District Leadership Team. The Osceola High School leadership developed a template to create an intervention plan, which includes assessing our current reality to determine what we are currently doing for interventions and what are we going to do. The next step was to identify specifically what we are going to do and how we are going to measure it. In addition, grade level teams have been asked to identify which students who will participate, the targets and expectations. Also, the superintendent has asked for teachers to identify barriers. Another meaningful action the CLT team has developed is the student incentive program which will be provided by the School Improvement Grant. The team created a rubric which included attendance, behavior, punctuality, AR points, participation in school organizations, and community service. Students will be provided interim incentives throughout the year. Upon completion of the school year, the top 20 students will attend an enrichment trip which includes a service learning component.

If anything, what do you intend to change or modify for the next quarter?

During the second nine weeks, we are making scheduling changes to adjust class sizes in our Virtual Arkansas math classes.
We will be employing an instructional interventionist to assist in math and literacy.
We will be employing a position to cover the vacant agri teacher.



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
9th	90				11	0	0					2			
10th	89				10	0	0					1			
11th	81				11	0	0					1			
12th	87				10	0	0					4			

Comments/ Clarifications:

Three students in 12th grade (not included in total) are incarcerated. One 12th grade student (not included) was coded incorrectly and should have been home bound.

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ MAP _____ / _____ 8 / _____ 2015 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ MAP _____ / _____ 8 / _____ 2015 (Month Determined)	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
9	0						50				53	
10	0						56				55	
11	0						33				29	
12	0						28				25	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9	0	90	46				90				90	43	48%			
10	3	89	39				89				89	26	29%			
11	1	80	34				80	80	80		240	75	31%			
12	7	86	37				86	86			172	47	27%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level <i>(A)</i>	Total number of students with D or F on unit tests in ELA this quarter <i>(B)</i>	Percent of students with D or F on any unit tests in ELA <i>(C)</i> <i>(B/A) X 100 = C</i>			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
9	0	90	39				90	90	90		270	111	41%			
10	0	89	30				89	89			178	67	38%			
11	1	80	28				80	80			160	55	34%			
12	0	86	15				86	86			172	82	48%			
<i>Example</i>							100	90	95	N/A	285	57	20%			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe*

Currently, the OHS library has circulated twice as many books as in previous years at this time in the school year. There has been an increase in students taking and passing AR tests thus indicating that we have an increase in readers.



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: OSCEOLA
SCHOOL: OSCEOLA STEM ACADEMY
STATUS: PRIORITY
SITE-BASED SIS: CHARLES WEBSTER
EXTERNAL PROVIDER: GENERATION READY
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY/JAMIE HOLIMAN

SUPERINTENDENT: MIKE COX
PRINCIPAL: CHRISTEL SMITH

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE

ADE Recommendation:

Effective Practice within Category:
Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):
Osceola School district Leadership team addresses district and school team structures and expectations in their policy. Osceola School District has a District Leadership team (DLT) who serves as a conduit to bring ideas, suggestions and concerns back to the Campus Leadership team.
Osceola Stem Academy has a team structure that consists of a Campus leadership team, Grade Level teams, Response to Intervention team, and lead teachers for each grade. The Campus leadership team (CLT) also serves as the School Improvement team. The CLT is comprised of the principal, Instructional facilitators, teachers and one parent. The CLT relays the information from the District Leadership team to the Lead teacher of each grade. Stem CLT teams meets twice a month and they help to assist the principal in developing, reviewing and revising the campus improvement plan for the purpose of improving student performance. This team has responsibilities such as:

- **Monitor student performance**
- **Collaborates with the external providers with analyzing data and identifies root causes which lead to relevant Professional development.**
- **Participates in decision-making with curriculum, planning, PD, and establishing and reviewing school goals**
- **Identifies problem areas and offer suggestions for improvement.**

The CLT acts as the liaison to the lead teachers who conveys accurate information to their grade level team. The Grade level team meets once a week during Professional Learning Communities (PLC) meetings. Stem also has a parent group called S.T.A.M.P. that meets once a month to discuss school decisions or issues and they volunteers on campus.

Quarterly Objective: To develop a leadership team with structure that shares a common vision.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Principal conducts CLT meeting the following day after DLT meets.	09/10/15	10/15/15	Principal	X		Meeting Agenda and minutes in Indistar
2. Principal attends DLT monthly and share back information to CLT	09/09/15	10/19/15	Principal	X		Meeting Agenda and minutes in Indistar
3. CLT and ALA team meets twice a month to discuss student performance, instruction, and strategies or next steps.	09/01/15	10/15/15	Principal Crystal Watson Toni Arnold	X		Meeting Agenda and minutes

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE
ADE Recommendation:
Effective Practice within Category: Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)
Description of full implementation of the Effective Practice and/or Recommendation: The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04). The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).
Current reality of effective practice (Assess where we are): Current reality of effective practice (Assess where we are): Osceola STEM Academy is utilizing Engage NY as their curriculum for both Literacy and Math. This curriculum decision was made late July and units are included within the curriculum. Due to time constraints and very little teacher professional development on Engage NY, I decided to use the first 3 weeks on core proficiencies in Literacy as a focus for Module I. Literacy This core proficiency unit was a 3-week unit at each grade level that provided direct instruction on a set of literacy proficiencies that focused on close reading.

At the 6 week period, Teachers used the Engage NY mid-level assessment as a formative assessment to see what the students knew. This information was used to determine if prerequisite skills needed to be taught or how much time was spent on each standard. At the end of the quarter, these same skills were assessed on the TLI Module 1 and we will compare the data and progress monitor these deficiencies through intervention or reteach.

Math

At the 6 week period, Teachers used the Engage NY mid-level assessment as a formative assessment to see what the students knew. This information was used to determine if prerequisite skills needed to be taught or how much time was spent on each standard. At the end of the quarter, these same skills were assessed on the TLI Module 1 and we will compare the data and progress monitor these deficiencies through intervention or reteach.

Quarterly Objective: Progress Monitor student mastery using mid-assessment and post-tests (TLI Module).

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Administer Engage NY Mid-Level Assessment	9/10/15	09/21/15	Teachers	X		Complete Mid-Level Assessment
2.Administer TLI Module I Test	09/3/15	10/15/15	Teachers	X		Copy of TLI Module 1 Test results
2. Analyze Progress Monitor and present data to Content Area Department Team	10/15/15	11/18/15	Toni Arnold Literacy Instructional Facilitator			Copy of Progress Monitoring Chart

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation:

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIIC10).

Current reality of effective practice (Assess where we are):

According to last year data, we concluded that the lack of rules and procedures and inconsistently enforcing them caused an environment that was NOT always conducive to learning.

This year, Osceola Stem Academy implemented campus-wide rules and procedures for all classrooms. ALL teachers modeled and practiced the rules and procedures the first 3 weeks of school. There was a professional development on STEM “6-step discipline system” whereas teachers were trained on how to enforce the consequences. This Discipline system is consistently used in every classroom. The Principal analyzed the data from both walkthroughs and discipline referrals and determined that there was a need for a more intense Professional development on classroom managed behavior vs office managed behavior. During the six week period, I conducted this PD and have been monitoring teacher’s classroom management on a daily basis.

Quarterly Objective: Decrease disruptive behaviors and office referrals.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Teachers practice rules and procedues daily.	8/17/15	9/7/15	Toni Arnold Literacy Instructional Facilitator Crystal Watson Math Instructional Facilitator	X		Documented on Lesson plans
2. Principal Conducts a PD on classroom management	10/02/15	10/06/15	Christel Smith Principal	X		Copy of PLC agenda and sign-in sheet
3. Principal conducts walkthroughs with emphasize on Management	09/3/15	10/15/15	Christel Smith Principal	X		Documentation of Walkthrough forms

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:
 Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:
 No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):
The Title I program has reviewed and refined the current parent compact which outlines how parents, school staff, and students can be a part of the academic achievement of Osceola STEM Academy. The compact currently describes how the school and parent can work together to help students achieve the state standards. Osceola STEM Academy utilizes a full-time community liaison along with the parent coordinator to coordinate these activities. The weakness of this area is the common vision and goals for parental and community support. Osceola STEM Academy has a supportive group of parents, much like the elementary schools, but common meetings are minimal. Examples of positive involvement is the abundance of business and industry support from the City of Osceola, American Greeting, DENSO Corporation, Arkansas Northeastern College and other small businesses. However, the facilitation of these stakeholders is sporadic in meeting the specific objective for our students.

Quarterly Objective: To establish an organized collaborative plan for family and community.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Plan to Develop a common communication structure for family and community	10/12/15	11/3/15	Archie Thomas Parent community Liaison Katie Stokes Stem Parent Facilitator	X		Develop STAMP guidelines and schedule meeting dates. Copy of contact list
2. Plan one career advisement meeting with business and industry	10/11/15	11/18/15	Jenifer Lewis Gateway Technology Teacher Christel Smith Principal	X		Copy of Plan

3. Develop a plan to Submit monthly public relations to social media, local newspaper and website to highlight parent and community collaboration.	10/05/15	11/18/15	Archie Thomas Parent community Liaison Christel Smith Principal			Newspaper clipping, Copy of events on websites, meeting agendas and minutes.
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IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

Osceola STEM Academy has a strong career and technical program and provides a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success with follow up complete reports. The current transition from middle level takes place in the Career Orientation class with a 9th grade step up day in the spring. During this transition day, students are exposed the variety of programs of study at the high school. Currently the middle level counselor is attending Career Development Facilitator training to aid the high school in the process.

Osceola STEM Counselor has a comprehensive school counseling program to address the academic, personal/social and career needs of all our students. She enters into classrooms monthly and performs guidance activities with all students. Currently the middle level counselor is attending Career Development Facilitator training to become certified in the 20 competencies of career development in order to aid the students in a comprehensive school counseling program to address the academic, personal/soivial and career needs of all students. The counselor participates in classroom instruction monthly and performs guidance activities for with all students. Osceola STEM Academy requires all students to take 4 years of Pre-Engineering program of study and provides 4 years of technology, which includes Career Development. In addition, Osceola STEM Academy provides an introductory course to Family and Consumer Science. The middle level students are exposed to exploratory instruction to align interest with career electives at the high school, which include career programs of study which go above the minimum requirements. Current high school programs of study include, Pre-Engineering Computerized Integrated Manufacturing, Theatre Performance, JROTC, Business Management and Finance, Entrepreneurship, Family and Consumer Science, EAST Lab and Digital Communications. Osceola STEM Academy has access to a career coach who is also certified as a Career Development Facilitator. The career coach works with students on career plans, college and career information and exploration of scholarship information.

Quarterly Objective: Increase student prerequisite skills, exposure or interest with career at the High School.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Students begin self-awareness process to create 4-6 year plans.	9/22/00	10/15/15	Teresa Day Smith Career Teacher	X		Copies of self-awareness activities sheet.
2. College and career data will be prepared to share with the community career advisement committee.	10/03/15	10/29/15	Shantele Raper Director of Federal Programs	X		Copy of data form distributed to advisory committee. Advisory committee sign-in sheet and agenda.
4. Counselor conducts workshops in classrooms monthly.	09/14/15	10/22/15	Kinsey Williams Counselor	X		Counselor Monthly Calendar of classroom schedule



ARKANSAS
DEPARTMENT
OF EDUCATION

PRINCIPAL'S REPORT 1st QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)
If yes, what support have you received from the district?

The DLT meets once a week and each principal brings data from their campus to share with the team. The team collaboratively discusses the current reality of our data and the resources available to assist with our needs. The superintendent discusses the reports from the external providers and wants to know if their service is helping with our concerns. My administration is a help both resourcefully and professionally.

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

Every student at STEM receives a total of 100 instructional minutes in both Literacy and Math. Each student has a 50 minutes block in the morning and afternoon for both subject areas. There was a MAP and DRA assessment administered in early September. Due to the testing data and the huge achievement gap, the leadership team met and we structured the afternoon session by making it very specific to differentiated instructions with small group. The 50 minute afternoon session will be more intense intervention and individualized to meet their needs. Also, we are utilizing Reciprocal reading and language acquisition strategies across the curriculum to help fill these deficiencies areas. We are also utilizing more MDC strategies in math to provide a more hands-on, project learning based approach.

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

Stem is receiving support from Generation Ready, ADE SIS Team, Internal SIS and the Arkansas Leadership Academy. Generation Ready provide support in Literacy by modeling reciprocal reading strategies and conducting PLC meeting relevant to our need areas. In both math and literacy, the providers meet with teachers after each observation to reflectively discuss what they've seen both positive and negatively. The math consultant also meets weekly with the instructional facilitator to review lesson plans and discuss strategies to address these deficiencies area.

Internal SIS

The SIS shadows me weekly as I do walkthrough and have attended both PLC's and after-school faculty meeting. Mr. Webster and I sit down after my observations and meetings and debrief. He allows me to reflect about my school and provide suggestions that would help lift some of the load off of me as a principal. We have discussed the lack of proper supervision in the cafeteria in first 15 minutes

of school, classroom management issues in new teacher's classrooms, and managing my time effectively as the leader.

ADE SIS Team

Dr. Toney has helped a lot with explaining the transition from Ascip to Indistar for the 2015-15 school year. Dr. Toney also explained the structure of the SIS meetings and the 45 day plan criteria.

What are the barriers, if any, in improving student outcomes?

Lack of differentiated instruction

Student disruptive behavior

Inconsistency in High expectations for ALL students

How is your leadership team monitoring student progress in the skill area of science?

We are looking at data from the TLI module results and well as the students' progress documented on each teachers progress monitoring chart. The teachers are assessing the students informally and documenting this data on their progress monitoring chart weekly.

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

My leadership team is monitoring student progress in the skills of reading and writing through DRA, Dibels (running record reports in reading), MAP, reciprocal reading strategies, and progress monitoring the mastery of standards taught in each module or unit.

We are encouraging math teachers to utilize more manipulatives and use a more project-based approach to help students use more critical thinking skills.

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

The Root and cause analysis of STEM and thoroughly discussing our needs and what will be our next steps. Making these critical decisions based on data and teachers input.

If anything, what do you intend to change or modify for the next quarter?

More specific and structured Intervention and full implementation of reciprocal reading strategies and language acquisition strategies in all content areas.



SCHOOL LEADERSHIP TEAM'S REPORT 1st QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)				
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th	
5 th	85				11	3	3					0			
6 th	103				7	1	3					1			
7 th	94				8	1	4					0			
8th	94				15	0	0					0			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ NWEA Map _____ Sept 2015		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ NWEA Map _____ Sept 2015		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ NWEA Map _____ Sept 2015		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ NWEA Map _____ Sept 2015	
	1st	2nd	3rd	4th	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter	1st Quarter	4th Quarter
5 th	12%				81					69		
6 th	12%						95				83	
7 th	0%						83				86	
8 th	0%						82				75	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*



ARKANSAS
DEPARTMENT
OF EDUCATION

DISTRICT: WEST MEMPHIS
SCHOOL: WONDER JR HIGH SCHOOL
STATUS: PRIORITY
SITE-BASED SIS:

SUPERINTENDENT: JON COLLINS
PRINCIPAL: DR. PALMER QUARRELS

EXTERNAL PROVIDER: E2E SCHOOL IMPROVEMENT SPECIALISTS
ADE SCHOOL IMPROVEMENT SPECIALIST TEAM: DR. ROBERT TONEY/JAMIE HOLIMAN

PRIORITY SCHOOL 45-DAY PLAN REPORT

FIRST QUARTER

2015-2016 School Year

10/02/2015

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE**ADE Recommendation:****Effective Practice within Category:**

Establishing a team structure with specific duties and time for instructional planning (ID01, ID04, ID07)

Description of full implementation of the Effective Practice and/or Recommendation:

District policy specifies the team structure for all schools which include a description of the teams' purposes and how they are constituted. New school leaders are apprised of this expectation and how the effectiveness of teams is determined. A common team structure for a school consists of (but not limited to) a Leadership Team (consisting of principal and teacher leaders), teacher Instructional Teams (teaching common subject area or grade level), student team (a diverse group of student leaders), management team (campus administrators and other personnel as needed) and a School Community Council (with a majority of members being parents (ID01). Each team has a specific purpose and scheduled time to meet and works from agendas and minutes (ID04).

The Leadership Team meets at least twice a month in regularly scheduled meetings of at least an hour (ID07). They serve as a conduit of communication to the faculty and staff in a way that enables the Leadership Team to receive input from the faculty and staff (ID08). The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development (ID10).

Current reality of effective practice (Assess where we are):

Wonder Jr. High has developed and is implementing the following team structures:

The Administrative Leadership Team consisting of principal, instructional coaches, parent coordinator, technology specialist, media specialist, interventionist, and school counselor serves as a conduit of communication to the faculty and staff. The team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. The Leadership Team meets weekly for 1 ½ hours and analyzes school performance data and aggregated classroom observation data. The team uses data to make decisions about school improvement and professional development needs. Current teams maintain meeting agendas and minutes.

Teachers are organized into grade level or subject area Instructional Teams. Instructional Teams utilize PLC meetings to develop and

refine units of instruction and review student learning data.

English Language Arts – daily

Math – daily

AVID/Freshman Seminar = 3 times a week

The School Leadership team is comprised of administrative leadership team members and department chairs. The team meets twice a month following faculty meetings.

The Student Leadership team will consist of 4 freshmen, 4 - 8th grade students, and 4 - 7th grade students. The team will meet monthly.

Current teams maintain meeting agendas and minutes.

Quarterly Objective:

Develop, implement, and begin monitoring a team structure for full faculty participation in Instructional Planning meetings focused on analyzing and utilizing school performance/observational data to improve instruction.

Tasks	Target Date	Completion Date	Person Assigned	Met	Not Met	Evidence of Completion
1. Revise current team structure to include Instructional Planning Teams (all faculty) and a School Community Council (majority members being parents).	08/21/15	08/21/15	Dr. Quarrels	x		Outline of Leadership Team and Instructional Team Structure
2. Determine calendar of dates for Leadership Team and Instructional Team Meeting Dates – calendar will be developed to ensure school performance data discussed in Leadership Team meetings can be shared the following week with Instructional Teams.	08/28/15	08/28/15	Dr. Quarrels	x		Team meeting dates

3. Develop bylaws for each Instructional teams that include scheduled time of meetings and agenda/minute protocols.	09/04/15	09/04/15	Dr. Quarrels	x		Bylaws
4. Share team structures with District Leadership Team and determine how structure will be included in district policy	9/30/15	09/30/15	Dr. Quarrels	x		Agenda and Minutes in District Indistar

IMO AREA 1-CHANGE IN TEACHER AND LEADER PRACTICE**ADE Recommendation:****Effective Practice within Category:**

Engaging teachers in assessing and monitoring student mastery (IIB02, IIB04)

Description of full implementation of the Effective Practice and/or Recommendation:

The Instructional Teams develop instructional units based on the curriculum standards and the local curriculum document. This unit typically encompasses three to six weeks of work and includes pre-/post tests administered at two to three week intervals (IIB01). The pre-test and post-test assess the same learning objectives and inform the Instructional Team members' (teachers) plans for differentiated instruction within the unit and/or re-teaching as necessary following the unit (IIB04).

The Instructional Team reviews the results of the pre- and post-tests and uses the information to guide efforts to assure that every student masters the instructional standards taught in the instructional unit (IIB03). The Instructional Team also uses the results from the pre-/post-test analysis to plan for professional development, inform subsequent instructional unit plans and/or make adjustments to the curriculum (IIB02, IIB05).

Current reality of effective practice (Assess where we are):

The math department conducts weekly informal pre-assessment driven by grade level standards to create the instructional pacing for the week. The informal assessment is performed through written, verbal, or by an activity that allows students to demonstrate their prior knowledge of standards. In addition, the math teachers administer a weekly written post-test after instruction has been taught using the gradual release of responsibility model.

Literacy teachers utilize a pre-assessment of reading, writing, and language standards prior to the teaching of each of the four instructional modules. The standards that are included on the pre-tests include the standards that will be tested on the TLI summative exam that is given at the end of each module.

Quarterly Objective:

Develop and administer a minimum of two unit post-tests for Literacy and Math. Determine a long-range plan for 2nd quarter unit pre- and post- tests in Literacy and Math.

Indicator / Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Math teachers will map a standard long range plan for	08/19/15	08/19/15	Kisa Morman	x		Module 1 Long Range Plan

Module 1 which includes weekly assessment						
2. Math teachers will administer grade level equivalent pre-test to identify gaps in prerequisite skills – data will be used to develop Skills curriculum	08/28/15	08/28/15	Sondra Bray	x		Student Work
3. Unit pre/post test requirements will be shared with math and literacy teachers	08/24/15	08/24/15	Stephanie Hale	x		Common Planning Minutes
4. Literacy teachers will administer a language and reading pre-test that covers 1 st quarter standards	08/28/15	08/28/15	Kim Brown	x		Student Work
5. Math and literacy teachers will include assessments in 2 to 3 week intervals and apply dates for pre/post assessments in their Module 2 long range plan	09/30/15	10/01/15	Kim Brown	x		Module 2 Long Range Plan

IMO AREA 3-STUDENT SAFETY AND DISCIPLINE

ADE Recommendation:

Effective Practice within Category:

Expecting and monitoring sound classroom management (IIC10)

Description of full implementation of the Effective Practice and/or Recommendation:

The faculty and staff develop a discipline management plan that guides student behavior throughout the school. Each teacher establishes rituals and routines within the classroom that produces an atmosphere conducive to learning. Each teacher consistently teaches the campus and classroom plans to all students. Each teacher consistently teaches the rules and procedures in their classroom. Each teacher consistently enforces the agreed upon rules and regulations (IIC10).

Current reality of effective practice (Assess where we are):

The Student Handbook addresses Student Code of Conduct, which includes school offenses and consequences. Each parent and student at Wonder Jr. High signs a student handbook card acknowledging that they have read and understand everything in the student handbook. During the 2014-15 school year, a school wide PGP goal was developed for 2d - Managing student behavior. All teachers teach classroom rules during the first week of school.

Quarterly Objective: Provide professional development on school PGP goal and ensure teachers establish/teach classroom routines and procedures.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Provide Professional Development on Classroom Management - focus on development of rituals and routines	08/13/15	08/13/15	K. McGruder	x		Agenda and Teacher Sign-in sheets
2. All teachers teach classroom rules, rituals and routines during the first week of school	08/17/15	08/21/15	V. Scaife	x		Teacher lesson plans
3. Leadership team will conduct focus walks to ensure all teachers post classroom rules	08/21/15	08/21/15	Chloe Cox	x		Minutes in Indistar
4. Faculty will review school wide PGP goal	9/16/15	09/16/15	Palmer Quarrels	x		Faculty Mtg Agenda, Faculty PGPs

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT

ADE Recommendation:

Effective Practice within Category:

Defining the purpose, policies, and practices of a school community (IVA01)

Description of full implementation of the Effective Practice and/or Recommendation:

No Child Left Behind stipulates that each school in the Title I program develop an agreement, or “compact,” that outlines how parents, school staff, and students will share responsibility for improving academic achievement. Compacts describe how the school and parents can work together to help students achieve the state’s standards.

Current reality of effective practice (Assess where we are):

As of August 17, 2015, the parent compact from the previous school year will be revised, in conjunction with parents, faculty, and students.

Quarterly Objective:

Revise parent/staff/student compact and ensure all stakeholders have received a copy.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Annual Title 1 meeting will be held inviting parents to inform them of their rights. Parents will be allowed the opportunity to review and revise the compact. Agenda, sign In sheets, & revisions to compact will be evidence of completion of this task.	09/01/15	09/01/15	Sandra White	x		Agenda and Sign In Sheets
2. Parent facilitator and coordinator will work on updates to the parent, student, and school staff compact	09/9/15	09/09/15	Sandra White	x		Revised Compact

after meeting with parents during Title I meeting. The compact will be shared with the school's faculty and sent home with students when they receive their progress reports on Sept. 18, 2015.						
3. A Blackboard Connect phone call will be made to inform parents of information being sent home. The updated compact will be shared with Wonder Jr. high school faculty in after school meeting.	09/18/15	09/18/15	Sandra White	x		Blackboard Connect Call Log
4. At the Freshman Parent Involvement Meeting, the parent facilitator will work to collect any compacts that the students did not return.	9/21/15	09/21/15	Sandra White	x		Agenda and Signed Compacts
5. Homeroom teachers will turn in a list of students that do not return forms. Teachers will individualize calls to parents of students that did not return their signed parental compact.	9/23/15	09/23/15	Sandra White	x		List of Students by Homeroom

IMO AREA 4-FAMILY AND COMMUNITY ENGAGEMENT**ADE Recommendation:****Effective Practice within Category:**

Post-Secondary School Options (VA01)

The school has a guidance plan that includes options for students as they plan their college and career opportunities. The school routinely tracks their recent graduates' success at the next level as they pursue their college and career goals.

ADE will monitor the following:

- The guidance plan
- The process of tracking recent graduates

Current reality of effective practice (Assess where we are):

All 9th grade students are required to take Freshman Seminar/AVID. Through this course students are exposed to the three academies and programs of study that are available on the high school campus or at Arkansas State Mid-South campus. This course also links programs of study to careers. Students take interest inventories that may aid in their program of study choice. During freshman orientation, the 10th grade counselor speaks to parents and students about AWM expectations. AWM showcases their programs of study by having an Academy Fair for 9th grade students. Leading up to pre-registration, students take a tour to ASU-MidSouth to observe the programs offered on their campus. Parent meetings are held to inform parents of the registration process and course offerings. During pre-registration, the 10th grade counselor reviews the registration and course offering book with all 9th grade students in a classroom setting. The 10th grade school counselor meets one-on-one with each 9th grade students to select course for the upcoming school year.

Currently, the Wonder Jr. High Freshman Planning Team meet weekly to discuss high school preparedness and interventions for 9th graders.

Quarterly Objective: Provide focused professional development on college and career readiness to key leaders on Freshman Planning Team.

Tasks	Target Date	Completion Date	Person assigned	Met	Not Met	Evidence of Completion
1. Freshman Seminar teacher will attend the Academies model at the	09/30/15	09/30/15	Melissa Smith	x		Registration Documentation

Academies of Nashville study visit.						
2. School Counselor will attend the ACT College Readiness Workshop to learn more about available programs focused on college and career readiness	10/08/15	10/08/15	Quintina Sullivan	x		Certificate of Workshop Completion
3. AVID district director training will be provided to ensure fidelity to program implementation	10/6/15 – 10/9/15	10/09/15	Dr. Palmer Quarrels	x		AVID Letter of Certification



PRINCIPAL'S REPORT _1st___ QUARTER

Has there been a meeting with the District Leadership Team to review the school's needs and progress? **YES** or NO (Please circle)
If yes, what support have you received from the district?

- District Leadership Team assessed indicators related to liaison support and district policy for team structures
- District Liaison attended school Leadership Team Meeting

Please describe the interventions your school is utilizing specific to closing the achievement gap (Focus) or for improving the outcomes for students basic and below basic (Priority). (Do not include general school wide efforts.)

- Math and Literacy Interventionists provide individual and small group interventions twice a week – STAR data is used for identification and progress monitoring

What support(s) have you or your team received from the external provider, internal SIS, and the ADE SIS Team?

- External Provider:
 - Assisted with ADE Priority school required documentation (45-Day Plan, Indistar, Needs Assessment, Weekly Report)
 - Facilitated (when needed) and supported Leadership Team Meetings
 - Facilitated review of school data in all IMO AREAS - collaborated with school leaders to develop Needs Assessment
 - Assisted with Indistar processes
 - Developed CWT observation tool, assisted with observation calibration, and provided weekly observation results
 - Conducted classroom observations and provided instructional feedback to math, literacy, and science teachers
 - Provided job- embedded professional development through modeling and co-teaching in math, literacy, and science classrooms
- ADE SIS has provided:
 - Met with leadership team to discuss the changes with priority school requirements for the 2015 - 2016

- Provided instructions and guidance for preparing submission of 45-day plan

What are the barriers, if any, in improving student outcomes?

- Students' prerequisite skills in reading – conversations will be addressed with District Leadership during 2nd quarter

How is your leadership team monitoring student progress in the skill area of science?

- TLI data reports are discussed in team meetings and areas of weakness are addressed
- Unit pre and post tests will be developed by science teachers and monitored by Leadership Team in the upcoming quarter – this will increase frequency of data reviews and provide greater opportunities for differentiation

How is your leadership team monitoring student progress in the skill areas of math, reading, writing? How are you responding to the results?

- Student performance data review dates are scheduled on 2015-16 Leadership Team Calendar
- STAR screening assessment windows have been scheduled for math and literacy - STAR results are used to identify students for individualized and small group interventions
- Leadership team members have analyzed school wide data related to all IMO areas to and have determined school needs
- Needs assessment has been used to guide discussions and decisions that are focused on increased interventions and support for reading
- Interim assessment writing scores were analyzed – professional development on utilizing ACT Aspire rubrics will be provided to ELA teachers
- Interim assessment data was analyzed, weak standards/skills were identified, and remediation and support will be provided to student in Math Skills class

What have been the most meaningful decisions and actions made by the School Leadership Team this quarter as documented in the minutes?

- Instructional team structure was revised to include all faculty in Instructional Teams
- Master schedule revisions were made to support Instructional Teams

- Leadership Team members were assigned as liaisons to Instructional Teams – Liaisons provide instructional support based analysis of school performance and observational data
- Instructional calendar was developed for the school year – calendar includes dates for review of school performance data and instructional team meeting dates
- Plan for providing reading interventions to identified 9th grade students was developed and will be implemented 2nd quarter

If anything, what do you intend to change or modify for the next quarter?

- Reading Intervention/Support for identified 9th grade students will be implemented - Leadership Team will monitor progress of implementation
- Social Studies curriculum alignment will be reviewed and updated
- Science teachers will begin development of pre/post tests – Data will be monitored by Leadership Team
- Professional development will be provided to ELA teachers to ensure consistency of scoring student writing
- Literacy, Math, and Science will chart and display progress on the unit pre/post tests throughout 2nd quarter



SCHOOL LEADERSHIP TEAM’S REPORT __1st__ QUARTER

STUDENT/ TEACHER DATA by Quarter (IMO AREA 2-STUDENT PROGRESS AND ACHIEVEMENT)

Grade Level	Number of students enrolled				Number of SWD enrolled as of October 1 st per grade level	Number of EL students enrolled as of October 1 st per grade level	Number of students with 5 or more referrals				Number of students who have been absent 10 or more days (20% absence rate)			
	1st	2nd	3rd	4th			1st	2nd	3rd	4th	1st	2nd	3rd	4th
7	133				17	0	0				4			
8	149				11	0	0				0			
9	140				14	0	0				4			

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

Grade Level	Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days (10%)				Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in Math as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in Math as determined by _____ STAR _____ Sept 1 - 15 (Month Determined)		Number of <i>ELEMENTARY</i> students that are 2 or more years below grade placement in ELA as determined by _____ / _____ (Month Determined)		Number of <i>SECONDARY</i> students that are 3 or more years below grade placement in ELA as determined by _____ STAR _____ Sept 1 - 15 (Month Determined)		
													1st
7	0%						23					44	
8	13%						40					59	
9	14%						42					75	

Comments/ Clarifications:

LEADERSHIP TEAM REPORT CONTINUED

MATH DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed Math the previous year	Number of students enrolled this quarter	Number of students with D or F in Math class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in Math this quarter (B)	Percent of students with D or F on any unit tests in Math (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
7	16	133	56				121	113			234	110	47%			
8	8	149	62				137	112			249	190	76%			
9	9	140	54				112				112	51	46%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: The number of 7th and 8th grade students receiving a D or F for current quarter reflects students taking 2 Math classes (Grade Level Math and Math Skills).

LEADERSHIP TEAM REPORT CONTINUED

ELA DATA by Quarter for Grades 3 - 10

Grade Level	Number of students that failed ELA the previous year	Number of students enrolled this quarter	Number of students with D or F in ELA class per quarter 2015-2016				Number of students assessed on each post-unit assessment for the current quarter				Total number of students assessed on the post-unit tests for each grade level (A)	Total number of students with D or F on unit tests in ELA this quarter (B)	Percent of students with D or F on any unit tests in ELA (C) $(B/A) \times 100 = C$			
			1st	2nd	3rd	4th	Unit 1	Unit 2	Unit 3	Unit 4*	1st	2nd	3rd	4th		
7	11	133	64				131	131			262	65	25%			
8	17	149	36				136	129			265	135	51%			
9	16	140	36				119	96			215	86	40%			
Example							100	90	95	N/A	285	57	20%			

Comments/ Clarifications: The number of 7th and 8th grade students receiving a D or F for current quarter reflects students taking 2 literacy classes (English and Language Arts).

LEADERSHIP TEAM REPORT CONTINUED

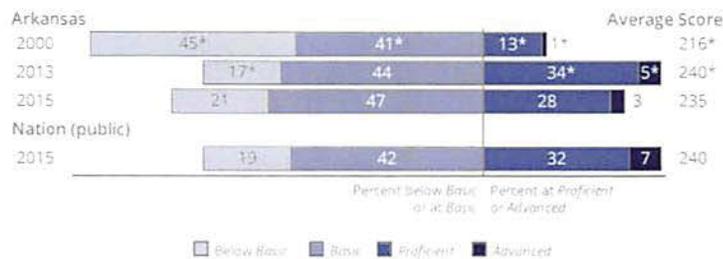
(Optional)

Do you have other data sources that support and/or identify that you are making gains in student outcomes (For example: Interim assessments such as ACT Aspire, TLI, etc.)? *You may include a chart to describe your data.*

Overall Results

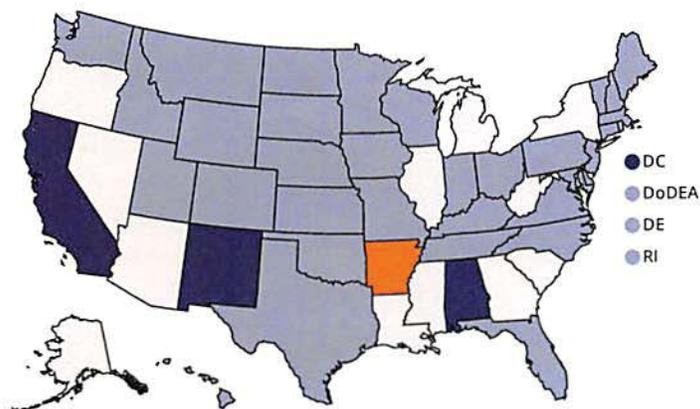
- In 2015, the average score of fourth-grade students in Arkansas was 235. This was lower than the average score of 240 for public school students in the nation.
- The average score for students in Arkansas in 2015 (235) was lower than their average score in 2013 (240) and was higher than their average score in 2000 (216).
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 32 percent in 2015. This percentage was smaller than that in 2013 (39 percent) and was greater than that in 2000 (14 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 79 percent in 2015. This percentage was smaller than that in 2013 (83 percent) and was greater than that in 2000 (55 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.
NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2015 to Other States/Jurisdictions

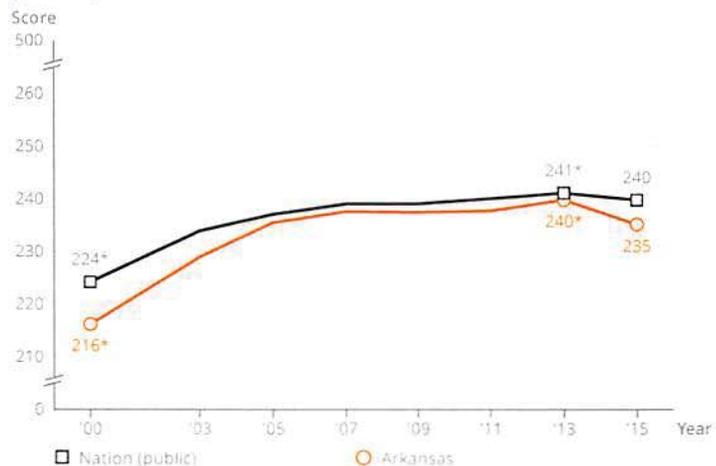


In 2015, the average score in Arkansas (235) was

- lower than those in 35 states/jurisdictions
- higher than those in 4 states/jurisdictions
- not significantly different from those in 12 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2015. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2015

Reporting Groups	Percentage of students	Avg. of score	Percentage at or above Basic	Percentage at or above Proficient	Percentage at or above Advanced
Race/Ethnicity					
White	64	240	84	38	4
Black	21	221	61	15	#
Hispanic	11	231	75	25	1
Asian	2	‡	‡	‡	‡
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	50	235	78	33	4
Female	50	235	80	31	3
National School Lunch Program					
Eligible	67	230	73	25	2
Not eligible	33	246	90	46	6

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

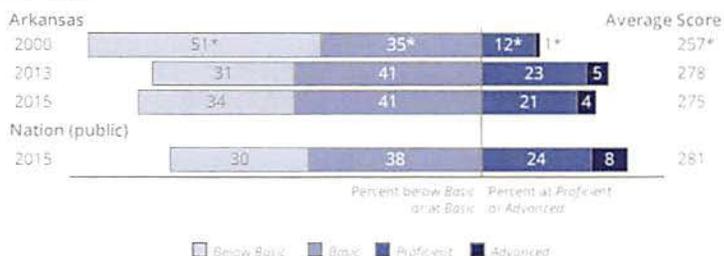
Score Gaps for Student Groups

- In 2015, Black students had an average score that was 19 points lower than that for White students. This performance gap was narrower than that in 2000 (31 points).
- In 2015, Hispanic students had an average score that was 10 points lower than that for White students. Data are not reported for Hispanic students in 2000, because reporting standards were not met.
- In 2015, male students in Arkansas had an average score that was not significantly different from that for female students.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 16 points lower than that for students who were not eligible. This performance gap was narrower than that in 2000 (23 points).

Overall Results

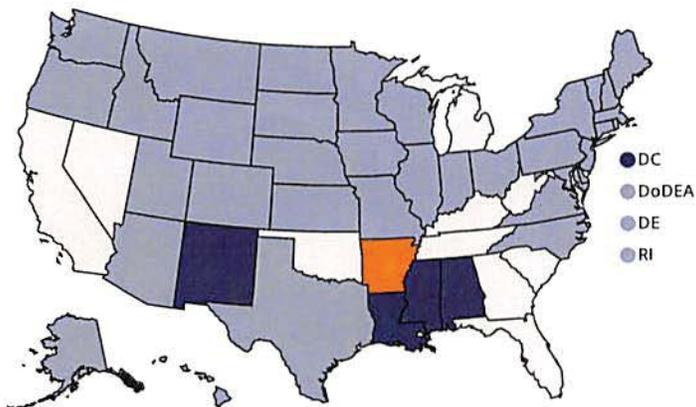
- In 2015, the average score of eighth-grade students in Arkansas was 275. This was lower than the average score of 281 for public school students in the nation.
- The average score for students in Arkansas in 2015 (275) was not significantly different from their average score in 2013 (278) and was higher than their average score in 2000 (257).
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 25 percent in 2015. This percentage was not significantly different from that in 2013 (28 percent) and was greater than that in 2000 (13 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 66 percent in 2015. This percentage was not significantly different from that in 2013 (69 percent) and was greater than that in 2000 (49 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.
NOTE: Detail may not sum to totals because of rounding.

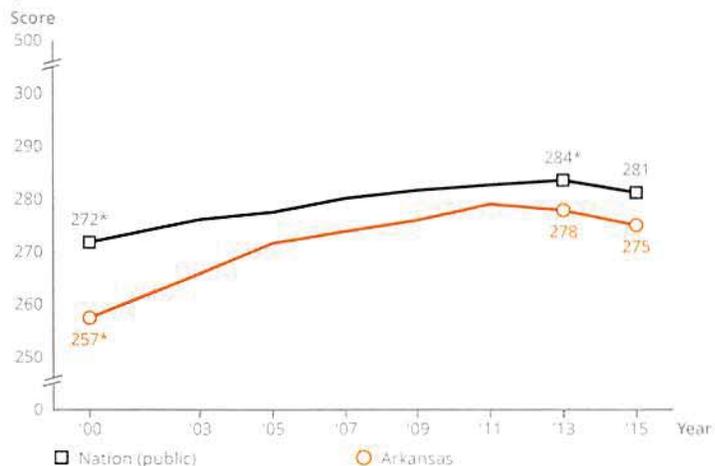
Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Arkansas (275) was
 lower than those in 36 states/jurisdictions
 higher than those in 5 states/jurisdictions
 not significantly different from those in 10 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2015. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2015

Reporting Groups	Percentage of students	Avg. score	Percentage at or above Basic	Percentage at Proficient	Percentage at Advanced
Race/Ethnicity					
White	63	283	75	31	5
Black	22	255	42	10	1
Hispanic	11	269	60	18	1
Asian	2	†	†	†	†
American Indian/Alaska Native	1	†	†	†	†
Native Hawaiian/Pacific Islander	1	†	†	†	†
Two or more races	1	†	†	†	†
Gender					
Male	51	275	65	26	4
Female	49	275	67	24	3
National School Lunch Program					
Eligible	60	266	55	16	2
Not eligible	39	289	82	38	7

† Reporting standards not met.
NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

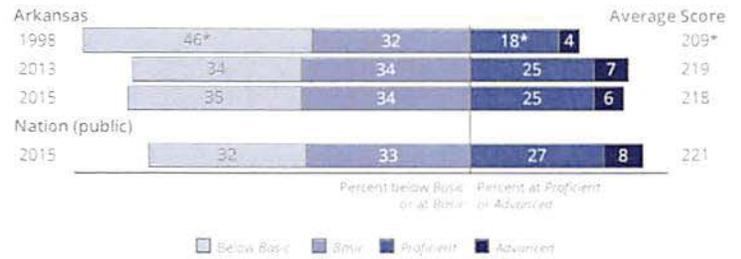
Score Gaps for Student Groups

- In 2015, Black students had an average score that was 27 points lower than that for White students. This performance gap was narrower than that in 2000 (41 points).
- In 2015, Hispanic students had an average score that was 14 points lower than that for White students. Data are not reported for Hispanic students in 2000, because reporting standards were not met.
- In 2015, male students in Arkansas had an average score that was not significantly different from that for female students.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 23 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 2000 (25 points).

Overall Results

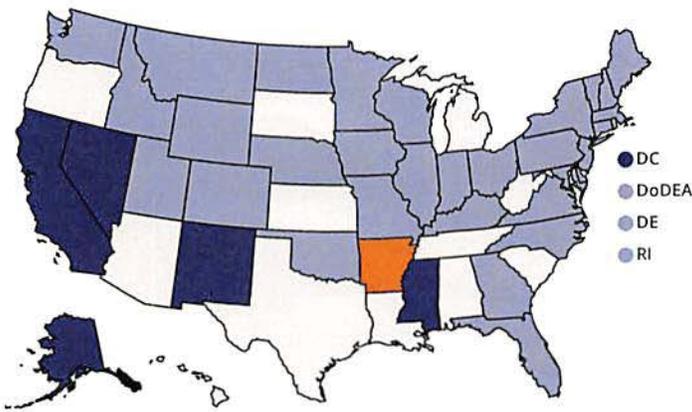
- In 2015, the average score of fourth-grade students in Arkansas was 218. This was lower than the average score of 221 for public school students in the nation.
- The average score for students in Arkansas in 2015 (218) was not significantly different from their average score in 2013 (219) and was higher than their average score in 1998 (209).
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 32 percent in 2015. This percentage was not significantly different from that in 2013 (32 percent) and was greater than that in 1998 (23 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 65 percent in 2015. This percentage was not significantly different from that in 2013 (66 percent) and was greater than that in 1998 (54 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2015. Significance tests were performed using unrounded numbers.
NOTE: Detail may not sum to totals because of rounding.

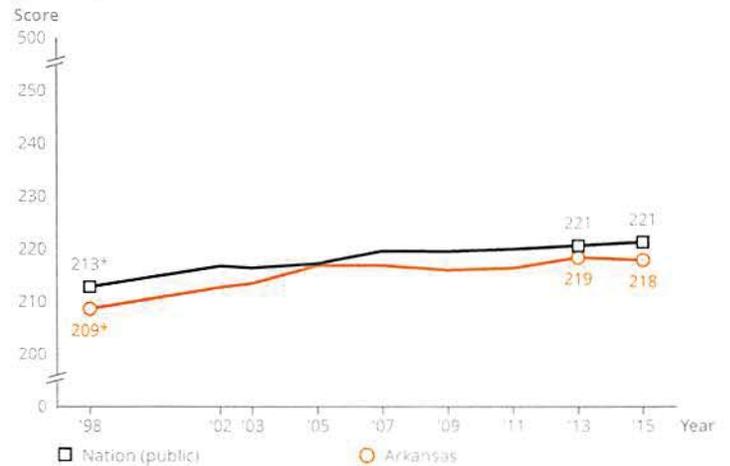
Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Arkansas (218) was
 lower than those in 33 states/jurisdictions
 higher than those in 6 states/jurisdictions
 not significantly different from those in 12 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2015. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2015

Reporting Groups	Percentage of students	Avg. score	Percentage at or above Basic	Percentage at Proficient	Percentage at Advanced
Race/Ethnicity					
White	64	224	72	37	8
Black	21	202	47	17	2
Hispanic	12	210	58	23	3
Asian	2	‡	‡	‡	‡
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	50	213	60	28	5
Female	50	223	70	35	7
National School Lunch Program					
Eligible	68	211	57	24	3
Not eligible	32	233	81	48	12

Rounds to zero.
 ‡ Reporting standards not met.
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

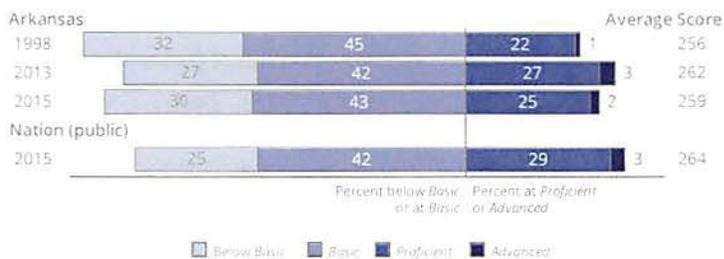
Score Gaps for Student Groups

- In 2015, Black students had an average score that was 22 points lower than that for White students. This performance gap was narrower than that in 1998 (32 points).
- In 2015, Hispanic students had an average score that was 14 points lower than that for White students. Data are not reported for Hispanic students in 1998, because reporting standards were not met.
- In 2015, female students in Arkansas had an average score that was higher than that for male students by 10 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 22 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 1998 (25 points).

Overall Results

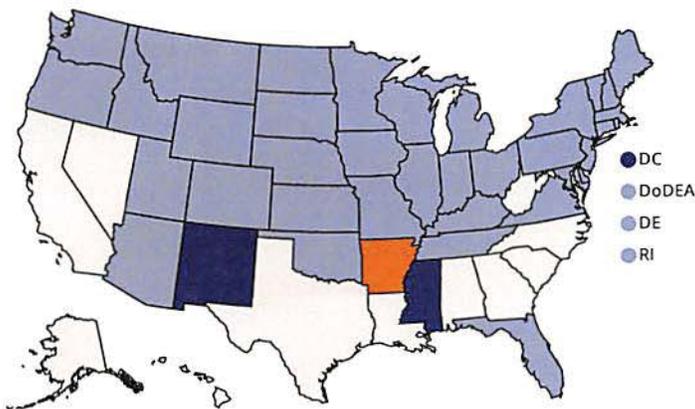
- In 2015, the average score of eighth-grade students in Arkansas was 259. This was lower than the average score of 264 for public school students in the nation.
- The average score for students in Arkansas in 2015 (259) was not significantly different from their average score in 2013 (262) and in 1998 (256).
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 27 percent in 2015. This percentage was not significantly different from that in 2013 (30 percent) and in 1998 (23 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 70 percent in 2015. This percentage was not significantly different from that in 2013 (73 percent) and in 1998 (68 percent).

Achievement-Level Percentages and Average Score Results



NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2015 to Other States/Jurisdictions

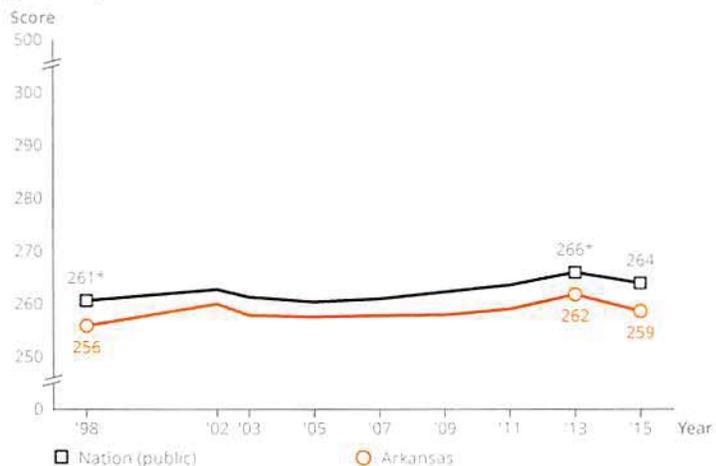


In 2015, the average score in Arkansas (259) was

- lower than those in 37 states/jurisdictions
- higher than those in 3 states/jurisdictions
- not significantly different from those in 11 states/jurisdictions

DoDEA = Department of Defense Education Activity (overseas and domestic schools)

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2015. Significance tests were performed using unrounded numbers.

Results for Student Groups in 2015

Reporting Groups	Percentage of students	Avg. of score	Percentage at or above Basic	Percentage at Proficient	Percentage at Advanced
Race/Ethnicity					
White	63	266	78	33	3
Black	22	238	47	8	#
Hispanic	10	255	68	21	2
Asian	2	‡	‡	‡	‡
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or more races	1	‡	‡	‡	‡
Gender					
Male	51	252	63	21	1
Female	49	265	78	32	3
National School Lunch Program					
Eligible	60	250	61	17	1
Not eligible	39	273	85	42	4

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2015, Black students had an average score that was 28 points lower than that for White students. This performance gap was not significantly different from that in 1998 (29 points).
- In 2015, Hispanic students had an average score that was 11 points lower than that for White students. Data are not reported for Hispanic students in 1998, because reporting standards were not met.
- In 2015, female students in Arkansas had an average score that was higher than that for male students by 13 points.
- In 2015, students who were eligible for free/reduced-price school lunch, an indicator of low family income, had an average score that was 23 points lower than that for students who were not eligible. This performance gap was not significantly different from that in 1998 (21 points).

Average scores and score-point changes between 2013 and 2015 for public school students, by state/jurisdiction								
Jurisdiction	Mathematics Grade 4		Reading Grade 4		Mathematics Grade 8		Reading Grade 8	
	2015	'15-'13	2015	'15-'13	2015	'15-'13	2015	'15-'13
National Public	240	-1	221	+1	281	-2	264	-2
Alabama	231	-2	217	-2	267	-3	259	+1
Alaska	236	0	213	+3	280	-1	260	-1
Arizona	238	-3	215	+2	283	+3	263	+2
Arkansas	235	-5	218	0	275	-3	259	-3
California	232	-2	213	0	275	-1	259	-3
Colorado	242	-5	224	-3	286	-4	268	-3
Connecticut	240	-3	229	-1	284	-1	273	-1
Delaware	239	-4	224	-2	280	-3	263	-3
District of Columbia	231	+3	212	+7	263	-2	248	0
Florida	243	+1	227	0	275	-6	263	-2
Georgia	236	-4	222	0	279	0	262	-2
Hawaii	238	-5	215	0	279	-2	257	-3
Idaho	239	-2	222	+2	284	-3	269	-2
Illinois	237	-2	222	+3	282	-3	267	0
Indiana	248	-1	227	+2	287	-1	268	+1
Iowa	243	-2	224	0	286	+1	268	-1
Kansas	241	-5	221	-2	284	-6	267	0
Kentucky	242	0	228	+4	278	-3	268	-2
Louisiana	234	+3	216	+6	268	-4	255	-2
Maine	242	-4	224	-1	285	-4	268	-1
Maryland	239	-6	223	-9	283	-3	268	-6
Massachusetts	251	-2	235	+3	297	-4	274	-3
Michigan	236	-1	216	-1	278	-2	264	-1
Minnesota	250	-4	223	-4	294	0	270	-1
Mississippi	234	+3	214	+6	271	-1	252	-1
Missouri	239	-1	223	0	281	-2	267	0
Montana	241	-2	225	+2	287	-2	270	-2
Nebraska	244	+1	227	+3	286	+1	269	0
Nevada	234	-2	214	+1	275	-3	259	-2
New Hampshire	249	-4	232	0	294	-1	275	0
New Jersey	245	-1	229	+1	293	-3	271	-6
New Mexico	231	-2	207	+1	271	-2	253	-3
New York	237	-4	223	-1	280	-2	263	-3
North Carolina	244	-1	226	+4	281	-4	261	-4
North Dakota	245	-2	225	+1	288	-2	267	-1
Ohio	244	-2	225	+1	285	-4	266	-3
Oklahoma	240	+1	222	+5	275	-1	263	+1
Oregon	238	-2	220	+1	283	-1	268	-1
Pennsylvania	243	-1	227	0	284	-6	269	-3
Rhode Island	238	-3	225	+3	281	-3	265	-2
South Carolina	237	0	218	+4	276	-4	260	-1
South Dakota	240	-1	220	+3	285	-3	267	-1
Tennessee	241	+1	219	-1	278	0	265	-1
Texas	244	+2	218	+1	284	-4	261	-3
Utah	243	0	226	+3	286	+2	269	-1
Vermont	243	-5	230	+2	290	-5	274	0
Virginia	247	0	229	0	288	0	267	-1
Washington	245	-1	226	+1	287	-3	267	-5
West Virginia	235	-2	216	+2	271	-3	260	+3
Wisconsin	243	-1	223	+3	289	0	270	+2
Wyoming	247	0	228	+2	287	-1	269	-2
Department of defense schools	248	+3	234	+2	291	0	277	0

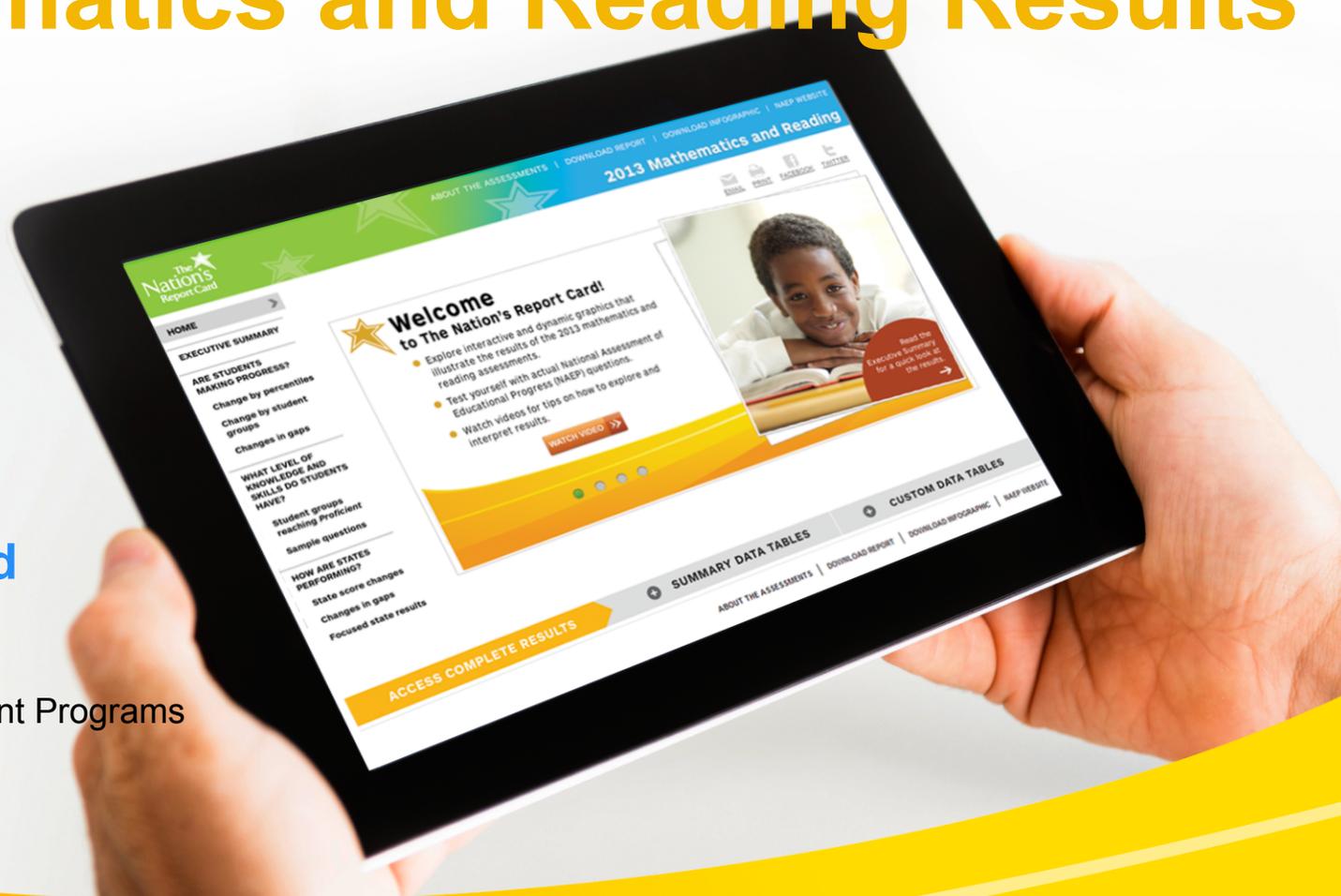
Score in 2015 is significantly lower than in 2013.

Score in 2015 is significantly higher than in 2013.

NOTE: The NAEP mathematics and reading scales range from 0–500. Score differences are calculated based on differences between unrounded average scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics and Reading Assessments.

2015 NAEP Mathematics and Reading Results



Dr. Pamela Byrd

Arkansas NAEP and
International Assessment Programs
October 28, 2015

NAEP 2015 Grade 4 and Grade 8

What is NAEP?

- NAEP stands for The National Assessment of Educational Progress or is commonly known as *The Nation's Report Card*.
- NAEP was authorized 46 years ago by Congress.
- It is designed to create a reliable way of determining areas of strengths and weaknesses in the American school system.
- Results available for:
 - Nation
 - 50 states, the District of Columbia, and the Department of Defense school system

The Purpose of NAEP

- Measures student performance nationally and reports changes over time
- Provides results for the nation
- Allows comparisons between individual states and the nation
- Policymakers use NAEP results along with state test results and other indicators to help them evaluate current policies and consider policy changes to improve student achievement in AR schools
- (Low Stakes-There are no Arkansas district/charter, school, or student level results)

2015 NAEP Assessments

Administered January – March 2015

National Samples:

- 268,700 fourth-graders
- 264,400 eighth-graders

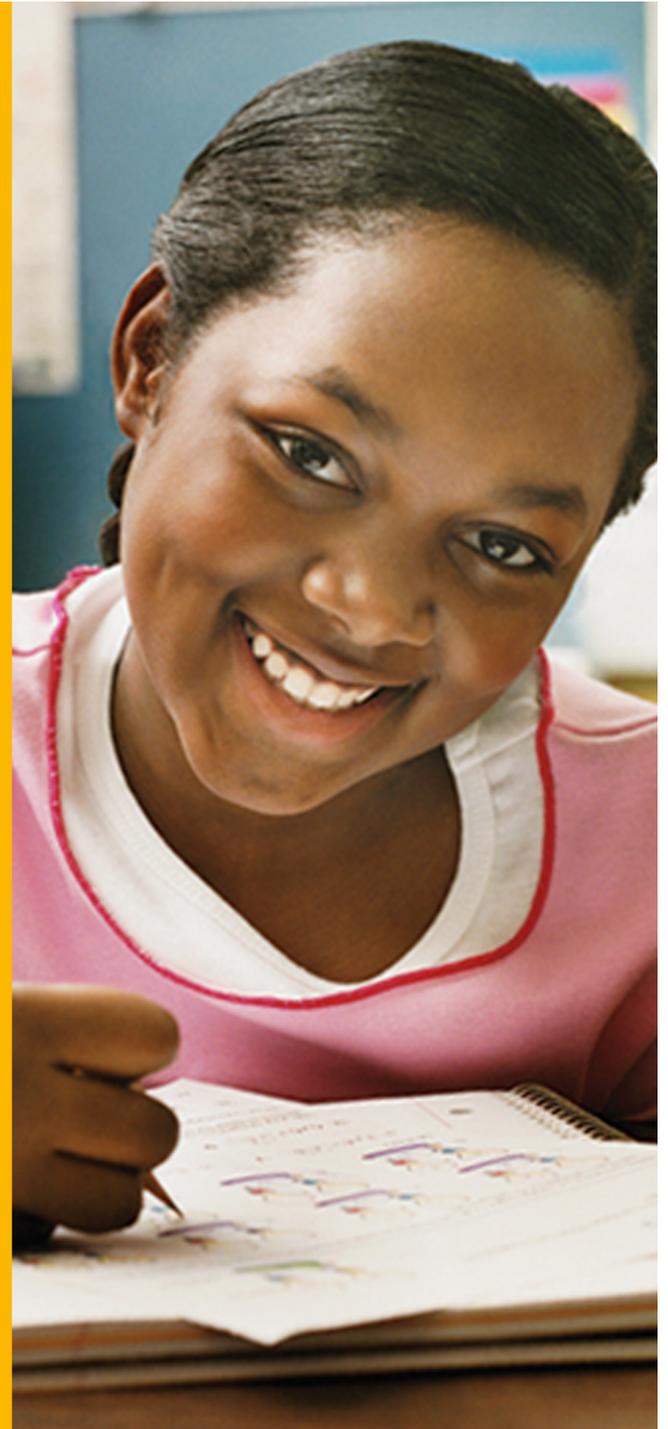
Arkansas Samples:

- 230 schools
- 4,300 fourth-graders
- 4,600 eighth-graders

Performance reported as:

- Average scale scores (0–500 scale)
- Achievement levels (*Basic, Proficient, Advanced*)

MATHEMATICS



4th Grade Arkansas Mathematics

- Arkansas 4th grade math students scored significantly lower in 2015 declining from (240) in 2013 to (235) in 2015.
- Arkansas 4th grade Black (221) and White students (240) scored significantly lower than the National Public Black (224) and White (248) students in math.
- Arkansas Hispanic students scored (231) which is the same as the National Public (230).

8th Grade Arkansas Mathematics

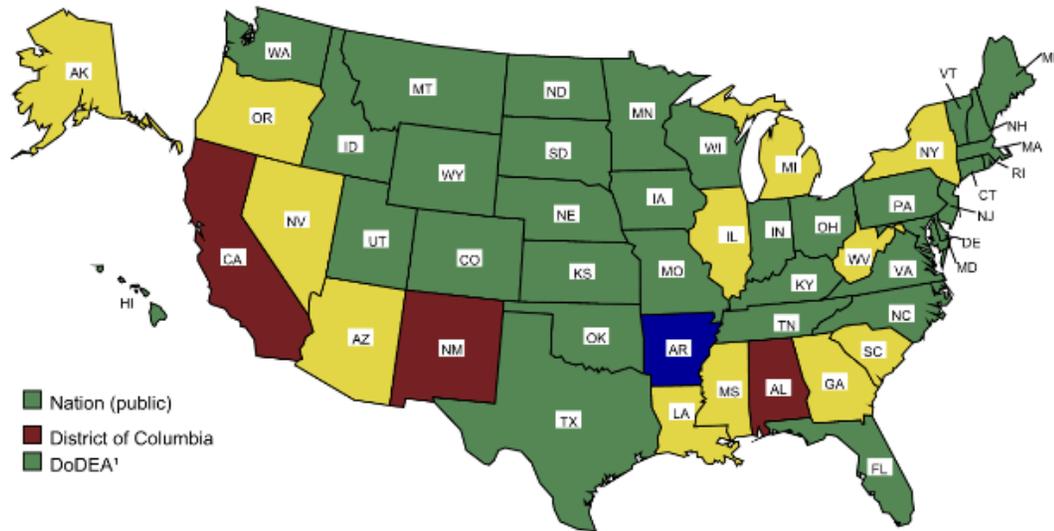
- Arkansas 8th grade math students declined from (278) in 2013 to (275) in 2015.
- Arkansas 8th grade Black (255) and White students (283) scored significantly lower than the National Public Black (260) and White (291) students in math.
- Arkansas Hispanic 8th grade students (269) scored the same as the National Public (269).

4th Grade Mathematics-Compared to other states.

Figure
2-A

The Nation's Report Card 2015 State Assessment

Arkansas' average scale score in NAEP mathematics for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2015



¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

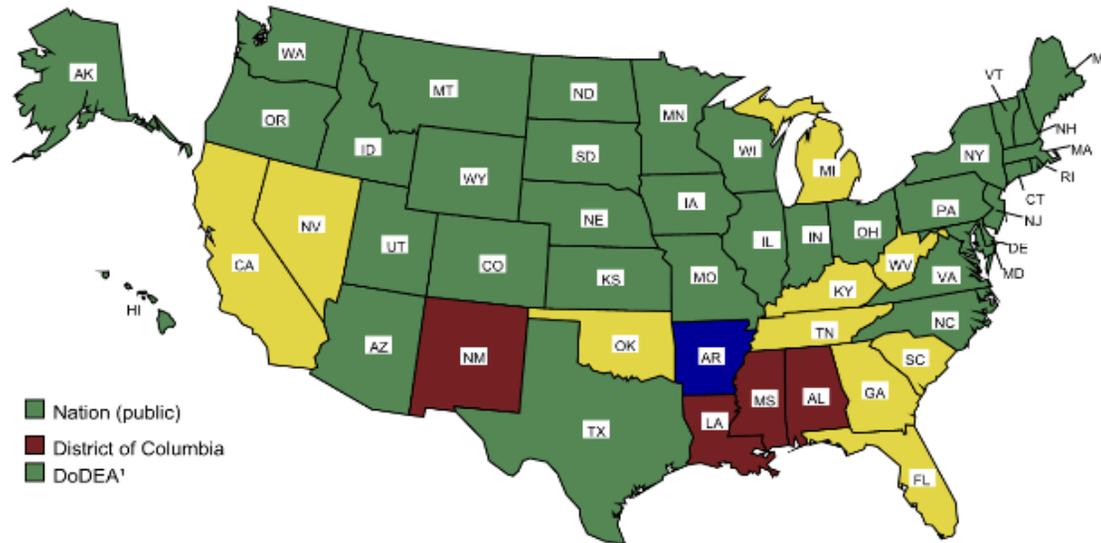
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment.

8th Grade Mathematics-Compared to other states.

Figure 2-B

The Nation's Report Card 2015 State Assessment

Arkansas' average scale score in NAEP mathematics for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2015



-  Focal state/jurisdiction (Arkansas)
-  Higher average scale score than Arkansas (nation and 36 jurisdictions)
-  Not significantly different from Arkansas (10 jurisdictions)
-  Lower average scale score than Arkansas (5 jurisdictions)

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment.

READING



4th Grade Arkansas Reading

- Arkansas Grade 4th reading scores declined from (219) in 2013 to (218) in 2015.
- Arkansas 4th grade Black (202) and White (224) students scored significantly lower than the National Public Black (206) and White (232) students in reading.
- Arkansas Hispanic students (210) scored the same as the National Public (208).

8th Grade Arkansas Reading

- Arkansas 8th Grade reading scores declined from (262) in 2013 to (259) in 2015.
- Arkansas 8th grade Black (238) and White (266) students scored significantly lower than the National Public Black (247) and White (273) students in reading .
- Arkansas Hispanic 8th grade students (255) scored the same as the National Public (253).

AR Reading Gaps

Ethnicity	4 th Reading	8 th Reading
White	224	266
Black	202	238
Hispanic	210	255

Score gaps are not statistically different from score gaps since the 1990s for both 4th and 8th Grade Reading NAEP 2015.

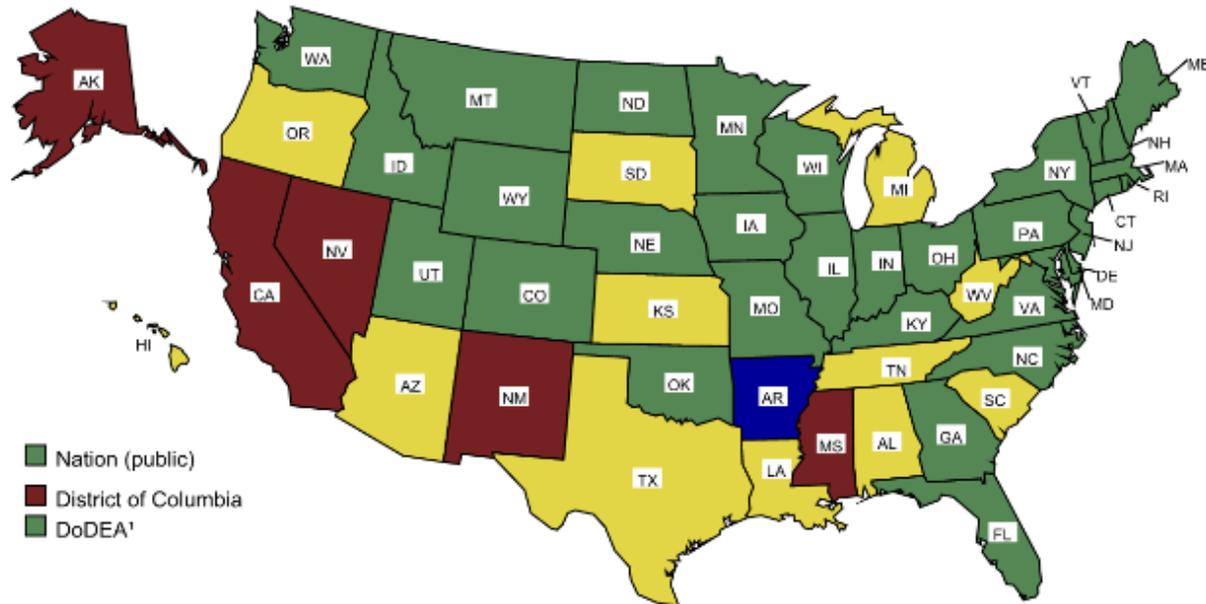
* Significantly different at $p < 0.05$

4th Grade Reading National Comparison

Figure 2-A

The Nation's Report Card 2015 State Assessment

Arkansas' average scale score in NAEP reading for fourth-grade public school students compared with scores for the nation and other participating jurisdictions: 2015



■ Nation (public)
■ District of Columbia
■ DoDEA¹

- ★ Focal state/jurisdiction (Arkansas)
- Higher average scale score than Arkansas (nation and 33 jurisdictions)
- Not significantly different from Arkansas (12 jurisdictions)
- Lower average scale score than Arkansas (6 jurisdictions)

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

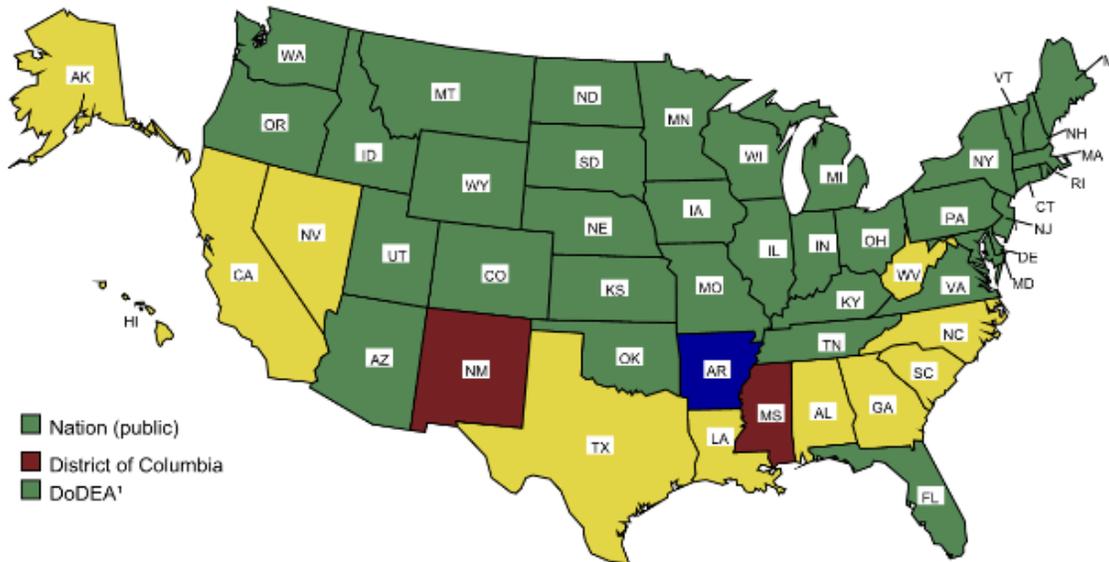
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

8th Grade Reading National Comparison

Figure
2-B

The Nation's Report Card 2015 State Assessment

Arkansas' average scale score in NAEP reading for eighth-grade public school students compared with scores for the nation and other participating jurisdictions: 2015



-  Focal state/jurisdiction (Arkansas)
-  Higher average scale score than Arkansas (nation and 37 jurisdictions)
-  Not significantly different from Arkansas (11 jurisdictions)
-  Lower average scale score than Arkansas (3 jurisdictions)

¹ Department of Defense Education Activity (overseas and domestic schools).

NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



NAEP 2016 Assessment Components

- Operational Assessments-Arts, Grade 8
- Digital Based Assessments (DBA) Pilot-Mathematics and Reading, Grade 4,8. (NAEP is using Dell Surface Pro 3's for the technology.)
- All NAEP assessments from 2017 will be Digital Based Assessments (DBA).

Explore the results on the new online report card

<https://nces.ed.gov/nationsreportcard/about/naeptools.aspx>

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NAEP Tools and Applications

The NAEP website features a number of applications designed to give users quick and easy access to questions from previous assessments, performance comparisons, and NAEP assessment data for quick or complex analyses; read a brochure, [NAEP Tools on the Web](#) (1.1 MB), describing the tools. See more information about each tool below, and print Quick Reference Guides if you are a new user.

 <p>Data Explorer</p>	<p>NAEP Data Explorer</p> <p>The NAEP Data Explorer (NDE) creates customizable tables and graphics to display NAEP results. See the results of an assessment across multiple years, and broken down across a variety of student groups. For some assessments, results are available by state or participating urban district. Results can be filtered by content areas.</p>
 <p>Questions Tool</p>	
 <p>Item Maps</p>	<p>For in-depth exploration, the NDE provides significance testing, gap analysis, and regression analysis. You can export tables and charts to Word documents, Excel workbooks, and PDFs. Special versions of the NDE focus on the High School Transcript Study (HSTS) and the National Indian Education Study (NIES).</p>
 <p>State Comparisons</p>	<p>More information:</p> <ul style="list-style-type: none"> Watch a short video about the NDE Use the Quick Reference Guide (595 KB) Learn about NDE features from the tutorial or access Help from every page
 <p>State Profiles</p>	
 <p>District Profiles</p>	<p>The International Data Explorer (IDE), an offshoot of the NDE, compares assessment results of our nation's students with those of students from other nations.</p>
 <p>Test Yourself</p>	<input type="button" value="Try it now!"/>

Last updated 12 May 2015 (TO)



If you would like any other information on NAEP please contact:

Dr. Pamela Byrd
NAEP State Coordinator
479-414-4725
pamela.byrd@arkansas.gov



STATE OF ARKANSAS

TECHNICAL AND GENERAL SERVICES CONTRACT

CONTRACT #		FEDERAL I.D. #	42-0841485
VENDOR #		MINORITY VENDOR	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

1. PROCUREMENT:

Check ONE appropriate box below for the method of procurement for this contract:

- Competitive Bid
 Emergency
 Intergovernmental
 Request for Proposal
 Cooperative Contract
 Exempt by Law
 Invitation for Bid
 Request for Qualifications
 Sole Source by Justification *(Justification must be attached)*
 Sole Source by Law - Act # _____ or Statute #: _____

2. TERM DATES:

The term of this agreement shall begin on 11/01/2015 and shall end on 06/30/2016
(mm/dd/yyyy) (mm/dd/yyyy)

3. CONTRACTING PARTIES:

State of Arkansas is hereinafter referred to as the agency and contractor is herein after referred to as the Vendor.

AGENCY NUMBER & NAME	0500	Arkansas Department of Education	<input type="checkbox"/> Service Bureau
VENDOR NAME	ACT, Inc.		
VENDOR ADDRESS	500 ACT Drive, Iowa City, IA 52243		
TRACKING # 1		TRACKING # 2	

4A. TOTAL PROJECTED CONTRACT COST:

Total Projected Cost of entire project if all available extensions of this contract are completed (up to the date anticipated and stated in Section 12)	\$	7,557,804.00
---	----	--------------

4B. SERVICES AND COMMODITIES:

For work to be accomplished under this agreement, the Vendor agrees to provide the services and commodities at the rates as listed herein. If additional space is required, a continuation sheet may be used as an attachment.

SERVICES	QUANTITY	COST PER ITEM	TOTAL COST
Administer The ACT	1	6,737,500.00	6,737,500.00
Program Support	1	820,304.00	820,304.00
TOTAL SERVICES			\$ 7,557,804.00

COMMODITIES	QUANTITY	COST PER ITEM	TOTAL COST
TOTAL COMMODITIES			\$

Total cost of services and commodities \$ 7,557,804.00

**STATE OF ARKANSAS
TECHNICAL AND GENERAL SERVICES CONTRACT**

Contract #: _____

5. SOURCE OF FUNDS:

Complete appropriate box(es) below to total 100% of the funding in this contract. You may use an attachment if needed.

Fund Source	Identify Source of Funds*	Fund	Fund Center	Amount of Funding	% of Total Contract Cost
State Funds**	Public School Fund	JAA1002	088	\$ 7,557,804.00	100.00
				\$	
				\$	
				\$	
				\$	
TOTALS				\$ 7,557,804.00	100%

* **MUST BE SPECIFIC** (i.e. fees, tuition, agricultural sales, bond proceeds, donations, etc.)

** "State Funds" is defined as and deemed State General Revenue Dollars. If other state funds are being used such as tobacco funds, general improvement funds, etc., these should be noted. Special revenue funds from taxes or fees generated for the agencies should be shown as "Other" and the actual source of the funds should be clarified in the "Identify Source of Funds."

6. OBJECTIVES AND SCOPE:

State description of services, objectives and scope to be provided. (DO NOT USE "SEE ATTACHED")

1. Administer the ACT in both paper and on-line formats to the students of Arkansas in grade 11 as outlined in Attachment 1.
2. Provide customer support to the ADE and State as outlined in Attachment 1.
3. Score and report the ACT adhering to time-lines in Attachment 1.

7. PERFORMANCE STANDARDS AND COMPENSATION:

List performance standards for the term of the contract. (If necessary, use attachments)

1. Failure to provide fully functional assessment software necessary to conduct on-line administration may result in a penalty of up to \$10,000.
2. Failure to adhere to one or more of the established time-lines may result in a combined penalty of up to \$10,000.
3. Failure to provide ADE access to one or more of the ACT State-level reports by July 1, 2016 may result in a penalty of up to \$1,000 per business day, maximum of \$10,000 total.
4. Failure to provide customer support on the topics and/or at the times identified in the contract may result in a penalty of up to \$10,000 total.

8. ATTACHMENTS:

List ALL attachments to this contract by attachment number:

1. Definitions and scope of work including timelines
 2. Five year pricing estimates
-
-
-

9. CERTIFICATION OF VENDOR

A. "I, Thomas J. Goedken Chief Financial Officer
(Vendor) (Title)

certify under penalty of perjury that, to the best of my knowledge and belief, no regular full-time or part-time employee of any State agency of the State of Arkansas will receive any personal, direct or indirect monetary benefits which would be in violation of the law as a result of the execution of this contract." Where the Vendor is a widely-held public corporation, the term 'direct or indirect monetary benefits' "shall not apply to any regular corporate dividends paid to a stockholder of said corporation who is also a State employee and who owns less than ten percent (10%) of the total outstanding stock of the contracting corporation."

B. List any other contracts or subcontracts you have with any other state government entities. (Not applicable to contracts between Arkansas state agencies) (If no contracts or subcontracts, please put "N/A" or "None")

Arkansas Department of Workforce Services

C. Are you currently engaged in any legal controversies with any state agencies or represent any clients engaged in any controversy with any Arkansas state agency? (If no controversies, please put "N/A" or "None")

None.

10. DISCLOSURE REQUIRED BY EXECUTIVE ORDER 98-04:

Any contract or amendment to a contract executed by an agency which exceeds \$25,000 shall require the Vendor to disclose information as required under the terms of Executive Order 98-04 and the Regulations pursuant thereto. The Vendor shall also require the subcontractor to disclose the same information. The Contract and Grant Disclosure and Certification Form shall be used for this purpose.

Contracts with another government entity such as a state agency, public education institution, federal government entity, or body of a local government are exempt from disclosure requirements.

The failure of any person or entity to disclose as required under any term of Executive Order 98-04, or the violation of any rule, regulation or policy promulgated by the Department of Finance and Administration pursuant to this Order, shall be considered a material breach of the terms of the contract, lease, purchase agreement, or grant and shall subject the party failing to disclose, or in violation, to all legal remedies available to the Agency under the provisions of existing law.

11. CANCELLATION CLAUSE

In the event the State no longer needs the service or commodity specified in the contract or purchase order due to program changes, changes in laws, rules or regulations, relocation of offices or lack of appropriated funding, the State may cancel the contract or purchase order by giving the vendor written notice of such cancellation 30 days prior to the date of cancellation.

12. TERMS:

All official documents and correspondence related to this solicitation are included as part of this contract.

The term of this agreement begins on the date in SECTION 2 and will end on the date in SECTION 2, and/or as agreed to separately in writing by both parties.

This contract may be extended until 06/30/2020 (mm/dd/yyyy), in accordance with the terms stated in

**STATE OF ARKANSAS
TECHNICAL AND GENERAL SERVICES CONTRACT**

Contract # : _____

the Procurement, by written mutual agreement of both parties and subject to: approval of the Arkansas Department of Finance and Administration/Director of the Office of State Procurement, appropriation of necessary funding, and review by any necessary state or federal authority.

Contracts will require review by Legislative Council or Joint Budget Committee prior to the approval of the Department of Finance and Administration/Director of the Office of State Procurement and before the execution date if the total initial contract amount or the total projected amount is greater than or equal to \$100,000, including any amendments or possible extensions.

Any amendment which increases the dollar amount or involves major changes in the objectives and scope of the contract will require review by Legislative Council or Joint Budget Committee.

13. AUTHORITY:

- A. This contract shall be governed by the Laws of the State of Arkansas as interpreted by the Attorney General of the State of Arkansas.
- B. Any legislation that may be enacted subsequent to the date of this agreement, which may cause all or any part of the agreement to be in conflict with the laws of the State of Arkansas, will be given proper consideration if and when this contract is renewed or extended; the contract will be altered to comply with the then applicable laws.

STATE OF ARKANSAS
TECHNICAL AND GENERAL SERVICES CONTRACT

Contract # : _____

14. AGENCY CONTACTS FOR QUESTION(S) REGARDING THIS CONTRACT:

Contact #1 – Agency Representative submitting/tracking this contract

Judi Free _____ Agency Fiscal Manager _____
(Name) (Title)
501-682-4479 _____ judi.free@arkansas.gov _____
(Telephone #) (Email)

Contact #2 – Agency Representative with knowledge of this project (for general questions and responses)

Hope Allen _____ Director of Assessment ADE _____
(Name) (Title)
501-682-5760 _____ hope.allen@arkansas.gov _____
(Telephone #) (Email)

Contact #3 – Agency Representative Director or Critical Contact (for time sensitive questions and responses)

Debbie Jones _____ Assistant Commissioner of Learning Services _____
(Name) (Title)
501-683-4800 _____ debbie.jones@arkansas.gov _____
(Telephone #) (Email)

15. AGENCY SIGNATURE CERTIFIES NO OBLIGATIONS WILL BE INCURRED BY A STATE AGENCY UNLESS SUFFICIENT FUNDS ARE AVAILABLE TO PAY THE OBLIGATIONS WHEN THEY BECOME DUE.

16. SIGNATURES:

Thur Steen 9-29-15

VENDOR _____ DATE _____ AGENCY DIRECTOR _____ DATE _____

Chief Financial Officer _____
TITLE TITLE

500 ACT Drive, Iowa City, Iowa 52243 _____
ADDRESS ADDRESS

APPROVED: _____
DEPARTMENT OF FINANCE AND ADMINISTRATION DATE



**ATTACHMENT 1
License and Services Agreement**

SECTION A: Customer/Institution details:

Customer/Institution Name Arkansas Department of Education

Customer Address 4 Capitol Mall

City Little Rock State AR Zip Code 72201

Telephone 501-682-4475 Fax 501-682-4886 E-Mail Hope.Allen@arkansas.gov

Person to Contact Hope Allen Position Director of Assessment

Direct Telephone 501-682-5760 Direct Fax 501-682-4886

SECTION B: Services: As set forth in Exhibit 1 (Description of Services) attached to this Agreement and incorporated by reference and relating to the following program(s):

<input checked="" type="checkbox"/>	ACT [®] taken on paper
<input checked="" type="checkbox"/>	ACT [®] taken online

SECTION C: Fees: As set forth in Exhibit 2 (Fee Schedule) attached to this Agreement.

SECTION D: Term: The term of this Agreement shall be from 11/1/2015 through 6/30/2016.

SECTION E: Terms and Conditions: This Agreement is subject to the attached Terms and Conditions and the State of Arkansas Technical and General Services Contract, which are incorporated by reference.

SECTION F: Signatures: By signing below, the parties' authorized representatives hereby indicate their agreement to the terms and conditions of this Agreement.

ACT, Inc.

By:	
Name:	<u>Thomas J. Goedken</u>
Title:	<u>Chief Financial Officer</u>
Date:	<u>9-29-15</u>
By:	
Name:	<u>Janet E. Godwin</u>
Title:	<u>Interim Chief Executive Officer</u>
Date:	<u>7/29/15</u>

Arkansas Department of Education

By:	
Name:	<u>Johnny Key</u>
Title:	<u>Commissioner of Education</u>
Date:	

For Office Use Only Purchase Agreement Number: _____

Return In Full To:
Contract Services (55)
ACT, Inc.
500 ACT Drive
Iowa City, IA 52243

TERMS AND CONDITIONS

ACT and the Customer agree as follows:

1. **Definitions.** As used in this Agreement, the following terms shall mean:
 - (i) "ACT" means ACT, Inc.
 - (ii) "Agreement" means this License and Services Agreement, including these TCs, and any exhibits thereto.
 - (iii) "Assessments and Services" means the assessments and services described in Exhibit 1 to this Agreement.
 - (iv) "Customer" means the party named in Section A of this Agreement.
 - (v) "TCs" means these terms and conditions.

2. **Term.** The term of this Agreement shall be as set forth in Section D of this Agreement ("Term"), subject to earlier termination, as set forth in Paragraph 11 of these TCs.

3. **Assessments and Services.** ACT agrees to provide, subject to the terms and conditions provided in this Agreement, the Assessments and Services.

4. **Payment Terms.** Customer agrees to pay ACT the amounts set forth in Exhibit 2 to this Agreement for the delivery of the Assessments and Services. Customer shall make all payments within thirty (30) days of receipt of an invoice from ACT, unless otherwise set forth in Exhibit 2. All invoices shall be sent to the Customer listed in Section A of this Agreement unless otherwise specified herein.

5. **Ownership of Materials.** ACT owns the Assessments, including all testing materials, documentation, related materials, and all intellectual property rights therein (collectively, the "ACT Materials"). Customer does not acquire any right, title, or interest in or to the ACT Materials. Customer shall not copy, modify, enhance, reverse engineer, or make any addition to the ACT Materials. The ACT Materials are licensed, not sold. Customer may not sell or otherwise transfer the ACT Materials to any other person, provided however that Customer may provide the Assessments to authorized examinees and its personnel solely for testing and interpretation purposes.

6. **Confidentiality.** Customer agrees that neither it nor its employees shall at any time during or following the Term, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Materials, except as strictly necessary for Customer to use the ACT Materials for their intended purpose under this Agreement. Customer shall protect the ACT Materials in accordance with ACT's procedures and using a standard of care appropriate for secure test materials. All ACT Materials shall be and remain the property of ACT notwithstanding the subsequent termination of this Agreement. The ACT Materials shall, within ten (10) days of ACT's written request, be returned to ACT (including any copies thereof).

7. **Testing Procedures.** For assessments not directly administered by ACT employees, Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT. If applicable, Customer agrees that all ACT Materials will be returned in accordance with the policies and procedures provided by ACT, for scoring and processing. Customer agrees to fully cooperate with ACT, and cause those individuals involved in the administration of or preparation for the Assessments ("Administration Staff") to fully cooperate with ACT, in the event of a test security incident. Customer acknowledges that failure to maintain the confidentiality of the assessments will result in damages to ACT and may require ACT to develop a replacement form. Accordingly if through the fault of Customer or Administration Staff, the security of an assessment is compromised, Customer agrees to pay ACT the costs of developing a new form in addition to any other remedies under the law. ACT may, in its sole and absolute discretion, cancel scores in cases of testing irregularities, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same test center, or other indicators that the test scores may not accurately reflect the examinee's level of educational development.

8. **Data.** The parties acknowledge and agree that ACT may use and disclose the data collected from the administration of the Assessments, as set forth in ACT's Privacy Policy, as amended from time to time.

9. **Limitation on Damages.** ACT's liability for damages arising out of or in connection with this Agreement shall not exceed the amount Customer has paid ACT during the Term. In no event shall ACT be liable to Customer for special, indirect, incidental, punitive, exemplary, or consequential damages.

10. **Warranty and Limitations.** ACT WARRANTS THAT THE ASSESSMENTS HAVE BEEN DEVELOPED IN ACCORDANCE WITH AND THE SERVICES WILL BE PERFORMED IN A MANNER CONSISTENT WITH INDUSTRY STANDARDS. EXCEPT AS SET FORTH IN THIS SECTION, ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE.

11. **Termination.** Either party may terminate this Agreement upon written notice to the other party in the event that other party breaches its obligations under this Agreement and fails to cure such breach within thirty (30) days after receiving written notice of such breach. This Agreement may also be terminated without cause at any time by either party giving thirty (30) days written notice to the other. Customer shall pay ACT for all Assessments and Services delivered through the date of termination. Upon the expiration or termination of this Agreement, the obligations set forth in Paragraphs 5, 6, 8, 9, 10 and 11 of these TCs shall survive.

12. **Relationship of the Parties.** The parties to this Agreement are independent contractors. Neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other.

13. **Force Majeure.** ACT shall not be liable to Customer for any delay or failure to perform, which delay or failure is due to causes or circumstances beyond its control, including, without limitation, national emergencies, fire, flood, inclement weather, epidemics, or catastrophe, acts of God, governmental authorities, or parties not under the control of ACT, insurrection, war, riots, or failure of transportation, communication, or power supply. ACT shall exercise commercially reasonable efforts to mitigate the extent of the excusable delay or failure and its adverse consequences; provided, however, that should any such delay or failure continue for more than sixty (60) days, the Agreement may be terminated by either the party upon notice to the other.

14. **Assignment; Subcontracts.** This Agreement may not be assigned by Customer without the express prior written consent of ACT. No permitted assignment shall relieve Customer hereto of its obligations prior to the assignment.

15. **Entire Agreement.** This Agreement (including all exhibits to this Agreement and agreements referenced herein) constitutes the entire agreement between the parties with respect to the subject matter hereunder and supersedes all other prior agreements and understandings, both written and oral. The terms and conditions contained in this Agreement are the only conditions applying to the delivery of the Assessments and Services. ACT expressly objects to and rejects any different or additional terms included in Customer's request for proposal, quotation, purchase order, acknowledgment form, or other documents that purport to bind the parties. Certain Assessments and Services may be subject to additional or different terms and conditions, which are set forth in separate license agreements. No waiver, consent, modification, or amendment to this Agreement shall be binding unless in writing and signed by both parties.

16. **Notices.** Notices under this Agreement shall be deemed to be adequate and sufficient notice if given in writing and delivered via (a) registered or certified mail, postage prepaid, in which case notice shall be deemed to have been received three business days following deposit to U.S. mail; or (b) a nationally recognized overnight air courier, next day delivery, prepaid, in which case such notice shall be deemed to have been received one business day following delivery to such nationally recognized overnight air courier. All notices shall be sent to ACT at the following address: ACT, Inc, 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168, Attention: CFO, Fax: 319-341-2760. All notices shall be sent to Customer at the address set forth in Section A of this Agreement.

17. **Authorization.** Each party represents and warrants (a) that it has the requisite authority to enter into this Agreement; and (b) that the individual(s) signing this Agreement on behalf of such party is(are) authorized to do so.

Supplemental Terms and Conditions for ACT[®] Test Taken Online

The following additional Terms and Conditions relate solely to the ACT[®] test taken online:

a. Grant and Scope of License. Subject to the terms and conditions of this Agreement, ACT hereby grants to the Customer a non-exclusive and non-transferable right during the Term of this Agreement to (a) access the ACT test taken online for the purpose of assessing the Authorized Examinees, (b) administer the Assessments to the Authorized Examinees at established test centers, and (c) use the ACT Materials in connection with the authorized administration of the Assessments.

b. Restrictions. Except as expressly permitted in this Supplement or otherwise permitted in the Agreement, Customer may not (a) use the ACT Materials for any other purpose, (b) assign, license, sell, loan, lease, or otherwise transfer the ACT online test and Services or the ACT Materials in whole or in part, (c) authorize or allow a third party to use the ACT online test and Services or ACT Materials, (d) copy, or allow anyone else to copy, in whole or in part, the ACT Materials, (e) modify, reverse engineer, decompile, or disassemble the ACT online system or Materials, or (f) store the ACT Materials at any location other than the location(s) provided by Customer in its required Organizational File submitted to ACT.

c. Maintenance. ACT has established recurring maintenance windows during which ACT may take down servers and conduct routine maintenance checks. ACT publishes the times of the maintenance windows periodically. ACT also reserves the right to provide unscheduled maintenance periodically. ACT shall not be responsible for any damages or costs incurred by Customer, if any, for such down time. ACT shall provide the ADE notice of any such maintenance that will affect the state's ability to assess during the window of March 1, 2016 and March 15, 2016 at least two (2) business days prior to maintenance beginning. In the event of an unexpected or emergency situation, ACT reserves the right to conduct necessary maintenance without prior notice.

d. Updates and Modifications. The online assessment system may be modified or updated from time to time at ACT's sole discretion. ACT shall make such modification and updates available to Customer as they are developed. ACT reserves the right to charge a fee for the new functionalities available through the online assessment system that are accepted by Customer in writing. To the extent that such modifications or updates require revised computer configuration, Customer shall provide such hardware or software that meets the revised computer configuration requirements for the updated online assessments within the time frame set forth in a written (or electronic) notice from ACT detailing the time frame of such modification or update and the revised computer configuration requirements.

e. U.S. Government Licensees. The ACT taken online is a "commercial item," as that term is defined in 48 C.F.R. 2.101 (Oct. 1995), consisting of "commercial computer software" and "commercial computer software documentation," as such terms are used in 48 C.F.R. 12.212 (Sept. 1995). Consistent with 48 C.F.R. 12.212 and 48 C.F.R. 227.7202-1 through 227.7202-4 (June 1995), all U.S. Government End Users acquire The ACT online system with only those rights set forth herein.

f. Computer Requirements. Customer acknowledges and agrees that the computer configuration requirements located at <http://www.act.org/aap/pdf/TechnicalRequirements.pdf> are required to properly access and use the ACT online system and that ACT shall have no liability for matters relating to the failure to comply with these computer requirements. ACT may revise these configuration requirements from time to time in its sole discretion and will notify Customer within two (2) days of any changes.

**Exhibit 1
Description of Services
Arkansas Department of Education
The ACT®
2015-2016 School Year**

Scope Summary

This Description of Services (DOS) describes the testing services ACT will provide for the 2015-2016 ACT State Testing Program in delivering the following assessments:

1. The ACT® taken online
2. The ACT taken on paper

Assessment Description

Test	Grade	Description	Assessments	Number of Questions	Approx Time
The ACT – paper or online version	Per state; 11th graders	The ACT® is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. Includes an Interest Inventory that provides valuable information for career and educational planning, and a Student Profile Section that provides a comprehensive profile of an examinee's work in high school and his/her future plans.	English Mathematics Reading Science	75 items 60 items 40 items 40 items	45 min. 60 min. 35 min. 35 min.

For instructions on administering the ACT on paper or online, Test Coordinators must refer to the Test Administration Manual and other manuals provided for each assessment.

Test Window

For the 2015-16 ACT State Testing Program, the test dates are outlined below. All participating schools in the state must test the entire battery of subject tests in the paper format on initial test date with the corresponding makeup test date. Schools have a window to test examinees online; although, examinees must take their entire battery of tests in the online format within the same day.

Please consider that schools must allow approximately four to five hours of continual testing time for The ACT in a single test day devoted to administering the test.

Test dates include:

Test	Early March Activity	Dates
The ACT	Initial Test Date (paper)	March 1, 2016
The ACT	Makeup Test Date (paper)	March 15, 2016
The ACT	Test Window (online)	March 1 – 15, 2016
The ACT	Accommodations Test Window	March 1 – 15, 2016

Note: In order to adhere to the test form security guidelines of the ACT, ACT expects that all examinees testing the ACT accommodations' form or online testing form will test sometime during the stated window on a weekday. Accordingly there is no makeup testing dates specified for examinees testing with accommodations and/or online.

Project Milestone Schedule – Key Dates for Spring 2016 Testing

The State and schools must accommodate ACT's testing schedule for the ACT State Testing Program. ACT deliverable dates are contingent on State and Schools' responsibilities being met without delay. A delay in key input files such as Organization or Examinee Pre-ID may cause risk to a successful testing experience for all sites.

Milestone/Activity	Date
State indicates final decision to use State Use Question Option and/or Late Accommodations Options for the ACT for Spring testing	Within two business days of signing of contract
School Eligibility	
ACT sends Organizational file in ACT layout (and list of closed schools) to state	Within one week of signing of contract
State sends Organizational file to ACT for the ACT (paper and online formats)	Within one week of signing of contract
School sends required Establishment online profile forms.	Within one week of signing of contract
Demographic Information/Pre-ID	
ACT provides Examinee Pre-ID File layout to state	Within two business days of signing of contract
State provides test file of Examinee Pre-ID to ACT	11/9/15
State provides production version of Pre-ID Label File to ACT	12/11/15
Training	
The ACT (paper and online)	
Establishment Training Webcast Available	10/12/15
Accommodations Webcasts Available – <i>Guiding Principles for ACT-Approved Accommodations, Providing Locally Approved Accommodations on the ACT, Requesting ACT-Approved Accommodations Using TAA,</i>	10/12/15
The ACT: Accommodations – Q & A session	11/4/15

Milestone/Activity	Date
Test Administration Training Webcast Available	11/2/15
Room Supervisor/Proctor Training Webcast Available Online	12/18/15
Room Supervisor/Proctor Training Webcast Available Paper	1/15/16
The ACT (paper and online) Test Admin. Q & A sessions (2 per state)	December 9, 2015 and February 9, 2016
Test Preparation	
Schools complete The ACT (online test) Site Readiness Checkpoint #1	10/12/15 – 11/20/15
Schools submit request for the ACT – approved Accommodations	11/20/15
Schools submit offsite testing proposal	11/25/15
Schools confirm number expected to test The ACT	1/6/16 – 1/13/16
Schools complete The ACT (online test) Site Readiness Checkpoint #2	12/14/15 – 1/29/16
State provides Demographic Overlay test file	1/22/16
Schools submit an Edit for Reconsideration in TAA system	1/29/16
Schools complete the ACT (online test) Site Readiness Checkpoint #3	2/1/16 – 2/19/16
School submits ACT-Approved Exceptions (New to school, medical, etc.)	2/10/16
State provides production version of Demographic Overlay file to ACT	3/4/16
Test Material Shipments	
Non-Secure Materials arrive in schools – the ACT	Week of 2/1/16
Early Secure Materials arrive in schools – the ACT	Week of 2/15/16
Secure Materials arrive in schools (standard time and accommodations) for The ACT	Week of 2/22/16
Testing	
Initial Test Date for The ACT	3/1/16
Test window for the ACT taken online	3/1/16 – 3/15/16
Test window for the ACT taken online	3/1/16 – 3/15/16
Initial Test Date – paper materials pickup	3/3/16
Makeup Test Date with the ACT	3/15/16
Makeup Test Date – paper materials pickup	3/17/16
Answer Document Return	
District's deadline for Late Cutoff for ACT Receipt of Materials	3/25/16
Reporting	
Reporting provided to examinees, schools, and districts	Refer to Reporting Section
Billing	

Milestone/Activity	Date
Last invoice provided to State	No Later than 6/30/16
Planning for 2016-2017	
State indicates State Testing Window, Test Options (subjects/skills etc.), Test Mode for following year (FY 17)	5/15/16

Customer Service

State Contract Oversight:

ACT will name a designated staff person who will serve as the primary operational contact and will coordinate all aspects of program delivery with the State. A program schedule will be provided, tracked and covered on status conference calls.

School Customer Service:

ACT will provide the State and District Testing toll-free number and email contact for use in preparation and administering of the ACT (paper and online) assessment. This call center shall consist of individuals trained in the policies and procedures of Arkansas's administration of the ACT.

- Monday – Friday from 7:00 a.m. to 5:00 p.m. Central Time (except ACT holidays)
- Test dates and Windows –
 - General and Technical Questions: 6:00 a.m. to 5:30 p.m. Central Time.
 - Accommodations: 7:00 a.m. to 5:00 p.m. Central Time, during the two week accommodations window.

Communications

ACT relies on the State to communicate the State's own policy regarding participation in this testing program to the participating locations or schools.

ACT will communicate directly with school/district designated testing staff on upcoming activities and deadlines related to the assessments. It is imperative that designated Test Coordinators assure receipt and follow instructions as communicated via email. ACT will provide the customer with a preview of planned communications to schools/districts at least two business days prior to sending to schools/districts.

ACT will provide a State Testing Webpage specifically for the contracted State client to assist district and school coordinators to access administration training and manuals applicable for specified testing experience.

Training Available

Training for ACT (Paper and Online)

The State and its schools must remain in strict compliance with ACT administration policies and procedures that are required to ensure a standardized testing environment and test security for all ACT assessments described in this DOS. Therefore, ACT will provide test administration manuals as well as online training opportunities for test preparation and test administration via webcasts and Q&A sessions. Training webcasts (except Q&A sessions) will be recorded and made available online for further reference. ACT will inform the designated Testing Coordinator with information on training sessions available and Test Coordinators must inform other key personnel.

Training documents are considered proprietary material and must not be forwarded or shared publicly.

The following types of training are made available:

- Overview implementation training webcast (or face to face) (year one only by State)
- Test preparation and Administration modules made available online (for paper and online testing) for Standard and Special Testing. Audiences may include State personnel, District and School Test Coordinators, Room Supervisors and Proctors as identified in communications and manuals.
- For The ACT online test, there is additional training for Technical Coordinators (Proctor training is not applicable).
- Question and Answer live webcast sessions for Test Coordinators and Proctors (by State)
- Customized training plan can be agreed upon.

Product Support Materials

ACT offers support materials for counselors and educators to make the best use of the ACT assessment suite. Technical manuals, information briefs, research reports, as well as test preparation tools are made available online.

Site Establishment and Preparation

- Data File Exchange Secure Site: Secure site will be provided by ACT for secure exchange of data files and other information such as organization site unit and examinee data files.
- Organization File: The State will define participating testing sites/schools and provide the list and contact information to ACT in ACT's designated file format for organization units. All sites/schools (including alternative schools) must have active ACT codes prior to being established as test sites. This is in addition to the state-assigned school code.
- Establishment Process: ACT will then facilitate the school Establishment process to confirm the schools' intention to participate, confirm contact information, and collect which mode of testing (paper or online) the school intends to utilize. The School will then be set up in the respective online testing platforms for the ACT.

It is mandatory that all schools that will administer ACT assessments become officially "established" as an ACT test site and must agree to remain in strict compliance with ACT administration policies, procedures and timelines that are required to ensure a standardized testing environment and test security for all ACT assessments described in this DOS. ACT will work with the ADE to provide adequate support and timelines to schools in meetings this requirement.

- Contacts: The designated Test Coordinator (TC) must fulfill duties necessary to ensure a successful and standardized testing experience. If the school is administering the online format, a Technical Coordinator must be appointed. Appointed testing staff must meet all of ACT's guidelines for serving in the appointed role. All test staff must participate in Test Administrator trainings. The State will assist ACT with confirming designated testing staff at all participating locations as needed.
- Testing counts: The Test Coordinator must be prepared to provide preliminary and final examinee enrollment counts for initial, accommodated, and makeup testing for paper and online testing.

- **Technical Readiness:** For the ACT in online format, ACT has a Technical Site Readiness process. School must comply with requirements in specified Checkpoints in order to assure proper readiness of systems and software for a successful test experience. The Technical Coordinator will be responsible to support the technical readiness.

Examinee Demographic - Pre-ID File

This Pre-ID file is used to identify examinees that are eligible to test within the state at participating schools. In turn, ACT will use the file to produce individual barcode labels. The State shall provide a production version of a Pre-ID file in the ACT-prescribed format containing records for all examinees taking the test no later than the date specified in the milestone dates section.

Examinees without barcode labels must have their state-assigned examinee ID number grid on the answer document. In all cases, examinees must grid demographic information on the answer document.

ACT will upload examinee demographic data one time into the online testing platform to enable school test session creation for the ACT only.

Demographic Overlay File for The ACT (Optional)

Should the State desire to have blank or invalid demographic data (from the examinee bubbled information) overlaid with data from the state's files, the State shall provide a complete examinee demographic data file to ACT no later than the dates specified in the milestone dates section of the DOS. ACT shall provide a file format and the State shall submit the examinee information in the ACT-prescribed format in a test and production version.

In addition to content that overlays blank / invalid data, the file can be used to pass through the State's Race/Ethnicity derived value for an examinee. This would be done by reserving one of the state-use questions on the data file layout for this purpose. ACT will not use the State's derived Race/Ethnicity value for any ACT reporting.

Upon receipt of the file, ACT shall conduct a check that confirms data is in the correct format. There shall be no updates to the production file once ACT notifies the State that the check is complete.

At the State's option, an updated file can be provided no later than the date specified in the milestone dates section of the DOS. This allows for file update prior to makeup testing if the examinee population has changed.

ACT Paper Test Materials

Non-secure paper materials

Non-secure materials for the standard administration will be shipped to the Test Coordinator according to the Milestone Schedule. The following are the list of materials included in the shipment.

The ACT	Notes
The ACT State Testing Answer Documents	Used for all examinees to be tested. One document for the ACT Answer documents containing all subjects. ACT will calculate and provide an overage based on the school's enrollment numbers.
Administration Manual for State and District Testing The ACT – Standard Testing	ACT will calculate based on the school's enrollment numbers. ACT will use a 1:25 ratio.
Administration Manual for State and District Testing The ACT – Special Testing	ACT will calculate based on the school's enrollment numbers. ACT will use a 1:25 ratio.
<i>Taking the ACT for State Testing</i>	Used for all examinees during the pre-test session.
Barcode Labels for the ACT	Printed from data provided in Pre-ID file. Barcode labels for the ACT are yellow.
Administration Manual for State and District Testing The ACT taken Online	ACT will calculate based on the school's enrollment numbers. There are separate manuals for the ACT taken online. ACT will use a 1:25 ratio.
Pre-Test Instructions for The ACT Online Administration	ACT will calculate based on the school's enrollment numbers. ACT will use a 1:25 ratio.
Scratch Paper for The ACT Online Administration	ACT will calculate based on the school's enrollment numbers. ACT will use a 1:25 ratio.

Secure Materials Shipments

There are three secure material shipments made according to the Milestone Schedule.

Name/Type	Sent To	Other	Freight
Secure test booklets for the standard time Initial Test Date The ACT	TC	Includes all required administration forms and instructions for returning materials at the conclusion of testing. ACT will calculate and provide an overage based on the school's enrollment numbers.	ACT pays outbound/in bound shipping by standard delivery (Fed Ex) of materials, orders, and returns.
Secure test booklets for the Makeup Test Date The ACT	TC	Orders for makeup test materials are based on school's orders for these materials submitted to ACT <u>by close of business</u> the day following initial testing. Late makeup orders will not be filled.	

Name/Type	Sent To	Other	Freight
Secure materials for accommodated testing The ACT	TC	Includes as appropriate, individually packaged accommodations materials for each ACT-approved examinee (e.g., Braille, large print, audio DVDs, and reader's script) including test books, instructions, supervisor manuals, roster, and necessary instructions. Includes all required administration forms and instructions for returning materials at the conclusion of testing.	

NOTE: Test booklets are serialized and tracked by school, and therefore, cannot be exchanged between schools.

Test Accommodations for the ACT

ACT is committed to ensuring that official ACT scores reported to colleges and other entities from State and District testing are comparable to scores earned through other forms of ACT testing involving the application of ACT's test accommodations policies. Therefore, ACT supports the following model of accommodations on the ACT, when it is administered as part of statewide assessment:

ACT-Approved Accommodations

These approved accommodations result in ACT scores that are fully reportable to colleges, scholarship agencies, and other entities *in addition to* being used for state and district testing purposes. Only examinees with professionally diagnosed and documented disabilities and who receive accommodations in school should apply for ACT-approved accommodations. Examples of accommodations that may be requested for paper or online administration include, but are not limited to, extended time, alternate test formats, stop-the-clock breaks, and authorization to test over multiple days. Requests will be reviewed by ACT staff, and if appropriate, by other expert disability consultants, to ensure they meet ACT's established eligibility criteria and include the same supporting documentation required for approving all other ACT accommodations requests.

ACT Review of Requests for Accommodations on the ACT

The school's appointed Test Coordinator will coordinate submitting individual requests for test accommodations to ACT via the online Test Accessibility and Accommodations System (TAA). ACT will review requests for ACT-approved accommodations by applying the Americans with Disabilities Act (ADA) standards. Approval is contingent on submission of all required documentation by the stipulated deadline and review by ACT.

It is possible for ACT to approve an accommodation for one examinee, while the same accommodation may be denied for a different examinee. ACT has sole authority to decide whether an application for ACT-approved accommodations will be approved or denied. The School/District should refer all inquiries regarding ACT's accommodations decisions received from schools or parents to ACT for response. ACT-approved accommodations are specific to the ACT.

Ordering Paper Materials

The School Test Coordinator must ensure eligible examinees participate in the available weekday test administrations. ACT will coordinate directly with school Test Coordinators (TC) to facilitate the test materials ordering process.

The TC will submit individual requests online for ACT-approved accommodations test forms materials. For the ACT-approved accommodations, the request will follow the strict approval process as designated by ACT's policy for consistent national testing.

Shipments and Return of Materials

According to the orders received, ACT will apply applicable overages and distribute test materials, barcode labels (if applicable), answer documents, and supporting program materials to schools' sites. ACT will provide each school site with pre-paid shipping labels for completed answer documents and secure test materials for the ACT. Upon completion of testing, school staff must follow instructions to package, ship, and return materials to ACT.

The ACT materials must be packaged in compliance with instructions provided by ACT. The school Test Coordinator will then ensure that completed answer documents arrive at ACT by the deadline for standard answer document processing. Please note that answer documents that do not arrive at ACT by the deadline stated would not be scored.

ACT will scan, score, and report on the examinee answer documents received within the published deadlines. Secure test materials will be received for scanning and tracking of missing materials as appropriate per ACT policy.

Test Administration

Schools are required to conduct ACT State and District Testing, including onsite maintenance of the ACT testing materials, in compliance with ACT's test administration policies and procedures as documented in this Agreement and the Administration Manuals as well as training materials.

At ACT's discretion, unannounced observers from ACT may visit testing sites on the designated test dates. Any non-ACT observers (apart from designated principals and test coordinator staff) must be pre-approved by ACT Program Management to assure test security protocols are followed.

Pre-Test Session:

Schools must complete supervised in-school pre-test sessions prior to the Initial Test Date. These are typically completed in 45 minutes for the ACT in the homeroom or study hall and must be completed in the same mode (paper or online), as the test will be administered for that examinee.

Schools must lead the examinee through a supervised pre-test session prior to the test date for The ACT. During these sessions, examinees will complete their basic identifying information, respond to non-cognitive questions including, for The ACT, the Interest Inventory and Student Profile Section, and indicate their college choices.

Reporting

ACT will distribute examinee reports and aggregate score data as specified.

The ACT

ACT reporting for the ACT will include a set of standard reports that are distributed at the examinee and high school levels. The standard turn times only apply to batches of answer documents returned to ACT according to the procedures outlined in the administration manual. Batches requiring additional ACT investigation may not ship within the timeframes below. The following is a list of reports, distribution and delivery information.

THE ACT STANDARD REPORTS			
Report	Description	Distribution	Delivery By Date
Student Shipments			
ACT Student Report	Printed paper report containing college reportable scores with <i>Using Your ACT Results</i> booklet.	One (1) paper copy mailed to the examinees at the address provided in non-cognitive pre-test session	3-8 weeks following receipt of examinee test responses
Scores Online – Student Accounts			
ACT Student Online Scores	Web page containing college reportable scores.	Examinee logs on to www.actstudent.org to access a variety of services through his/her ACT web account. If an examinee needs to create a new account, the examinee must enter the ACT ID from the printed score report to view the state scores.	Scores will be available online about one week after the examinee receives the printed score report in the mail.
School Shipment			
ACT High School Check List Report	List of examinees for whom paper reports and score labels are included in the shipment of college reportable score reports.	One (1) paper copy mailed to Director of Counseling, reflecting the order in which a group of reports is shipped, alphabetically within grade in school. Checklists are not cumulative.	3-8 weeks following receipt of examinee test responses from each school.
ACT High School Report (student level score data)	Printed paper report containing college reportable scores.	One (1) paper copy mailed to the Director of Counseling in batches until all reports are delivered.	3-8 weeks following receipt of examinee test responses from each school.

THE ACT STANDARD REPORTS			
Report	Description	Distribution	Delivery By Date
ACT Student Score Labels	Printed label for college reportable scores.	Two (2) printed labels per examinee sent to the Director of Counseling; used to place college reportable test results on an examinee's high school transcript/permanent record.	3-8 weeks following receipt of examinee test responses from each school.
College Shipments			
ACT Student College Report(s)	College reportable scores are reported to the colleges selected by the examinees' (up to 4).	Colleges determine frequency and format of receiving scores (e.g., paper, CD, internet).	3-8 weeks following receipt of examinee test responses from each school.

THE ACT ADDITIONAL SCHOOL LEVEL DELIVERABLES (State Contracts)			
Deliverable	Description	Distribution	Delivery Date
ACT Profile Report – High School	An aggregate report that provides trends and averages of the High School based on the state-tested grade 11 examinee population	One (1) paper copy mailed to the Test Coordinator.	June 23 rd , 2016. <i>(shipped separately from other school reports and at the same time to all schools in State)</i>

THE ACT ADDITIONAL DISTRICT LEVEL DELIVERABLES (State Contracts)			
Deliverable	Description	Distribution	Delivery Date
ACT Profile Report – District	An aggregate report that provides trends and averages of the district based on the district-tested grade 11 examinee population.	One (1) PDF report on an encrypted CD mailed to the District Assessment Coordinator.	June 23 rd , 2016 <i>(shipped after all schools have been processed)</i>
ACT Student Level Data File – District	A Student Data File that includes all college-reportable scores for all examinees for whom ACT processed answer responses.	One (1) file on an encrypted CD mailed to the District Assessment Coordinator. <i>(Placed on same CD as District Profile Reports).</i>	June 23 rd , 2016. <i>(shipped after all schools have been processed)</i>

THE ACT STATE LEVEL DELIVERABLES			
Deliverable	Description	Distribution	Delivery Date
ACT Student Level Data File – State	A Student Data File that includes all scores for all examinees for whom ACT processed test responses. This file layout shall be in a form that is compatible with the Arkansas studentGPS Dashboards.	One (1) data file delivered electronically to the state over a secure file transfer site.	May 26 th , 2016. <i>(after all schools have been processed)</i>
ACT Profile Report – State	An aggregate report that provides trends and averages of the state based on the state tested grade 11 examinee population.	One (1) PDF file delivered electronically to the state over a secure file transfer site.	June 23 rd , 2016. <i>(provided after all schools have been processed)</i>

Reporting specification for the ACT

- If a school does not have an ACT reportable high school code, or the high school code is gridded incorrectly, the examinee will receive his or her score report, but ACT will not report the examinee score to the school and the examinee results will not be included in the ACT Profile Report.
- Aggregate reports are only generated if one or more examinees were tested.
- If an examinee from an alternative school tests at the main school, the alternative high school code must be manually gridded on the examinee answer document in order for the examinee score to be reported to the alternative school. If the high school code field is left blank on the alternative examinee's answer document, ACT will report the examinee's score to the main school. To ensure that the alternative examinee scores are reported to the alternative school only (and not the main school), all alternative schools should have an ACT high school code and the code must be manually gridded on the examinee answer document.
- Only schools affiliated with a district in the Organization File will be reflected in the district aggregate reports.
- Answer documents subject to ACT's Late Processing Guidelines will not be scored. Therefore, these records will not be included within examinee-level or aggregate reporting.

Billing Information

It is expected that the State pay ACT invoices according to an agreed upon billing schedule. Billing is determined by the number of answer documents processed or online assessments launched for the ACT.

**EXHIBIT 2
FEE SCHEDULE
ARKANSAS DEPARTMENT OF EDUCATION
2015-2016**

Description	Grade	Per Unit Cost 2015/2016	Estimated Enrollment 2015/2016	Total Estimated Cost 2015/2016
I. Student Test Service				
ACT® taken on paper and taken online	11 th Grade	\$35.50	35,000	\$1,242,500
Total Cost of Student Tests				\$1,242,500
Total Assessment Costs				\$1,242,500
II. Additional Services				
Training				Included in Program Management Fees
Printing and delivery to districts of Standard Time and Special Testing Manuals				\$1,670
Total Additional Services Costs				\$1,670
III. Program Annual Management Fees				
Program Management Fee				\$168,590
Total				\$1,412,760



STATE OF ARKANSAS

TECHNICAL AND GENERAL SERVICES CONTRACT

CONTRACT #		FEDERAL I.D. #	42-0841485
VENDOR #		MINORITY VENDOR	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

1. PROCUREMENT:

Check ONE appropriate box below for the method of procurement for this contract:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Competitive Bid | <input type="checkbox"/> Emergency | <input type="checkbox"/> Intergovernmental | <input type="checkbox"/> Request for Proposal |
| <input type="checkbox"/> Cooperative Contract | <input type="checkbox"/> Exempt by Law | <input type="checkbox"/> Invitation for Bid | <input type="checkbox"/> Request for Qualifications |
| <input checked="" type="checkbox"/> Sole Source by Justification <i>(Justification must be attached)</i> | | | |
| <input type="checkbox"/> Sole Source by Law - Act # _____ | | or Statute #: _____ | |

2. TERM DATES:

The term of this agreement shall begin on 11/01/2015 and shall end on 06/30/2016.
(mm/dd/yyyy) (mm/dd/yyyy)

3. CONTRACTING PARTIES:

State of Arkansas is hereinafter referred to as the agency and contractor is herein after referred to as the Vendor.

AGENCY NUMBER & NAME	0500	Arkansas Department of Education	<input type="checkbox"/> Service Bureau
VENDOR NAME	ACT, Inc.		
VENDOR ADDRESS	500 ACT Drive, Iowa City, IA 52243		
TRACKING # 1		TRACKING # 2	

4A. TOTAL PROJECTED CONTRACT COST:

Total Projected Cost of entire project if all available extensions of this contract are completed (up to the date anticipated and stated in Section 12)	\$	40,044,569.00
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4B. SERVICES AND COMMODITIES:

For work to be accomplished under this agreement, the Vendor agrees to provide the services and commodities at the rates as listed herein. If additional space is required, a continuation sheet may be used as an attachment.

SERVICES	QUANTITY	COST PER ITEM	TOTAL COST
Administer ACT Aspire Assessments	1	40,044,569.00	40,044,569.00
TOTAL SERVICES			\$ 40,044,569.00

COMMODITIES	QUANTITY	COST PER ITEM	TOTAL COST
TOTAL COMMODITIES			\$

Total cost of services and commodities \$ 40,044,569.00

**STATE OF ARKANSAS
TECHNICAL AND GENERAL SERVICES CONTRACT**

Contract # : _____

5. SOURCE OF FUNDS:

Complete appropriate box(es) below to total 100% of the funding in this contract. You may use an attachment if needed.

Fund Source	Identify Source of Funds*	Fund	Fund Center	Amount of Funding	% of Total Contract Cost
State Funds**	Public School Fund	JAA1002	459	\$ 15,084,679.00	37.60
Federal Funds	Federal Funds	FEE1557	650	\$ 24,959,890.00	62.40
				\$	
				\$	
				\$	
TOTALS				\$	100%

* **MUST BE SPECIFIC** (i.e. fees, tuition, agricultural sales, bond proceeds, donations, etc.)

** "State Funds" is defined as and deemed State General Revenue Dollars. If other state funds are being used such as tobacco funds, general improvement funds, etc., these should be noted. Special revenue funds from taxes or fees generated for the agencies should be shown as "Other" and the actual source of the funds should be clarified in the "Identify Source of Funds."

6. OBJECTIVES AND SCOPE:

State description of services, objectives and scope to be provided. (DO NOT USE "SEE ATTACHED")

1. Administer the ACT Aspire in both paper and on line formats to the students of Arkansas in grades 3-10 as outlined in Attachment 1.
2. Provide customer support to the ADE and State as outlined in Attachment 1.
3. Score and report the ACT Aspire assessments adhering to time-lines in Attachment 1.
4. Provide professional development for the ADE and State as outlined in Attachment 1.
5. Organize, attend and participate in ADE Technical Advisory Committee meetings as outlined in Attachment 1.

7. PERFORMANCE STANDARDS AND COMPENSATION:

List performance standards for the term of the contract. (If necessary, use attachments)

1. Failure to provide fully functional assessment software necessary to conduct on-line administration may result in a penalty of up to \$10,000.
2. Failure to provide ADE with requested documentation for ESEA and peer review may result in a penalty of up to \$10,000.
3. Failure to adhere to one or more of the established time-lines may result in a combined penalty of up to \$10,000.
4. Failure to provide ADE access to one or more of the ACT Aspire State-level reports by July 1, 2016 may result in penalty of up to \$1,000 per business day, maximum of \$10,000 total.

8. ATTACHMENTS:

List ALL attachments to this contract by attachment number:

1. Definitions and scope of work and timelines for project
2. Five year pricing estimates
3. ACT Aspire Accommodations Manual
4. ADE Data Share Policy

9. CERTIFICATION OF VENDOR

A. "I, Thomas J. Goedken Chief Financial Officer
(Vendor) (Title)

certify under penalty of perjury that, to the best of my knowledge and belief, no regular full-time or part-time employee of any State agency of the State of Arkansas will receive any personal, direct or indirect monetary benefits which would be in violation of the law as a result of the execution of this contract." Where the Vendor is a widely-held public corporation, the term 'direct or indirect monetary benefits' "shall not apply to any regular corporate dividends paid to a stockholder of said corporation who is also a State employee and who owns less than ten percent (10%) of the total outstanding stock of the contracting corporation."

B. List any other contracts or subcontracts you have with any other state government entities. (Not applicable to contracts between Arkansas state agencies) (If no contracts or subcontracts, please put "N/A" or "None")

Arkansas Department of Workforce Services

C. Are you currently engaged in any legal controversies with any state agencies or represent any clients engaged in any controversy with any Arkansas state agency? (If no controversies, please put "N/A" or "None")

None.

10. DISCLOSURE REQUIRED BY EXECUTIVE ORDER 98-04:

Any contract or amendment to a contract executed by an agency which exceeds \$25,000 shall require the Vendor to disclose information as required under the terms of Executive Order 98-04 and the Regulations pursuant thereto. The Vendor shall also require the subcontractor to disclose the same information. The Contract and Grant Disclosure and Certification Form shall be used for this purpose.

Contracts with another government entity such as a state agency, public education institution, federal government entity, or body of a local government are exempt from disclosure requirements.

The failure of any person or entity to disclose as required under any term of Executive Order 98-04, or the violation of any rule, regulation or policy promulgated by the Department of Finance and Administration pursuant to this Order, shall be considered a material breach of the terms of the contract, lease, purchase agreement, or grant and shall subject the party failing to disclose, or in violation, to all legal remedies available to the Agency under the provisions of existing law.

11. CANCELLATION CLAUSE

In the event the State no longer needs the service or commodity specified in the contract or purchase order due to program changes, changes in laws, rules or regulations, relocation of offices or lack of appropriated funding, the State may cancel the contract or purchase order by giving the vendor written notice of such cancellation 30 days prior to the date of cancellation.

12. TERMS:

All official documents and correspondence related to this solicitation are included as part of this contract.

The term of this agreement begins on the date in SECTION 2 and will end on the date in SECTION 2, and/or as agreed to separately in writing by both parties.

This contract may be extended until 06/30/2020 (mm/dd/yyyy), in accordance with the terms stated in

STATE OF ARKANSAS
TECHNICAL AND GENERAL SERVICES CONTRACT

Contract # : _____

the Procurement, by written mutual agreement of both parties and subject to: approval of the Arkansas Department of Finance and Administration/Director of the Office of State Procurement, appropriation of necessary funding, and review by any necessary state or federal authority.

Contracts will require review by Legislative Council or Joint Budget Committee prior to the approval of the Department of Finance and Administration/Director of the Office of State Procurement and before the execution date if the total initial contract amount or the total projected amount is greater than or equal to \$100,000, including any amendments or possible extensions.

Any amendment which increases the dollar amount or involves major changes in the objectives and scope of the contract will require review by Legislative Council or Joint Budget Committee.

13. AUTHORITY:

- A. This contract shall be governed by the Laws of the State of Arkansas as interpreted by the Attorney General of the State of Arkansas.
- B. Any legislation that may be enacted subsequent to the date of this agreement, which may cause all or any part of the agreement to be in conflict with the laws of the State of Arkansas, will be given proper consideration if and when this contract is renewed or extended; the contract will be altered to comply with the then applicable laws.

**STATE OF ARKANSAS
TECHNICAL AND GENERAL SERVICES CONTRACT**

Contract # : _____

14. AGENCY CONTACTS FOR QUESTION(S) REGARDING THIS CONTRACT:

Contact #1 – Agency Representative submitting/tracking this contract

Judi Free (Name) Agency Fiscal Manager (Title)

501-682-4479 (Telephone #) judi.free@arkansas.gov (Email)

Contact #2 – Agency Representative with knowledge of this project (for general questions and responses)

Hope Allen (Name) Director of Assessment ADE (Title)

501-682-5760 (Telephone #) hope.allen@arkansas.gov (Email)

Contact #3 – Agency Representative Director or Critical Contact (for time sensitive questions and responses)

Debbie Jones (Name) Assistant Commissioner of Learning Services (Title)

501-683-4800 (Telephone #) debbie.jones@arkansas.gov (Email)

15. AGENCY SIGNATURE CERTIFIES NO OBLIGATIONS WILL BE INCURRED BY A STATE AGENCY UNLESS SUFFICIENT FUNDS ARE AVAILABLE TO PAY THE OBLIGATIONS WHEN THEY BECOME DUE.

16. SIGNATURES:

Theresa Stebbins 9-29-15
VENDOR DATE AGENCY DIRECTOR DATE

Chief Financial Officer TITLE

500 ACT Drive, Iowa City, IA 52243 ADDRESS ADDRESS

APPROVED: _____
DEPARTMENT OF FINANCE AND ADMINISTRATION DATE



License and Services Agreement

SECTION A: Customer/Institution details:

Customer/Institution Name Arkansas Department of Education

Customer Address 4 Capitol Mall

City Little Rock State AR Zip Code 72201

Telephone 501-682-4475 Fax 501-682-4886 E-Mail Hope.allen@arkansas.gov

Person to Contact Hope Allen Position Director of Assessment

Direct Telephone 501-682-5760 Direct Fax 501-682-4886

SECTION B: Services: As set forth in Exhibit 1 (Description of Services) attached to this Agreement and incorporated by reference and relating to the following program(s):

ACT[®] Aspire

SECTION C: Fees: As set forth in Exhibit 2 (Fee Schedule) attached to this Agreement.

SECTION D: Term: The term of this Agreement shall be from 11/1/2015 through 6/30/2015.

SECTION E: Terms and Conditions: This Agreement is subject to the attached Terms and Conditions and the State of Arkansas Technical and General Services Contract, which are incorporated by reference.

SECTION F: Signatures: By signing below, the parties' authorized representatives hereby indicate their agreement to the terms and conditions of this Agreement.

ACT, Inc.

By: 

Name: Thomas J. Goedken

Title: Chief Financial Officer

Date: 9-29-15

By: 

Name: Janet E. Godwin

Title: Interim Chief Executive Officer

Date: 9/29/15

Arkansas Department of Education

By: _____

Name: Johnny Key

Title: Commissioner of Education

Date: _____

For Office Use Only Purchase Agreement Number: _____

Return In Full To:
 Contract Services (55)
 ACT, Inc.
 500 ACT Drive
 Iowa City, IA 52243

TERMS AND CONDITIONS

ACT and the Customer agree as follows:

1. Definitions. As used in this Agreement, the following terms shall mean:
 - (i) "ACT" means ACT, Inc.
 - (ii) "Agreement" means this License and Services Agreement, including these TCs, and any exhibits thereto.
 - (iii) "Assessments and Services" means the assessments and services described in Exhibit 1 to this Agreement as licensed to ACT, Inc. by ACT Aspire, LLC
 - (iv) "Customer" means the party named in Section A of this Agreement.
 - (v) "TCs" means these terms and conditions.

2. Term. The term of this Agreement shall be as set forth in Section D of this Agreement ("Term"), subject to earlier termination, as set forth in Paragraph 11 of these TCs.

3. Assessments and Services. ACT agrees to provide, subject to the terms and conditions provided in this Agreement, the Assessments and Services.

4. Payment Terms. Customer agrees to pay ACT the amounts set forth in Exhibit 2 to this Agreement for the delivery of the Assessments and Services. Customer shall make all payments within thirty (30) days of receipt of an invoice from ACT, unless otherwise set forth in Exhibit 2. All invoices shall be sent to the Customer listed in Section A of this Agreement unless otherwise specified herein.

5. Ownership of ACT Aspire Materials. ACT Aspire, LLC owns or has license rights in the Assessments and Assessment Services, including all testing materials, documentation, related materials, and all intellectual property rights therein (collectively, the "ACT Aspire Materials"). Customer does not acquire any right, title, or interest in or to the ACT Aspire Materials. Customer shall not copy, modify, enhance, reverse engineer, or make any addition to the ACT Aspire Materials. Customer acknowledges and agrees that the ACT Aspire Materials are not sold to Customer. Customer shall not (and shall not assist or permit any third party to): (i) seek to register or protect, anywhere in the world, the ACT Aspire Materials (or seek to register or protect any designation confusingly similar to the ACT Aspire Materials; or (ii) challenge ACT Aspire's or its licensors' ownership in or the validity of the ACT Aspire Materials. Customer shall promptly notify ACT, in writing, of any known, threatened, or suspected infringement or unauthorized use of the ACT Aspire Materials by any third party. Customer's rights to the ACT Aspire Materials expressly terminate upon the termination of this Agreement as set forth in Section 13 below. Customer may not sell, provide access to, or otherwise transfer the ACT Aspire Materials to any other person, provided however that Customer may provide the Assessment Services to authorized Customer examinees, employees, and personnel solely for testing and interpretation purposes consistent with the terms of this Agreement and any related agreement for the use of the Assessment Services. Customer shall be further obligated to administer the Assessments in accordance with all policies and procedures provided by ACT, Inc. or ACT Aspire, LLC, as updated from time to time.

6. Confidentiality. Customer agrees that neither it nor its employees or personnel shall at any time, during or following the Term, either directly or indirectly, publish, display or otherwise disclose to any person, organization, or entity in any manner whatsoever any ACT Aspire Materials, except as strictly necessary for Customer to use the ACT Aspire Materials for their intended purpose under this Agreement. Customer shall protect the ACT Aspire Materials in accordance with ACT Aspire's procedures and using a standard of care appropriate for secure test materials, but in no event less than a reasonable standard of care. All ACT Aspire Materials shall be and remain the property of ACT Aspire, LLC or its licensors, notwithstanding the subsequent termination of this Agreement. The ACT Aspire Materials shall, within ten (10) days of ACT's written request, be returned to ACT Aspire, LLC in care of ACT, Inc. (including any copies thereof). In the event that Customer receives a FOIA, public record, or open record request for any confidential information covered by this Agreement, Customer agrees to immediately notify ACT of such request in writing. Customer acknowledges and agrees that damages may not be an adequate remedy to compensate for the breach of this Section 6, and accordingly Customer agrees that in addition to any and all other remedies available, ACT shall be entitled to obtain relief by way of a temporary or permanent injunction to enforce the obligations described in this Section 6.

7. Testing Procedures. Customer agrees to administer the Assessments in accordance with all policies and procedures provided by ACT, or ACT Aspire, LLC, as updated from time to time. Customer agrees that all ACT Aspire Materials will be returned in accordance with the policies and procedures provided by ACT. Customer agrees to fully cooperate with, and cause those individuals involved in the administration of the Assessments to fully cooperate with, ACT in the event of a test security incident. Customer acknowledges that failure to maintain the confidentiality of the Assessments will result in damages to ACT, Inc. and ACT Aspire, LLC. ACT or ACT Aspire may, in their sole and absolute discretion, cancel scores in cases of testing irregularities, which may include without limitation, use of a compromised test form, falsification by an examinee of his/her identity, impersonation of another examinee (surrogate testing), unusual similarities in the answers of examinees at the same test center, or other indicators that the test scores may not accurately reflect the examinee's level of educational development.

8. Data. The parties acknowledge and agree that ACT Aspire and its affiliates may use and disclose the data collected from the administration of the Assessments, as set forth in ACT Aspire and its affiliates' data usage policies, as amended from time to time, to the extent that they do not conflict with the Memorandum of Agreement entered into by the parties concerning data. ACT Aspire's data usage policies are available at www.discoveractaspire.org. To the extent, if any, that ACT collects or otherwise has access to data from the administration of the Assessments, ACT's Privacy Policy also applies. ACT and ACT Aspire LLC may not share any student identifiable data from Arkansas students or any reason. ACT and ACT Aspire LLC may not share any de-identified data from Arkansas students without the written consent of the ADE. ACT and ACT Aspire LLC must abide by the ADE data share policy that can be found in Attachment 3– Memorandum of Understanding and all requirements of Arkansas Act 1196.

9. Compatible Platforms and Hardware. Customer is responsible for obtaining and maintaining an appropriate operating environment with the necessary hardware, operating system software, network configurations, and other items required to use and access the ACT Aspire Materials and Assessment Services. Neither ACT Aspire nor any of its licensors will be responsible for any incompatibility between ACT Aspire Materials and Assessment Services, and any versions of operating systems, hardware, browsers, inadequate network configurations, or other products not specifically approved by ACT Aspire for Customer's use with the ACT Aspire Materials and Assessment Services.

10. Passwords. Each user identification, access code, and password is personal to the authorized user to which it is issued. Customer and the authorized users Customer identifies are responsible for maintaining the confidentiality and security of all user identifications, access codes, and passwords issued, and ensuring that each such user identification, access code, and password is only used by its identified authorized users. To the extent ACT Aspire assigns Customer with administrative rights to create user identifications, access codes, and passwords for its authorized users, Customer shall be wholly responsible for each such issuance.

11. Limitation on Damages. ACT's liability for damages arising out of or in connection with this Agreement shall not exceed the amount Customer has paid ACT during the applicable contract Term. In no event shall ACT be liable to Customer for special, indirect, incidental, punitive, exemplary, or consequential damages other than what has been agreed to by the parties in the Performance Standards and Compensation provision of the Technical and General Services Contract.

12. Warranty and Limitations. **ACT, ON BEHALF OF ITSELF AND ACT ASPIRE; LLC, WARRANTS THAT THE ASSESSMENTS HAVE BEEN DEVELOPED IN ACCORDANCE WITH AND THE SERVICES WILL BE PERFORMED IN A MANNER CONSISTENT WITH INDUSTRY STANDARDS. EXCEPT AS SET FORTH IN THIS SECTION, ACT EXPRESSLY DISCLAIMS ANY AND ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS OF ANY KIND OR NATURE, EXPRESS OR IMPLIED AND THOSE ARISING BY STATUTE OR OTHERWISE IN LAW OR FROM A COURSE OF DEALING OR USE OF TRADE. CUSTOMER WARRANTS THAT CUSTOMER HAS OBTAINED ALL NECESSARY PERMISSIONS FOR THE DELIVERY OF ASSESSMENT SERVICES AND THE ASSESSMENTS AND THAT CUSTOMER WILL USE, DELIVER, AND HANDLE DATA FROM THE ASSESSMENT SERVICES, AND WILL**

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Customized for Arkansas Department of Education 201509280925

TAKE NECESSARY STEPS TO ASSIST ACT ASPIRE OR ITS AFFILIATES OR LICENSORS TO USE, DELIVER, AND HANDLE DATA FROM THE ASSESSMENT SERVICES, CONSISTENT WITH APPLICABLE LAWS, RULES, AND REGULATIONS.

13. Termination. Either party may terminate this Agreement upon written notice to the other party in the event that other party breaches its obligations under this Agreement and fails to cure such breach within thirty (30) days after receiving written notice of such breach. This Agreement may also be terminated without cause at any time by either party giving thirty (30) days written notice to the other. Customer shall pay ACT for all Assessments and Services delivered through the date of termination. Upon the expiration or termination of this Agreement, the obligations set forth in Paragraphs 5, 6, 8, 9, 10 and 11 of these TCs shall survive.

14. Relationship of the Parties. The parties to this Agreement are independent contractors. Neither party shall have the right or authority or shall hold itself out to have the right or authority to bind the other party, nor shall either party be responsible for the acts or omissions of the other.

15. Force Majeure. ACT shall not be liable to Customer for any delay or failure to perform, which delay or failure is due to causes or circumstances beyond its control, including, without limitation, national emergencies, fire, flood, inclement weather, epidemics, or catastrophe, acts of God, governmental authorities, or parties not under the control of ACT, insurrection, war, riots, or failure of transportation, communication, or power supply. ACT shall exercise commercially reasonable efforts to mitigate the extent of the excusable delay or failure and its adverse consequences; provided, however, that should any such delay or failure continue for more than sixty (60) days, the Agreement may be terminated by either the party upon notice to the other.

16. Assignment; Subcontracts. This Agreement may not be assigned by Customer without the express prior written consent of ACT. No permitted

assignment shall relieve Customer hereto of its obligations prior to the assignment. ACT shall subcontract with ACT Aspire, LLC for the delivery of the Assessments and Services identified in Exhibit 1, attached hereto.

17. Entire Agreement. This Agreement (including all exhibits to this Agreement and agreements referenced herein) constitutes the entire agreement between the parties with respect to the subject matter hereunder and supersedes all other prior agreements and understandings, both written and oral. The terms and conditions contained in this Agreement are the only conditions applying to the delivery of the Assessments and Services. ACT expressly objects to and rejects any different or additional terms included in Customer's request for proposal, quotation, purchase order, acknowledgment form, or other documents that purport to bind the parties. Certain Assessments and Services may be subject to additional or different terms and conditions, which are set forth in separate license agreements. No waiver, consent, modification, or amendment to this Agreement shall be binding unless in writing and signed by both parties.

18. Notices. Notices under this Agreement shall be deemed to be adequate and sufficient notice if given in writing and delivered via (a) registered or certified mail, postage prepaid, in which case notice shall be deemed to have been received three business days following deposit to U.S. mail; or (b) a nationally recognized overnight air courier, next day delivery, prepaid, in which case such notice shall be deemed to have been received one business day following delivery to such nationally recognized overnight air courier. All notices shall be sent to ACT at the following address: ACT, Inc. 500 ACT Drive, P.O. Box 168, Iowa City, Iowa 52243-0168, Attention: CFO, Fax: 319-341-2760. All notices shall be sent to Customer at the address set forth in Section A of this Agreement.

19. Authorization. Each party represents and warrants (a) that it has the requisite authority to enter into this Agreement; and (b) that the individual(s) signing this Agreement on behalf of such party is(are) authorized to do so.

EXHIBIT 1
Description of Services
Arkansas Department of Education
ACT Aspire
2015-2016

Executive Summary

The Arkansas Department of Education (ADE), the STATE, will fund one administration of ACT Aspire 3-8 and Early High School Grades 9 and 10 in participating schools during the 2015-2016 school year.

This Description of Services (DOS) describes the state testing services the ACT Aspire, LLC - Assessment Services Delivery Team (ASD) will provide in support of the 2015-2016 administration of ACT Aspire assessments. This DOS defines the expectations and responsibilities of all entities contributing to the successful implementation of ACT Aspire Grade testing.

Assessment Description

Test	Grade	Description	Summative Assessment	Interim I-IV	Classroom
ACT Aspire Summative – paper and online version Periodic – Online	3 rd - 8 th grade	ACT Aspire is a standards-based comprehensive system of assessments to monitor progress toward college and career readiness through early high school, connecting each grade level to the next.	English Mathematics Reading Science Writing	English Mathematics Reading Science	English Mathematics Reading Science
ACT Aspire Summative – paper and online version Periodic - Online	9 th & 10 th	ACT Aspire is a standards-based comprehensive system of assessments to monitor progress toward college and career readiness through early high school, connecting each grade level to the next.	English Mathematics Reading Science Writing	English Mathematics Reading Science	

For instructions on administering the ACT Aspire on paper and online, test coordinators must refer to the Test Coordinators Manual and additional online manuals.

Test Window

For the 2015-16 ACT Aspire assessments, the test dates are outlined below. All participating schools in the state must test within the corresponding testing window. Test dates include: The expected split for Online vs. Paper testing is 90% CBT and 10% PBT.

Test Window		
Test	Activity	Dates
ACT Aspire paper and online all grades	Test Window	April 11, 2016 – May 13, 2016 Online April 18, 2016 – April 29, 2016 Paper

Project Milestones - Key Dates for Spring 2016 Testing

Peg Thomsen and Larry Ehret will work with the ADE to build a Milestone Schedule for implementation of the ACT Aspire assessment. This will be done during the planning meetings. This Milestone Schedule is subject to change upon agreement of both parties.

Milestone/Activity	Mode	Due Date
ADE Meetings, Trainings, ASD Deliverables		
ASD will Provide File Layouts to Customer	Online	TBD
ADE Training Meeting – Little Rock, AR	In Person	TBD
ADE Interim & Classroom Training – Little Rock, AR	Webinar	TBD
ADE provides organizational file	Online	TBD
Customer Service Setup Complete		November 1, 2015
Portal Setup and Initial Invitations Sent	Online	November 1, 2015
Field Engineers deployed. (Utilize for district/schools moving to CBT – Need 2 weeks lead time to schedule)	Online	TBD
File Submission		
Student Data File submitted by ADE	Online	November 2, 2015
Data File Validation & Upload	Online	November 6, 2015
Training		
Training Modules and Webinars Available	Online	Immediately
Room & Test Supervisor Manuals Available	Online	No later than January 1, 2016
Tutorials Available for Teachers and Students	Online	No later than January 1, 2016
Tech Readiness and Admin. Requirements Training – 2 Locations, AR (High Level Introduction overview of process, customized to Arkansas) (2 people from each district = 245X2) 2 locations. NW Arkansas ACT and ACT Aspire 3 hours Training will focus on landing Page and resource overview. ADE will work with ACT Aspire to create training materials and format.	In Person 2 sites NW and LR	November 2 and 3, 2015
DTC Training – 9 Locations	In Person	January 19-22 January 25-29, 2016
Training – ACT Aspire Administration and Tech	Virtual	February 11 & 17, 2016

Readiness		
Weekly DTC & Tech Coordinator Updates & Support	Virtual	TBD
Test Preparation		
Testing Accommodations Coordinators update Personal Needs Profile (PNP) Identification/Update for Paper Only	Paper	February 18, 2016
Testing Coordinators Setup Sessions for Paper Only	Paper	February 18, 2016
Schools Conduct Readiness	Online	January 2016
Schools Complete Proctor Caching Setup	Online	February 2016
Testing Accommodations Coordinators update Personal Needs Profile (PNP) Identification/Update for Online Only	Online	1 Week Prior the first day of testing.
Testing Coordinators Setup Sessions for Online Only	Online	1 Week Prior the first day of testing.
Test Material Shipment		
Receive Test Materials	Paper	March 28, 2016
Testing		
Test window for ACT Aspire	Paper	April 11, 2016 – May 13, 2016
	Online	April 18 – April 29, 2016
ADE Spring Break		March 21-25, 2016
Return of Paper Materials		
Schools Return All Paper Materials	Paper Waiver Districts	May 4, 2016
Accommodated forms for online districts	Paper	Within 48 hours of testing complete
Reporting		
State Verifies Reports prior to release	Paper/Online	June 2016
Reports Available in Portal (Legislated)	Paper/Online	July 1, 2016
1 ISR and 1 Label per student delivered to district	Paper/Online	August 8, 2016

Areas of Responsibility

Global (Aspire Assessment Services Delivery Peg Thomsen or Larry Ehret and Arkansas Department of Education (ADE)) areas of responsibility are as follows:

- Participate in regularly scheduled conference calls and/or onsite meetings.
- Establish and manage a Description of Services.
- Establish a Communication Plan.
- Establish and adhere to a Milestone Schedule.
 - ACT will build adequate review time (at least 10 business day per ADE requirement) into the implementation schedule for review of ADE specific materials

- Establish a Training Plan.
- Communicate risks and issues.
- Provide all student information by using secure modes of transmission.

Assessment Services Delivery Team (Peg Thomsen or Larry Ehret) areas of responsibility are as follows:

Program Management

- Provide contract and program management services as described throughout this DOS.
- Manage program communications and meetings with ADE. Also provide feedback, requested information, and approvals in a timely manner.
- Manage scope of work.
- Manage risks and issues.
- Coordinate with ACT to invoice ADE.

Operations Management

- Manage Training Plan.
- Manage paper materials production, delivery, and scanning.
- Manage the ACT Aspire portal.
- Manage customer care support.

Arkansas Department of Education areas of responsibility are as follows:

Program Support

- Support the implementation of ACT Aspire assessment as documented in the program manuals.
- Communicate to ASD any processes, policies, and procedures unique to this program that deviate from standard ACT Aspire processes. ADE will send the communications to the districts and schools.
- Provide ASD with feedback, requested information, and approvals in a timely manner.
- Communicate test administration information from ASD with schools and districts, including but not limited to test administration dates, test guidelines, paper/pencil test materials return dates, and training opportunities. ADE will send all communications to districts and schools.
- Promote and support the Training Plan.
- Respond to the final invoice.

Operations Support

- Collect Special Format orders (i.e. Large Print and Braille) from State and provide the data to Aspire ASD through the online portal
- Contract change management, as described in the DOS.
- Promote online readiness for online and paper testing.
- Provide final organizational data to Aspire ASD.

School areas of responsibility are as follows:

- Conduct online test readiness verification.
- Participate in training sessions where applicable.
- Support the administration of ACT Aspire assessment as documented in the program manuals.
- Ensure and maintain secure receipt and handling of all paper test materials following documented procedures to protect the security of the tests.
- Upload and maintain student data to the portal, as needed.
- Identify and maintain student personal needs profiles in the portal, as needed.
- Set up, launch, and monitor test sessions.
- View and download reports.

Services Provided for ACT Aspire	Description
Customer Service	Staff the toll-free number year round Monday through Friday, from 7:00 a.m. to 5:00 p.m. Central Time
Communication	Provide updates to Portal, maintenance, Java, TestNav and other technology related needs. All communications need to go through ADE and then get distributed out from ADE.
TestNav	The ACT Aspire assessment utilizes TestNav software to securely lock down student specified devices for online testing.
Training	State specific webinars and on-site trainings will be provided according to the schedule. Field Engineers are available upon request from ADE to travel around the state and help with infrastructure trials.
Answer Documents and Test Booklets	Paper materials are printed and shipped to the District locations
Online Resources	<p>Online resources are available at --</p> <p>The ACT Aspire Landing Page http://actaspire.pearson.com/allresources.html</p> <p>Avocet http://actaspire.avocet.pearson.com/actaspire/home</p> <p>Training Management System (TMS) https://actaspire.tms.pearson.com/Account/Login?ReturnUrl=%2f</p>

State Contract Oversight:

ASD will name a designated staff person (Larry Erhet will be the primary contact and Peg Thomsen will serve as his backup) who will serve as the primary operational contact and will coordinate all aspects of program delivery with the State. A program schedule will be provided, tracked and covered on status conference calls.

Customer Service

Aspire ASD will provide a Customer Service email address and toll-free number for assistance in implementing and administering the ACT Aspire assessment. The staff answering these calls and emails will be trained on the policies and procedures that are specific to Arkansas' administration of ACT Aspire. Aspire ASD will provide ADE with a weekly call log and summary report.

- The toll-free number will be staffed year round Monday through Friday, from 7:00 a.m. to 5:00 p.m. Central Time.
- Phones will not be staffed on holidays that may not coincide with ADE holiday.
- In rare instances when the offices are closed due to extenuating circumstances (e.g., weather related), ASD will inform the ADE of the closure.

The ACT Aspire Customer Service team shall handle questions related to:

- Technical support
- Tracking shipments of materials
- Ordering of additional test materials
- Administration, scoring, and reporting issues

Communications

ACT Aspire relies on the State to communicate the State's own policy regarding participation in this testing program to the participating locations or schools.

ASD (Peg Thomsen or Larry Ehret) will communicate directly with ADE on upcoming activities and deadlines related to the assessments. It is imperative that designated test coordinators follow instructions as communicated via email to ADE. ACT Aspire will provide the customer with a preview of planned communications two business days prior to sending to districts. In the event of a special circumstance or emergency, ACT Aspire will make every effort to communicate with ADE as soon as possible.

ACT will provide a State Testing Webpage specifically for the contracted State client to assist school coordinators to access administration training and manuals applicable for specified testing experience. Webpage to include ACT Aspire test dates, exemplars, manuals, portal and landing page links.

Training Resources

ASD will provide in-person and online training modules and documentation as outlined in the milestones.

The ACT Aspire Landing Page <http://actaspire.pearson.com/allresources.html> is a resource containing the Calendar of Events (training webinars available to all clients), manuals, step-by-step instructions and link to online Training Management System (TMS). TMS contains self-paced "how to" video modules associated with Pre-Test Tech Readiness, Assessment Preparation, Assessment Administration, Post Assessment Steps and Reporting & Data Usage.

ACT and ACT Aspire will work with ADE to make information available to schools and help staff understand student eligibility for testing per ADE's policy and requirement.

For all trainings ACT and ACT Aspire shall provide supporting training materials for inclusion in the training packets, including test administration manuals and sample answer documents. ACT and ACT Aspire will provide hard copy printed materials for onsite training sessions for State, district or school personnel who will be administering the assessments.

ACT and ACT Aspire will host two in person trainings on November 2, 2015 and November 3, 2015 for the districts of Arkansas. These trainings will provide participants with a preview of the online portal that will be used for coordination of testing as well as provide time for Q&A. ACT and ACT Aspire will work with ADE to establish an agenda and materials to be used for the training. ACT and ACT Aspire shall coordinate these trainings included but not limited to the following:

- Producing all training materials
- Securing location to be used
- Providing registration information to ADE and districts
- Providing trainers for the day's presentations
- Cover all costs associated with these trainings for all ACT or ACT Aspire trainers and site fees

ACT Aspire Portal - Administration Management System

The ACT Aspire portal is a secure online data management system used to collect test site information, student information, special accommodation needs, test session information, session monitoring, and provides reporting. The ACT Aspire portal is a secure system accessible only by approved users based on ADE designated permissions. This system controls data access authority.

Paper-and-Pencil Option

The ACT Aspire assessment also offers a secure paper-and-pencil approach for any students or schools that are unable to test online or students who require a paper accommodation.

The paper-based system will produce a test material “kit” for students taking accommodated forms such as large print and Braille per subject. The “kit” contains a test booklet and accompanying answer document. ASD requires early projection counts by school for students using paper in order to produce materials for delivery. ADE shall communicate deadlines to districts for ordering paper materials.

Paper testing materials will be delivered to the district by March 20, 2016 and must be returned to ASD within 5 business days of the completion of testing.

Demographic - Pre-ID File

The Pre-ID file is used to identify examinees that are eligible to test within the state at participating schools. ACT Aspire will use the file to produce pre-printed answer documents. The State shall provide a production version of a Student Data Upload file in the ACT Aspire-prescribed format containing records for all examinees taking the test no later than the date specified in the milestone dates section.

Examinees without preprinted answer documents must manually grid their demographic information on the answer document-

Test Materials - Paper and Online

The following table lists the standard available test materials. These materials are available online in the portal. If paper based testing is needed then paper materials will be produced and shipped for the student as listed below:

Secure Materials Shipments

Name/Type	Sent To	Other	Freight
Secure test booklets for ACT Aspire	DTC	Includes manuals, all required administration forms and instructions for returning materials at the conclusion of testing. ACT Aspire will calculate and provide a 5% overage based on students enrolled in test sessions.	Materials will be shipped via UPS
Secure test booklets for the Additional Orders (AO)	DTC	Additional Orders test material quantities are based on schools' additional order form submitted to ACT Aspire implementation mailbox.	
Secure materials for accommodated testing the ACT	DTC	Includes, as appropriate, individually packaged accommodations materials for each ACT Aspire approved accommodations (e.g., Braille, large print, and American Sign Language) including test books and answer documents. Includes all required administration forms and instructions for returning materials at the conclusion of testing.	

NOTE: Test booklets are serialized and tracked by school, and therefore cannot be exchanged between schools.

Online Testing - Student Testing

The ACT Aspire assessment utilizes TestNav software to securely lock down student specified devices for online testing. The list of the supported devices will be provided to ADE. Throughout the testing cycle ASD may need to make updates to the online testing system. Should ASD need to make updates to the online system that will affect schools ability to complete testing, require schools to update their local systems or that will cause an outage of any type during the testing window, ASD will communicate these changes to ADE within two business days of any changes or updates.

Test Accommodations

Administration of ACT Aspire assessments with accommodations is entirely at the discretion of school personnel. However, some accommodations are not available for all subject tests due to the nature of the subject matter and construct of the assessment (e.g., an audio version or read aloud version of the Reading test is not provided as it would violate the construct of the assessment). Test administrators will find instructions in the Test Administration Manuals for administering the tests with accommodations and/or the accessibility manual.

ASD recognizes that accessibility is an important part of standardized testing. A full listing of the available accommodations and accessibility options for ACT Aspire assessments can be found in Attachment 2. ADE may approve special accommodation requests from districts that follow ADE approved policies and procedures. These special accommodations will in no way compromise the security procedures in place by ACT and ACT Aspire.

Ordering Paper Materials

Manuals, paper answer documents and test booklet shipment will be based on completion of test session setup and enrollment of students in these sessions. Paper based test sessions setup must be completed a minimum of six weeks prior to testing in order to receive pre-printed answer documents.

All schools shall receive a 5% overage in materials. This overage will be based off enrollment in paper sessions. Should schools require additional materials they will be required to place an additional order in the online ACT Aspire portal. ADE must approve all additional orders before ASD processes the shipment.

ACT will provide hard copy printed manuals for the administration of the tests. Each district shall receive one Test Coordinator manual per building plus one for the District Testing Coordinator and room supervisor manuals in the ratio of 1:25 based on student enrollments. ACT and ACT Aspire shall determine schools that require Computer Based manuals and those that require Paper Based manuals according to student enrollment. Schools may require both paper and online manuals depending upon enrollment counts. These manuals will be included in the shipment of materials two weeks prior to the opening of the testing window.

Shipments and Return of Paper Materials

After testing, materials must be stored in a locked, secure place until they are shipped. All test booklets and other materials provided for ACT Aspire must be returned within two business days after close of the testing window. Districts will prepare, package, and return the test materials to ACT Aspire using return labels provided in their initial material shipment. This includes returning all scoreable and nonscoreable materials.

Complete packaging and return instructions can be found in the Test Coordinator manual.

For test security purposes, ACT and ACT Aspire requires documents to be returned within two days from the end of testing.

Test Administration

Schools are required to conduct ACT Aspire State Testing, including onsite maintenance of the ACT testing materials, in compliance with ACT Aspire’s test administration policies and procedures as documented in this Agreement and the Administration Manuals. ACT and ACT Aspire shall provide technical support to school in the administration of online testing. As needed ACT and ACT Aspire will deploy field technicians to assist school in technology troubleshooting.

Reporting

A student performance file (SPF) with records for students completing ACT Aspire assessments will be provided to ADE within 45-60 business days of the end of the testing window (or the receipt of paper answer documents) but no later than July 1, 2016. The SPF file layout shall be provided to the ADE as soon as available for use in mapping the fields in the Arkansas student GPS Dashboards.

Reporting will include downloadable student data files, and downloadable PDFs of pre-built standard reports including Student Score Reports, Educator/Group Reports and Aggregate Reporting for schools, Districts, and state.

ACT Aspire portal will store student level subject scores, as long as a single student system id number is used per student. Multi-year student level data will be captured in the first year and going forward. No prior historical data will be imported from other data sources.

ASD shall work with ADE prior to final reporting to complete a records reconciliation. The Records Reconciliation process will match student test components with the correct student records in the system. The vendor will provide a file to the state and/or district (TBD) including student scores that cannot be matched to a student OR scores that are not matched to a record so that the most accurate scores can be reported. The timeline will be established, but should allow ample time for the state to complete forensics needed to match students and for the vendor to correct information prior to reporting.

ASD will provide each district with one printed Individual Student Report (ISR) and one printed label containing student performance information. These documents will be shipped to districts no later than August 8, 2016.

ACT Aspire Student-Level Reports		
REPORT	DESCRIPTION	DISTRIBUTION
ACT Aspire Current Progress Report (Individual Student Report) *	Individual student report with longitudinal test scores.	<ul style="list-style-type: none"> ● Access for educators online via ACT Aspire portal ● One printed report per student sent to student's district
ACT Aspire Supplemental Skills Report *	Individual student report with national percentiles, ELA, STEM, Career Readiness, and Text Complexity scores	<ul style="list-style-type: none"> ● Access for educators online via ACT Aspire portal
ACT Aspire Student Score Labels	Printed labels with student identifiable information and scores	<ul style="list-style-type: none"> ● One printed labels per student sent to student's district

ACT Aspire Educator/Group-Level Reports		
REPORT	DESCRIPTION	DISTRIBUTION
ACT Aspire Subject Proficiency by Student Report	Roster of students including scores and readiness indicator in all tested areas by group	Available online via ACT Aspire portal
ACT Aspire Current Progress Report	Longitudinal progress charts summarizing aggregate group performance against ACT readiness levels and national performance	Available online via ACT Aspire portal
ACT Aspire Supplemental Scores Report	Aggregate group report with National Percentile Rank and percent of group meeting ACT readiness range; also ELA, STEM, Career Readiness, and Text Complexity scores	Available online via ACT Aspire portal
ACT Aspire Proficiency Summary Report (1 report per group/per subject tested)	Detailed view of group performance in a subject area; includes Student Proficiency Pathway, Growth Distribution, and Skills Distribution	Available online via ACT Aspire portal
ACT Aspire Skill Proficiency Report (1 report per group/per subject tested)	Roster of students by group, including scores and readiness indicators in a given subject by Skills area	Available online via ACT Aspire portal

ACT Aspire School-Level Reports		
REPORT	DESCRIPTION	DISTRIBUTION
ACT Aspire Subject Proficiency by Grade Level Report	Percent of students meeting ACT readiness levels by grade in a given school in all subjects tested; includes national comparisons	Available online via ACT Aspire portal
ACT Aspire Current Progress Report	Longitudinal progress charts summarizing aggregate school performance against ACT readiness levels; includes average predicted ACT composite score	Available online via ACT Aspire portal
ACT Aspire Supplemental Scores Report	Aggregate school-level report with National Percentile Rank and percent of grade-level group meeting ACT readiness range; also ELA, STEM, Career Readiness, and Text Complexity scores	Available online via ACT Aspire portal
ACT Aspire Subject Proficiency by Demographic Report	Percent of students meeting ACT readiness levels by grade in a given school in all subjects tested by gender and race/ethnicity; includes comparison against national and overall school performance at that grade level	Available online via ACT Aspire portal
ACT Aspire Skill Proficiency by Group Report (1 per Grade/per subject)	View of performance by group within a school in a given subject; shows group performance against ACT readiness levels and national	Available online via ACT Aspire portal

tested)	performance	
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The table below contains information about all reports that will be made available to ADE and districts no later than July 1, 2016.

ACT Aspire District-Level Reports		
REPORT	DESCRIPTION	DISTRIBUTION
ACT Aspire Subject Proficiency by Grade Level Report	Percent of students meeting ACT readiness levels by grade in a given District in all subjects tested; includes national comparisons	Available online via ACT Aspire portal
ACT Aspire Current Progress Report	Longitudinal progress charts summarizing aggregate District-level performance at a given grade against ACT readiness levels and national performance	Available online via ACT Aspire portal
ACT Aspire Supplemental Scores Report	Aggregate District-level report with National Percentile Rank and percent of grade-level group meeting ACT readiness range; also ELA, STEM, Career Readiness, and Text Complexity scores	Available online via ACT Aspire portal
ACT Aspire Subject Proficiency by Demographic Report	Percent of students meeting readiness levels by grade in a given District in all subjects tested by gender and race/ethnicity; includes comparison against national and overall District performance at that grade level	Available online via ACT Aspire portal
ACT Aspire Subject Proficiency by School Report	View of performance by school in a given District in all tested subjects; shows school performance against ACT readiness levels and National performance	Available online via ACT Aspire portal

ACT Aspire State-Level Reports		
REPORT	DESCRIPTION	DISTRIBUTION
ACT Aspire Subject Proficiency by Grade Level Report	Provides a summary view of state-wide performance in all subjects assessed against ACT readiness levels and national performance	Available online via ACT Aspire portal
ACT Aspire Current Progress Report	Longitudinal progress charts summarizing aggregate state-level performance at a given grade against ACT readiness levels and national performance	Available online via ACT Aspire portal

ACT Aspire Supplemental Scores Report	Aggregate state-level report with National Percentile Rank and percent of grade-level group meeting ACT readiness range; also ELA, STEM, Career Readiness, and Text Complexity scores	Available online via ACT Aspire portal
ACT Aspire Subject Proficiency by Demographic Report	Percent of students meeting readiness levels by grade in the state in all subjects tested by gender and race/ethnicity; includes comparison against national and state performance at that grade level	Available online via ACT Aspire portal
ACT Aspire Subject Proficiency by District Report	View of performance by District in all tested subjects; shows District performance against ACT readiness levels and national average	Available online via ACT Aspire portal

Student Growth Percentiles

ACT will provide ADE with Student Growth Percentile calculations based solely on the performance of Arkansas students. To complete this work, ACT would need to receive Arkansas state assessment data from 2014-2015 prior to April 1, 2016. The prior state assessment data would need to include enough student identifier data to permit a match between that data and the ACT Aspire data, including: school name, full student name, student grade level, and student date of birth. Once ACT deems the information appropriate, the project will be completed no later than four (4) weeks after the creation of the SPF file.

Standard Error of Measure

ACT will provide ADE with Standard Error of Measure calculations based solely on the performance of Arkansas students. The project will be completed no later than four (4) weeks after the creation of the SPF file.

Additional Services

Alignment Study

The ADE shall require a third party alignment study to be conducted as soon as possible after the contract is in place. This study shall analyze and document the alignment of the ACT Aspire with Arkansas ELA, math and science standards. This study shall use the Common Core State Standards for math and ELA and the Arkansas Science Standards for science. ACT will release to the ADE all materials required to conduct the alignment study. ACT will agree to release the results of the study as needed within the state.

Linking Study

ACT shall conduct a linking study and provide a concordance table of scores for linking student level performance between PARCC and ACT Aspire assessments. The results of this study which will include the score concordance table, student level data, and resultant calculations, shall be released to ADE to be used as needed within the state. This study shall be completed no later than six weeks after ACT receives the data from the state and ACT deems the information appropriate.

Technical Advisory Committee (TAC)

ACT shall send at least one representative from psychometrics to each of three (3) annual TAC meetings to present requested information and provide clarification to TAC members as needed.

Technical Support for Meeting Federal Requirements

ACT and ACT Aspire shall provide ADE with any technical documents and support needed to meet all federal requirements of ESEA. This includes any documentation needed for peer review.

**EXHIBIT 2
FEE SCHEDULE
ARKANSAS DEPARTMENT OF EDUCATION
2015-2016**

The chart below outlines all costs associated with the administration, scoring and reporting of ACT Aspire for 2015-2016. ADE shall be charged the price of a paper-based assessment for any student who completes any portion of the assessment in paper format. ADE shall be given a final invoice that is based upon a reconciliation of student tests taken for final cost calculations. ADE shall be charged only for the student tests taken, not on enrollment numbers.

Description	Grades	Per Unit Cost 2015/2016	Estimated Enrollment 2015/2016	Total Estimated Cost 2015/2016
I. Student Test Service				
ACT [®] Aspire Summative (All subjects) Computer Based Testing	3 – 7	\$18.00	81,360	\$1,464,480.00
ACT [®] Aspire Summative (All subjects) Paper Based Testing	3 – 7	\$24.00	9,040	\$216,960.00
ACT [®] Aspire Summative (All subjects) Computer Based Testing	8 – 10	\$14.70	50,262	\$738,851.40
ACT [®] Aspire Summative (All subjects) Paper Based Testing	8 – 10	\$21.70	5,585	\$121,194.50
ACT [®] Aspire Comprehensive (All subjects) Computer Based Testing	3 – 7	\$20.00	81,360	\$1,627,200.00
ACT [®] Aspire Comprehensive (All subjects) Paper Based Testing	3 – 7	\$26.00	9,040	\$235,040.00
ACT [®] Aspire Comprehensive (All subjects) Computer Based Testing	8 – 10	\$20.00	50,262	\$1,005,240.00
ACT [®] Aspire Comprehensive (All subjects) Paper Based Testing	8 – 10	\$26.00	5,585	\$145,210.00
Total Cost of Student Tests				\$5,554,175.90
Total Assessment Costs				\$5,554,175.90
II. Additional Services				
Training				Included in Program Management Fees
Printed Individual Student Reports				\$350,992.00
Printed Labels				\$292,492.00
Customization, printing, and delivery to districts of Room Supervisor and Testing Coordinator manuals				\$24,910.00
Student Growth Percentile Reporting				In Kind

Student Growth Percentile Training	In Kind
Standard Error Measurement	In Kind
Technical Advisory Committee (TAC) Meetings (\$25,000 per meeting, total assumes four meetings)	\$100,000.00
ACT Alignment Study to Common Core State Standards and Next Generation Science Standards	\$13,624.00
Total Additional Services Costs	\$782,018.00
III. Program Annual Management Fees	
Program Management Fee	\$347,422.00
Total	\$6,683,615.90

Assumptions:

1. Calculations assume 50% of students will be testing with ACT Aspire Summative only and 50% will be testing with ACT Aspire Comprehensive.
2. Calculations assume 90% of students will be testing with a computer based administration of ACT Aspire Summative and 10% paper based administration of ACT Aspire Summative. These assumptions hold true for ACT Aspire Summative the ACT Aspire Comprehensive.
3. Paper based ACT Aspire Comprehensive is for a paper based administration of ACT Aspire Summative and a computer based administration of ACT Aspire Periodic.

ATTACHMENT 2
ACT Aspire Accommodations

2015 Online Summative Testing

Online Summative Testing Presentation Supports

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
<p>Text-to-Speech (English Audio)</p> <ul style="list-style-type: none"> • Intended for user with ability to see graphics. • Requires: PNP system automatically assigns extra time 300%.† 	Accommodation*	Directions Only	Directions Only	Yes	Yes	Yes
<p>Text-to-Speech (English Audio + Orienting Description)</p> <ul style="list-style-type: none"> • Intended for user with blindness or low vision. • Requires: Braille + Tactile Graphics Companion; response support to record responses; time for shipment of braille materials; PNP system automatically assigns extra time 300%.† • PNP system automatically prompts choice of Braille, Contracted or Braille, Uncontracted. 	Accommodation*	Directions Only (then must use Braille + Tactile Graphics)	Directions Only (then must use Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)
<p>Translated Test Directions</p> <ul style="list-style-type: none"> • Allowed for all grades. • Requires: Must be provided before test launch. • Spanish provided in online system; other languages must be locally provided. 	Accommodation*	Yes	Yes	Yes	Yes	Yes
<p>Text-to-Speech (Spanish Audio) Item Translation</p> <ul style="list-style-type: none"> • Grades 3–6 only. • Requires: Online prerecorded format; PNP system automatically assigns extra time 300%.† 	Accommodation*	—	—	Yes	Yes	Yes
<p>Word-to-Word Dictionary, ACT Approved</p> <ul style="list-style-type: none"> • Requires: Locally provided; follow procedure in appendix D. 	Accommodation*	—	—	Yes	Yes	Yes
<p>Braille, Contracted, Includes Tactile Graphics (TTS Audio)</p> <ul style="list-style-type: none"> • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time 	Accommodation*	Yes	Yes	Yes	Yes	Yes

(continued)

Presentation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Braille, Uncontracted, Includes Tactile Graphics (TTS Audio) • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time	Accommodation*	Yes	Yes	Yes	Yes	Yes
Magnifier Tool • Online platform tool; may be locally provided.	Open Access	Yes	Yes	Yes	Yes	Yes
Line Reader • Online platform tool; may be locally provided.	Open Access	Yes	Yes	Yes	Yes	Yes
Color Contrast • Online platform tool unavailable at this time.	Open Access	—	—	—	—	—
Browser Zoom Magnification • Online only	Embedded	Yes	Yes	Yes	Yes	Yes
* Qualification for use of permitted accessibility supports must follow policies of your local educational authority. † Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed.						

Online Summative Testing Interaction and Navigation Supports

Interaction and Navigation Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Abacus • Requires: Locally provided.	Accommodation*	—	—	—	Yes	—
Answer Masking • Online platform tool	Open Access	Yes	Yes	—	Yes	Yes
Answer Eliminator • Online platform tool	Embedded	Yes	Yes	Yes	Yes	Yes
Highlighter Tool • Online platform tool unavailable at this time.	Embedded	—	—	—	—	—
Browser Cut, Copy and Paste • Online only	Embedded	Yes	Yes	Yes	Yes	Yes
Scratch Paper • Requires: Locally provided.	Embedded	Yes	Yes	Yes	Yes	Yes
Calculator (Grades 6–EHS) • Requires: Locally provided. • Follow ACT Aspire Calculator Policy; may use accessible calculators.	Embedded	—	—	—	Yes	—
* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.						

Online Summative Testing response Supports

Response Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Respond on Separate Paper <ul style="list-style-type: none"> Requires: Locally provided; response transcription; original work must be returned. Recommended: Extra time 	Open Access	Yes	Yes	Yes	Yes	Yes
Dictate Responses <ul style="list-style-type: none"> Requires: Follow procedure in appendix B. Recommended: Extra time 	Open Access	Yes	Yes	Yes	Yes	Yes
Keyboard or AAC + Local Print <ul style="list-style-type: none"> Requires: Response transcription; original work must be returned. Recommended: Extra time 	Open Access	Yes	Yes	Yes	Yes	Yes
Mark Item for Review <ul style="list-style-type: none"> Online platform 	Embedded	Yes	Yes	Yes	Yes	Yes

Online Summative Testing General Test Condition Supports

General Test Condition Supports	Support Level	Content Area				
		Reading	English	Writing	Math	Science
Extra Time†	Accommodation*	Yes	Yes	Yes	Yes	Yes
Breaks: Supervised within Each Day	Open Access	Yes	Yes	Yes	Yes	Yes
Special Seating/Grouping	Open Access	Yes	Yes	Yes	Yes	Yes
Location for Movement	Open Access	Yes	Yes	Yes	Yes	Yes
Individual Administration	Open Access	Yes	Yes	Yes	Yes	Yes
Home Administration	Open Access	Yes	Yes	Yes	Yes	Yes
Other Setting	Open Access	Yes	Yes	Yes	Yes	Yes
Audio Environment	Open Access	Yes	Yes	Yes	Yes	Yes
Visual Environment	Open Access	Yes	Yes	Yes	Yes	Yes
Physical/Motor Equipment	Open Access	Yes	Yes	Yes	Yes	Yes

* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.
† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed.

ACCESSIBILITY SUPPORTS

2015 Online Periodic Testing

ACT Aspire periodic tests differ from summative tests in the following ways:

- ACT Aspire periodic tests are exclusively delivered online.
- To be scored, all student responses must be returned through the online platform.
- Students must use browser zoom magnification and a magnifier tool, as needed, instead of large print paper tests.
- Hard-copy braille and tactile graphics are available for ACT Aspire periodic testing and must be ordered in advance, but there is no paper answer document or paper companion test proctor booklet for the braille test. All student responses—even the responses of blind users—must be provided through the online system. Unlike the summative test, hard-copy braille materials for the periodic test should be kept for future use.
- Spanish translation of periodic test items is not available.
- Translations of test directions may be provided at the local level in the language needed by the student. No previously recorded online translated directions are available for this test.
- Periodic tests are untimed. Timing of these tests is determined and controlled locally.

It is strongly recommended that use of all accommodations-level accessibility supports (whether provided locally or by test provider) be chosen by the appropriate educational team (as defined by the responsible educational authority) to meet individual student need, and then planned, practiced, and documented prior to the test.

Periodic Online Testing Presentation Supports

PRESENTATION SUPPORTS	Support Level	Content Area			
		Reading	English	Math	Science
Text-to-Speech (English Audio) <ul style="list-style-type: none"> • Intended for user with ability to see graphics. • Recommended: Extra time 	Accommodation*	Directions Only	Directions Only	Yes	Yes
Text-to-Speech (English Audio + Orienting Description) <ul style="list-style-type: none"> • Intended for user with blindness or low vision. • Requires: Braille + Tactile Graphics Companion; response support to record responses; time for shipment of braille materials (if none available locally from prior periodic administration). • Recommended: Extra time 	Accommodation*	Directions Only (then must use Braille + Tactile Graphics)	Directions Only (then must use Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)	Yes (with Braille + Tactile Graphics)
Translated Test Directions <ul style="list-style-type: none"> • Allowed for all grades. • Requires: Locally provided. 	Accommodation*	Yes	Yes	Yes	Yes

Word-to-Word Dictionary, ACT Approved • Requires: Locally provided; follow procedure in appendix D.	Accommodation*	—	—	Yes	Yes
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PRESENTATION SUPPORTS	Support Level	Content Area			
		Reading	English	Math	Science
Braille, Contracted, Includes Tactile Graphics (TTS Audio) • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time	Accommodation*	Yes	Yes	Yes	Yes
Braille, Uncontracted, Includes Tactile Graphics (TTS Audio) • Requires: Response support to record responses; time for shipment of materials. • Recommended: Extra time	Accommodation*	Yes	Yes	Yes	Yes
American Sign Language (ASL): Directions Only (English Text) • Requires: Locally provided; follow procedure in appendix C.	Accommodation*	Directions Only	Directions Only	Directions Only	Directions Only
American Sign Language (ASL) Test Items (English Text) • Requires: Locally provided 1:1 administration; follow procedure in appendix C. • Recommended: Extra time	Accommodation*	—	—	Yes	Yes
Signed Exact English (SEE): Directions Only (English Text) • Requires: Locally provided; follow procedure in appendix C.	Accommodation*	Directions Only	Directions Only	Directions Only	Directions Only
Signed Exact English (SEE): Test Items (English Text) • Requires: Locally provided 1:1 administration; follow procedure in appendix C. • Recommended: Extra time	Accommodation*	—	—	Yes	Yes
Color Contrast • Online platform tool unavailable at this time.	Open Access	—	—	—	—
Line Reader • Online platform tool; may be locally provided.	Open Access	Yes	Yes	Yes	Yes
Magnifier Tool • Online platform tool; may be locally provided.	Open Access	Yes	Yes	Yes	Yes

Browser Zoom Magnification • Online only	Embedded	Yes	Yes	Yes	Yes
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* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

Periodic Online Test Interaction and Navigation Supports

INTERACTION & NAVIGATION SUPPORTS	Support Level	Content Area			
		Reading	English	Math	Science
Abacus • Requires: Locally provided.	Accommodation*	-	-	Yes	-
Answer Masking • Online platform tool	Open Access	Yes	Yes	Yes	Yes
Answer Eliminator • Online platform tool	Embedded	Yes	Yes	Yes	Yes
Highlighter Tool • Online platform tool unavailable at this time	Embedded	-	-	-	-
Browser Cut, Copy and Paste • Online only	Embedded	Yes	Yes	Yes	Yes
Scratch Paper • Requires: Locally provided	Embedded	Yes	Yes	Yes	Yes
Calculator (Grades 6–EHS) • Requires: Locally provided. • Follow ACT Aspire Calculator Policy; may use accessible calculators.	Embedded	-	-	Yes	-

* Qualification for use of permitted accessibility supports must follow policies of your local educational authority

RESPONSE SUPPORTS	Support Level	Content Area			
		Reading	English	Math	Science
Respond on Separate Paper • Requires: Locally provided; response transcription.	Open Access	Yes	Yes	Yes	Yes
Dictate Responses • Requires: Follow procedure in appendix B. • Recommended: Extra time	Open Access	Yes	Yes	Yes	Yes
Keyboard or AAC + Local Print • Requires: Response transcription; original work must be returned. • Recommended: Extra time	Open Access	Yes	Yes	Yes	Yes
Mark Item for Review • Online platform	Embedded	Yes	Yes	Yes	Yes

Periodic Online Response Supports

Periodic Online Testing General Test Condition Supports

GENERAL TEST CONDITION SUPPORTS	Support Level	Content Area			
		Reading	English	Math	Science
Extra Time† • Interim test timing is locally decided, not online controlled.	Accommodation*	Yes	Yes	Yes	Yes
Breaks: Supervised within Each Day	Open Access	Yes	Yes	Yes	Yes
Special Seating/Grouping	Open Access	Yes	Yes	Yes	Yes
Location for Movement	Open Access	Yes	Yes	Yes	Yes
Individual Administration	Open Access	Yes	Yes	Yes	Yes
Home Administration	Open Access	Yes	Yes	Yes	Yes
Other Setting	Open Access	Yes	Yes	Yes	Yes
Audio Environment	Open Access	Yes	Yes	Yes	Yes
Visual Environment	Open Access	Yes	Yes	Yes	Yes
Physical/Motor Equipment	Open Access	Yes	Yes	Yes	Yes

* Qualification for use of permitted accessibility supports must follow policies of your local educational authority.

† Extra time represents the maximum allowed within a same-day test. Session may end earlier if time not needed.

**ATTACHMENT 3
MEMORANDUM OF AGREEMENT BETWEEN THE
ARKANSAS DEPARTMENT OF EDUCATION
AND ACT, INC.**

[INCLUDED ON THE FOLLOWING PAGES]

**MEMORANDUM OF AGREEMENT BETWEEN THE ARKANSAS
DEPARTMENT OF EDUCATION AND ACT, INC.**

This Memorandum of Agreement (“the Agreement”) is entered into this ____ day of _____, 2015 by and between the Arkansas Department of Education (“the Department”) and ACT, Inc. (“ACT”).

I. PARTIES. The Arkansas Department of Education is a state educational agency, authorized to collect and maintain student educational records and to receive information from local educational agencies (LEAs) consistent with applicable state and federal laws and subject to the federal Family Educational Rights and Privacy Act (FERPA), as authorized by 20 U.S.C. § 1232g(b) and 34 CFR Part 99. The Department is headquartered at 4 Capitol Mall, Little Rock, Arkansas, 72201.

ACT is a not-for-profit educational testing organization with its principal place of business at 500 ACT Drive, Iowa City, Iowa 52243.

ACT is the sole source of ACT Aspire assessments offered to the Department.

II. PURPOSE. The purpose of the Agreement is to document the terms under which the Department is authorized to release personally identifiable data from students’ education records solely for the purposes of providing the services to the Department referenced in the Agreement for Assessments and Services related to ACT Aspire, and to designate ACT as a school official consistent with applicable federal and state laws concerning access to and confidentiality of student record information including FERPA.

As described herein, ACT, as a school official, may have temporary access to data in the custody of the Department for use in projects identified in addenda to the Agreement and under the terms and conditions described in the Agreement and any addenda to it.

III. AUTHORITY. Consistent with the federal Family Educational Rights and Privacy Act (FERPA) the Department may disclose information from students’ education records to its school official that has a legitimate educational interest without written consent for use in studies initiated or approved by the Department in connection with an audit or evaluation of Federal or State supported education programs; or enforcement of, or compliance with, Federal legal requirements relating to such programs. 34 CFR § 99.31(a)(1), 20 U.S.C. § 1232g(b)(1)(A). The Department may also disclose information to representative school official without written consent for the purpose of conducting studies for or on behalf of the Department in order to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. 34 CFR § 99.31(a)(1) and §§ 99.35; 20 U.S.C. § 1232g(b)(1)(A).

The Department designates the ACT, as a school official for the purposes of disclosing student information for use in evaluation, enforcement, audit, compliance, or testing as described above.

All projects referred to above shall be described in addenda to this Agreement, which shall include project information including but not limited to the scope of the project, the data that will be disclosed to ACT, the temporary custodian appointed by the Department, applicable timelines, additional terms and conditions specific to each project, and requirements for communication and reporting to the Department.

IV. TERMS AND CONDITIONS. To effect the transfer of data and information that is subject to State and Federal confidentiality laws and to ensure that the required confidentiality of information shall always be maintained, ACT agrees to:

1. In all respects comply with the provisions of FERPA. For the purposes of the Agreement and the specific projects conducted pursuant to the Agreement and described in addenda to it, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of 34 CFR Part 99 and 20 U.S.C. § 1232g. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose, or share student record information in a manner not allowed under Federal law or regulation.
2. Name a temporary custodian of the Department's data for each project. That custodian shall be able to request and receive data under the Agreement and applicable addenda to it and to ensure ACT's compliance with the terms of the Agreement and applicable laws. The Department shall release data only to the named temporary custodian, who shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to the Agreement and addenda to it, including confirmation of the completion of the project and the return or destruction of data as required by the Agreement. The Department or its agents may upon request review the records required to be kept by ACT under this section.

Use data shared under the Agreement for no purpose other than the research projects described in the attached addenda, and as authorized under 34 CFR §§ 99.31(a)(1)(i)(A) and 99.35; or 34 CFR § 99.31(a)(3). Nothing in the Agreement or the addenda shall be construed to authorize ACT to have access to additional data from the Department that is not included in the scope of the Agreement or under the terms of the projects described in the addenda to it or to govern access to the data by entities other than the Parties. ACT further agrees not to share data received under the Agreement and addenda with any other entity without prior written approval from the Department. ACT understands that the Agreement does not convey ownership of data to ACT or any other party. The Department expressly authorizes ACT to disclose data to its affiliate, ACT ASPIRE, LLC, for the limited purpose of providing the services referenced in the Agreement.

3. Require all employees, contractors and agents of any kind to comply with the Agreement, and all applicable provisions of FERPA and other federal and state laws with respect to the data and information shared under the Agreement. ACT

agrees to require of and maintain an appropriate confidentiality agreement from each employee, contractor, or agency with access to data pursuant to the Agreement and addenda to it. Nothing in this section authorizes ACT to share data and information provided under the Agreement and addenda with any other individual or entity, other than those identified herein, for any purpose other than completing the work as authorized by the Department consistent with this Agreement and addenda to it.

4. Provide the Department with periodic status reports during the project term as described in addenda to this Agreement. Progress reports shall include but not be limited to progress of the project relative to established deadlines. ACT shall provide the Department with immediate written notice of any changes to project protocols except as consistent with the Agreement and any addenda to it.
5. Store data received from the Department in a manner that maintains the confidentiality of the information exchanged and not copy, reproduce or transmit data obtained pursuant to the Agreement except to its own agents acting for or on behalf of the Department and as necessary to fulfill the purpose of the project described in the attached addenda. All copies of data of any type, including any modifications or additions to data from any source that contains information, are subject to the provisions of the Agreement and addenda to it in the same manner as the original data disclosed by the Department to ACT. Except as described herein, the ability to access or maintain data under the Agreement shall not under any circumstances transfer from ACT to any other individual, institution or entity.
6. Except as permitted herein, not disclose data contained under the Agreement or addenda to it in any manner that could identify any individual student to any entity other than the Department, or authorized employees, contractors and agents of the ACT working as a school official on projects approved by the Department consistent with this Agreement and described in addenda to it. Persons participating in approved projects on behalf of the Parties under this Agreement shall neither disclose or otherwise release data and reports relating to an individual student, nor disclose information relating to a group or category of students without ensuring the confidentiality of students in that group. Publications and reports of this data and information related to it, including preliminary project descriptions and draft reports shall involve only aggregate data and no personally identifiable information or other information that could lead to the identification of any student. No report of these data containing a group of students less than the minimum determined by the Department shall be released to anyone other than the Department. ACT shall require that all employees, contractors and agents working on this project abide by that statistical cell size. The Department agrees that ACT and its affiliates may create and disclose coded information, consistent with FERPA requirements for educational research, and that de-identified information, including aggregate information, may be created and disclosed for any purpose.
7. Not provide any data obtained under this Agreement to any entity or person

ineligible to receive data protected by FERPA, or prohibited from receiving data from any entity by virtue of a finding under 34 CFR § 99.31(a)(6)(iii).

8. Destroy all data obtained under the Agreement and addenda to it when no longer needed for the purpose for which it was obtained. Department understands and agrees that among the purposes of the assessments are facilitating the ability to assess the effectiveness of the assessments and the progress of examinees, individually and collectively, over time. To facilitate the ability to research and assess the progress of examinees over time, Department agrees that ACT and its affiliates may retain information collected through the assessments in identifiable form, for a period of 20 years from the end of the year in which the assessment was administered and that such retention is consistent with the purposes for which such information originally will be collected. Customer understands and agrees that de-identified information is not subject to the aforementioned retention limitation.
9. Provide the Department with one electronic and, upon written request, at least one paper copy of the final versions of all approved, released reports and other documents associated with this project. The Department reserves the right to distribute and otherwise use the final approved, released report and associated documents as it wishes, in sum or in part.

V. RELATED PARTIES. ACT represents that it is authorized to bind to the terms of the Agreement, including confidentiality, maintenance, publication, and destruction or return of data, all related or associated institutions, individuals, employees or contractors who may have access to the data or may own, lease or control equipment or facilities of any kind where the data is stored, maintained or use in any way.

VI. FEES. There shall be no cost or fees charged to or paid by any party participating in this Agreement unless agreed to in writing by an authorized representative of each organization.

VII. TERM. This Agreement takes effect upon signature by the authorized representative of each Party and shall remain in effect until completion of the projects described in the addenda or until canceled by either Party upon 30 days written notice, whichever occurs first. The Agreement is renewable upon written approval by the authorized representative of each Party.

VIII. This Agreement expresses the entire agreement of the parties and shall not be modified or altered except in writing executed by the authorized representatives of the Department and ACT, and in a manner consistent with applicable Arkansas and Federal laws.

IX. EXECUTION

Arkansas Department of Education

Date: _____



Thomas Goedken
CFO, ACT, Inc.

Date: 9-29-15



Janet Godwin
Interim CEO, ACT, Inc.

Date: 9/29/15

Attachment(s): Addendum A

Addendum A:

Linking Study

ACT shall conduct a linking study and provide a concordance table of scores for linking student level performance between PARCC and ACT Aspire assessments. The results of this study which will include the score concordance table, student level data, and resultant calculations, shall be released to ADE to be used as needed within the state. This study shall be completed no later than six weeks after ACT receives the data from the state and ACT deems the information appropriate.

Principal Investigator:
Deborah J. Harris
Chief Research Scientist
Measurement & Reporting Services
500 ACT Drive
Iowa City, IA 52243-0168
319.337.1027

Ms. Harris may assign a designate but will oversee the completion of this project.

Student Growth Percentiles

ACT will provide ADE with Student Growth Percentile calculations based solely on the performance of Arkansas students. To complete this work, ACT would need to receive Arkansas state assessment data from 2014-2015 prior to April 1, 2016. The prior state assessment data would need to include enough student identifier data to permit a match between that data and the ACT Aspire data, including: school name, full student name, student grade level, and student date of birth. Once ACT deems the information appropriate, the project will be completed no later than four (4) weeks after the creation of the SPF file.

Principal Investigator:
Jeff Allen, Ph.D.
Principal Research Scientist
500 ACT Drive
Iowa City, Iowa, 52243-0168
Phone: 319.337.1657

Mr. Allen may assign a designate but will oversee the completion of this project.

Standard Error of Measure

ACT will provide ADE with Standard Error of Measure calculations based solely on the performance of Arkansas students. The project will be completed no later than four (4) weeks after the creation of the SPF file.

Principal Investigator:
Deborah J. Harris
Chief Research Scientist
Measurement & Reporting Services
500 ACT Drive
Iowa City, IA 52243-0168
319.337.1027

Ms. Harris may assign a designate but will oversee the completion of this project.

State Board Report

November 2015

Debbie Jones, Assistant Commissioner

Division of Learning Services

Learning Services strives to communicate updated information regarding legislative action, standards, assessment and all the other unit information regularly to school districts. We have various teams speak to education cooperatives, regional meetings and through state webinars. We believe that through regular and accurate communication, our districts are better able to serve the students in their district. The Learning Services 2015 Fall Update is linked here under related files:

<http://www.arkansased.gov/divisions/learning-services>

Health Services

2014 School Health Profiles (Profiles) Report

The Centers for Disease Control and Prevention, in collaboration with state and local education and health agencies, developed the School Health Profiles (Profiles) to measure school health policies and practices.

The School Health Education Profiles assist state and local health education and health agencies in monitoring and assessing characteristics of school health education; physical education and physical activity; school health policies related to HIV infection/AIDS; tobacco-use prevention, bullying and sexual harassment; nutrition; health services; school health coordination; and family and community involvement in school health programs.

Profile surveys are conducted every two years across the country by education and health agencies among middle and high school principals and lead health education teachers. The Arkansas Department of Education has been funded by the Centers for Disease Control and Prevention (CDC) since 1996 to administer the Profiles surveys in Arkansas secondary schools. Forty-five states, 19 large urban school districts, 4 U.S. territories, and 2 tribal governments obtained weighted Profiles data during the spring of 2014. CDC provides a report with state data results from the participating states, cities, territories, and Tribal Nations. Attached is one example of data from the Profiles 2012 report.

In the spring of 2014, Arkansas sent Profile surveys to 302 Arkansas secondary public schools, which also included alternative and charter schools. Useable surveys were received from 72% of the eligible sampled schools, which resulted in weighted data.

- 60.3% of principals reported staff received professional development on preventing bullying, identifying, and responding to student bullying and sexual harassment, including electronic aggression.
- 80% of Arkansas high school students strongly agree/agree that harassment and bullying by other students is a problem in their school. (2013 Youth Risk Behavior Survey)
- 52% of principals reported using the School Health Index (SHI) to assess their policies and programs in the areas of HIV/STD/teen pregnancy prevention; physical activity; nutrition; and tobacco use prevention.

- 52.9% of principals reported including at least one health and safety objective in their School Improvement plan and have completed the SHI and reviewed health and safety data during the past year as part of their School Improvement process.
- 23.3% of principals reported they have a group (Wellness Committee) that performs five key actions to help plan and implement school health programs. (Reviewed relevant data to identify student health needs; recommended/revised health and safety policies; sought funding/leveraged resources to support health and safety priorities; communicated importance for health and safety policies and activities to district administrators, community groups; reviewed health related curricula/instructional materials; assessed availability of physical activity opportunities for students)
- 49.8% Percentage of principals reported having policy that addressed attendance of students with HIV infection; procedure to protect HIV-infected students and staff from discrimination; and maintaining confidentiality of HIV-infected students and staff.
- 64.9% Percentage of principals reported implementing parent engagement strategies for all students.
- 78.9% Percentage of principals reported implementing school connectedness strategies for all students.
- 44.2% Percentage of schools in which students can purchase snack foods or beverages from one or more vending machines at the school, school store, canteen or snack bar. DOWN from 94.8% in 2002
- 18.4% Percentage of students who can purchase soda pop or fruit drinks that are not 100% juice. DOWN from 64.2% in 2006
- 89.6% Percentage of schools that permit students to have a drinking water bottle with them during the school day.
- 76.8% Percentage of schools that have a full-time registered nurse who provides health services to students. UP from 59.3 in 2008
- On average, 60% of health teachers reported wanting to receive professional development opportunities in various topic areas.
- On average, 43% of health teachers reported attending professional development in various topic areas during the two years prior to taking the survey.

Professional Development Update

Math and Science Partnership Grants

The office of Math and Science Partnerships announces the new grant awards for 2015-2016. The institution, name of the grant, and project directors are as follows:

- University of Arkansas at Fayetteville, College of Engineering – University of AR Science and Engineering Partnership, Brian Hill, Project Director
- University of Central Arkansas – Excellence in Elementary School Science, Dr. Uma Garimella, Project Director
- Arkansas State University – Ready, Set, Teach K-4 Science, Dr. Cynthia Miller, Project Director
- University of Arkansas at Little Rock – UALR K-4 Science Integration Project – Dr. Gail Hughes, Project Director

- Henderson State University – Engaging Elementary Investigator in Science: Developing Thinkers and Problem Solvers, Betty Ramsey, Project Director
- Southern Arkansas University – South Arkansas K-4 Science Initiative, Dr. Roger Guevara, Project Director
- Northeast Arkansas Education Cooperative in conjunction with Harding University - K-4th Grade Northeast Arkansas Science Initiative, Angelia Carlton, Project Director.

These grants will focus on the math and science professional development initiative to introduce and train teachers in the instruction of the new AR K-12 Science Standards in the K-4 grade area. The funds for these awards are provided through a formula grant program from the U. S. Department of Education to each state. The grants will continue for three years providing the funding is approved by the Congress.

ADE Guidance and School Counseling

Fall Meetings

The 2015 Fall Meetings held locally and at all education cooperatives are nearing completion. More than 650 school counselors have attended the meetings so far. Presentations include the counselor’s role in Response to Intervention (RtI), ADE Updates, TESS updates for school counselors, and review of and discussion about programs and tools counselors can use to assist students in college and career planning (i.e., Arkansas Career Readiness Certificates, ACT Profile, AP Potential, Soft Skills development, CTE Programs of Study, and other tech and industry certificates). In addition, counselors provided feedback on the draft version of the Arkansas School Counselor Program Planning document being developed.

The link to the Fall Counselor Update 2015 is attached: <http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling>

Special Education

State Personnel Development Grant

The Arkansas Department of Education was awarded a \$5 million State Personnel Development Grant (SPDG) from the U.S. Department of Education Office of Special Education Programs on October 1, 2015. ADE will use the funds to build on the Response-to-Intervention (RyI) Arkansas initiative, which is a multi-component, general education model designed to identify students who may be at risk academically or behaviorally, offer support, and monitor progress.

The SPDG will support the development of statewide RtI literacy and behavior resources and tools, including professional development and technical assistance, that education cooperatives, districts, and schools can utilize to assist all students, especially students with disabilities.

Little Rock School District will be an initial focus of the SPDG in Year 1, and the SPDG will continue to support the district for the entirety of the grant. The SPDG will scale up to additional districts in years two-five of the grant. The protocols and resources utilized and developed by the SPDG will align and support the implementation plans outlined in the ESEA Flexibility request for schools in school improvement.

The SPDG has three main partners that will support the work in targeted districts:

- The American Institute of Research will provide RTI support and resources
- Arkansas State University's Center for Community Engagement (CCE) will provide support to implement a multi-tiered system of support for behavior
- The Parent Training and Information Center will provide parents with an understanding of RtI and their role in supporting their child

Curriculum & Instruction

Math and English Language Arts Standards Revision

Mathematics Standards Revision Committee

The kindergarten through grade 5 Mathematics Standards Revision Committee met on October 13-15, 2015, and Grades 6-8 met on October 20-22, 2015, at the Holiday Inn Airport in Little Rock. Arkansas Department of Education Math Specialists Thomas Coy and Dorie Summons facilitated the math committees. Math Committee members were made up of grade level teachers, math specialists, instructional facilitators, curriculum directors, Pre-K teachers, administrators, and higher education representatives. Each committee member was recommended to serve and had the support of their respective school district superintendent. The Mathematics Standards Revision Committee for grades 9-12 will meet on November 10-12, 2015, at the Holiday Inn Airport in Little Rock.

Groups were presented with findings and recommendations from the Common Core Task Force and information from the general survey to read and discuss. Individuals reviewed the comments from the general feedback survey and math surveys to determine common concerns and input from the State. Mr. Coy presented an overview of the expert review and participants were given a copy to read. Dr. Cochran and Dr. Dingman noted, "We believe the Common Core Standards for Mathematics are worthy of the efforts being made to develop them into a useful, efficient, and coherent set of goals for the education of our students in mathematics. This does not mean that the current state of the standards has achieved perfection." Throughout the expert analysis Dr. Cochran and Dr. Dingman provided specific recommendation for the committee to consider. One point they stressed strongly was that "any revision of the Common Core Standards should start with the Common Core. To throw out CCSS [Common Core State Standards] in favor of a completely new and different set of standards would be lunacy to the highest degree." Based on recommendations from the task force and experts, the ADE and committee used the CCSS as a base for discussion regarding the revision of the standards.

The Math Progressions documents, grade level math survey, and several other State standards documents were available as the committee reviewed each standard. The committee collaborated and used the various resources to make revisions and clarifications to the existing CCSS. Consensus votes were taken on each standard, and notes were added for clarification. If any standards were changed, the committee noted the rationale for the change.

The elementary and middle school committees have completed their grade level review and revision of the current standards. The high school group will meet in November to begin their work. A K-12 committee will be asked to return at a later date for vertical alignment of the standards across grade levels and to discuss additional resources.

English Language Arts and Disciplinary Literacy Standards Revision Committee

The English Language Arts and Disciplinary Literacy Standards Revision Committee met on October 13-15, 2015, at the Holiday Inn Airport in Little Rock facilitated by ADE Literacy Specialists Sherri Thorne and Jessica McIntosh. The committee is comprised of K-12 educators from all five regions across the State of Arkansas. Members in this group of educators are not only English teachers but also have taught or hold credentials for the following: Reading Specialist, Gifted and Talented (GT), English as a Second Language (ESL), National Board Certified Teacher (NBCT), Early Childhood, Special Education (SPED), International Baccalaureate (IB), Advanced Placement (AP), Advanced Placement Scorer, Instructional Facilitator (IF), Educational Leadership, Master's in Reading, Oral Communication, and Journalism. Each committee member has the support of the district's superintendent.

The committee completed revision of the speaking and listening, language, writing, and half of the reading standards that compose the Anchor Standards. Concentrating first on the wording of the standards, the committee will address further clarification of the Anchor Standards within other parts of the document and/or through additional resources. During the next meeting, November 10-12, 2015, the revision committee will complete the last five reading Anchor Standards and begin the review of the grade-level standards and remaining appendices.

During the first half of the initial three-day meeting, committee members studied and discussed the following documents to prepare for the review and revision process:

- Governor Asa Hutchinson's letter to the Arkansas State Board of Education
- Memorandum dated 30 July 2015 to Governor Asa Hutchinson from the Governor's Council on Common Core Review presenting its findings and recommendations
- Survey results
 - General Survey results to the combined Math and English Language Arts committees.
 - Grade-level teams discussed the general comments from the English Language Arts Survey and noted how the responses can be addressed by the revision committee.
 - Grade-level teams discussed the survey comments about the Anchor Standards as they made recommendations for revision and/or clarifications.

Note: Grade-level teams will discuss the survey results for individual standards as they revise the grade-level standards during the November 10-12, 2015 meeting.

Participants examined some key findings from surveys taken by students, college instructors, and employers, conducted by Achieve titled, *Rising to the Challenge: Are High School Graduates Prepared for College and for Work?* In addition, the following documents were considered as part of the process:

- Expert reviewers' recommendations for the standards
- Other Standards from other states and countries
- National Council of Teachers of English (NCTE)
- International Reading Association (IRA)
- National Achievement Standards
- ACT College and Career Readiness Benchmarks
- National Assessment of Educational Progress (NAEP) Reading & Writing Framework
- International Achievement Standards
- Progress in International Reading Literacy (PIRLS)
- Draft Arkansas Standards for Birth to 60 Months

- The Kindergarten teachers reviewed this document and discussed it with Tonya Williams, DHS, Director, Division of Child Care and Early Childhood Education.
- Put Reading First, 3rd Edition
- Reading Next, Writing Next, Writing to Read

Artifacts from this process which include expert review analysis for both math and English Language Arts, General Feedback Survey, ELA Survey Responses, Math Survey Responses, ELA Standards Revision Team Members and Math Standards Revision Team Members are attached.

Appendices A, B, and C

Appendix A

I have read Appendix A and think that it is appropriate as written.

Number	Percent
7	87.50%

I have read Appendix A and think that it is not appropriate as written.

Number	Percent
1	12.50%

Suggestion: Many teachers have requested an alignment of Kathy Ganske's spelling stages and the features within each stage to grade level expectations.

Supplemental Information Appendix A

I have read the Supplemental Information for Appendix A and think that it is appropriate as written.

Number	Percent
8	100.00%

I have read the Supplemental Information for Appendix A and think that it is not appropriate as written.

Number	Percent
0	0.00%

Appendix B

I have read Appendix B and think that it is appropriate as written.

Number	Percent
7	87.50%

I have read Appendix B and think that it is not appropriate as written.

Number	Percent
1	12.50%

Suggestion: Many teachers have requested an alignment of DRA levels to grade level expectations.

Appendix C

I have read Appendix C and think that it is appropriate as written.

Number	Number
7	87.50%

I have read Appendix C and think that it is not appropriate as written.

Number	Percent
1	12.50%

Love this part!

Appendices A, B, and C

Suggestion: More explanation needs to accompany the writing samples. Such as: Was the writing sample produced independently by the student? Does the sample represent the the student's first draft? Does the sample represent the final product following peer and/or teacher feedback?

1st Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
59	95.16%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	4.84%

All of these have been foundational reading skills the 27 years I have been teaching. These are all integral skills in understanding story structure.

The term "demonstrate" is too vague. It needs to be more direct with expectations.

RL.1.1 - Can we clarify this standard so that it can be assessed in a uniform way? This standard can be interpreted and assessed in many different ways as it is currently written. What is the difference between RL.1.2, and RL.1.3?

Can RL 1.3 be changed toDescribe characters, settings, problems, solutions and major events in a story using key details? In RL 2.3 children describe how characters in a story respond to major events and challenges. If all story elements are not explicitly stated in first grade, they may be overlooked.

These standards allow students to demonstrate knowledge of the story elements of a fictional text before moving to harder more in depth knowledge of the text.

Because of the foundation that had been developed in Kindergarten with these standards, these standards are appropriate and build on what has already been done.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
60	96.77%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	3.23%

1st Grade English Language Arts

These are also integral to understanding story structure, which leads to better comprehension. The only issue is with RL.1.5 and is a funding issue. Most schools do not fund classroom libraries that support a "wide reading of a range of text types." What is in the classroom is generally purchased by the classroom teacher, so is limited in number.

I would like to change the wording on RL1.4.

RL1.6: who is telling at different points in the story is difficult

I believe that at this age children do not have a good grasp on identifying feelings in stories/poems (RL.1.5)

These standards ask the reader to really look at the text was written. The students has to really analyze how the author wrote the text, investigate word choice, and look at point of view.

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
61	98.39%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	1.61%

Again, integral skills to comprehension through story structure. "Adventures" is kind of dumb. "Experiences" is adequate in conveying the point. But okay as written.

RL.1.7 - Do we need this and RL.1.3 since we use picture books for our teaching?

Standards 7,8, and 9 ask students to take their understanding of the text to a higher level of thinking.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
60	96.77%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	3.23%

What a lot of teachers don't understand about this is that this would include nursery rhymes, sight word poems, traditional songs, etc. Our students no longer are exposed to these at home (and many times PreK and K), but they are so important to language development and learning the rhythm of reading.

I think that students still need to be reading books to help them improve their reading levels. Poetry needs to be for 2nd grade.

1st Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
60	96.77%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	3.23%

Common Core is HEAVY on the nonfiction (informational) side. For experienced teachers who know the importance of fiction and fiction text features, this isn't a problem. However, for pre-profession teachers who may not be going through the best prep program, fictional literature may become short-changed. Then we'll have huge issues in reading performance. Most of the standards in 'informational text' are interchangeable with fiction. Why not write the standard and put F, NF, or F/NF--depending on which area to which it is applicable? Just a thought.

RI.1.1 - See note on RL.1.1

RI.1.3: is difficult for 6/7 year olds

The standards ask for students to read 50% of each literature and informational text. Prior to the CCSS, students were exposed to a lot less informational text. We also did not have standards that were specific to the informational standards.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
59	95.16%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	4.84%

RI.1.5: text features such as glossaries, electronic menus are difficult for this age level

I have mixed feelings on this one (RI.1.5) Not really sure this is developmentally appropriate for first grade. First graders are learning to read in order to read to learn in later grades. It is hard to KNOW and USE text features when your reading is at a early developing stage. This standard seems more appropriate for second grade.

How important is it for a first grader to know and use glossaries, electronic menus, icons (RI.1.5)

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
60	96.77%

1st Grade English Language Arts

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	3.23%

RI.1.8 This one makes me say, "Really?"

RI.1.9: is difficult

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
61	98.39%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	1.61%

Again, this is both F/NF. Why have it under an entirely separate strand?

Non-fiction texts are very hard for students to read. They need to be able to read and know phonics.

Print Concepts

I have read the above standards and think they are appropriate as written.

Number	Percent
61	98.39%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	1.61%

This needs to match the writing standard for first grade.

This needs to be taught at the beginning of the year.

Phonological Awareness

I have read the above standards and think they are appropriate as written.

Number	Percent
62	100.00%

I have read the above standards and think they are not appropriate as written.

Number	Percent
0	0.00%

These skills are vital to determining the success of reading instruction with students. These phonemic awareness skills (as should K's) should remain in our standards to ensure students are receiving this vital instruction.

The phonological awareness standards follow the PA continuum for hearing sounds in words.

1st Grade English Language Arts

Phonics and Word Recognition

I have read the above standards and think they are appropriate as written.

Number	Percent
60	96.77%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	3.23%

RF.1.3:g - Is this sight words? Can we clarify this?

I believe this standard is appropriate however very technical. As a teacher I understand "vowel teams, digraphs, long/short vowel etc. however as an everyday parent in a impoverished school district I might need some examples here of what these technical terms mean.

I think this is too much for the students. They need to start at what the students know and then build on that. If they do not know letter sounds then they will struggle and get behind in everything else.

The phonics standards are written in a developmentally appropriate order.

Fluency

I have read the above standards and think they are appropriate as written.

Number	Percent
61	98.39%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	1.61%

I think it's important the term 'fluency' is included in RF.1.4.b so novice teachers understand that is the definition of fluency.

RF1.4b is too vague! What is appropriate accuracy? If this is supposed to be COMMON Core, then the rate should be common. Different districts determine that.

Would it be possible to add expectations for fluency rates? There is some research on Oral Reading Fluency Norms by Hasbrouck and Tindal that might be helpful.

Fluency is vital to reading on level.

Text Types and Purposes

I have read the above standards and think they are appropriate as written.

Number	Percent
57	91.94%

I have read the above standards and think they are not appropriate as written.

1st Grade English Language Arts

Number	Percent
5	8.06%

I feel the writing is, again, too heavy on informational. For the most part, our students have had ZERO experience in writing before entering kindergarten. Most can't hold a pencil correctly and don't understand the relationship between sounds and letters. These standards work on the assumption that students not only come to school with the readiness to write in kindergarten, but also have the experience needed in kindergarten. This is true for many standards, but it seems the gap is huge for these standards and almost impossible to close. Lighten them up a bit. And if the out-of-classroom specialists don't agree, then listen to the teachers, because we're the ones who are in touch with how the students are coming to us now. We've had huge shifts in the readiness and performance of students over the last 3 years or so--and not in a positive way.

W.1.1: opinion pieces are difficult, stating the reason for opinion, and closure W.1.2 and 1.3 sense of closure is not age appropriate

This needs to be taught at the end of first grade.

Not ALL children will be developmentally ready to do this.

I believe this standard may be a little more difficult for our lower readers. They may not actually use the temporal words without a lot of practice. The temporal words section of the statement may need to wait until 2nd grade.

Production and Distribution of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
57	91.94%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	8.06%

W.1.6 Ridiculous. Most 1st-grade classrooms don't have the technology for this, nor the time. We're training some of our students with how to potty correctly, which I hope puts this standard in perspective for 1st-grade.

This is hard to accomplish because of the lack of digital tools.

W.1.6 - Can we publish on paper?

I believe that this standard is a little difficult as worded for first grade students. They need to become more familiar with writing and keyboarding skills before being able to actually use a variety of digital tools to produce and publish writing. Some students don't have a lot of access to computers at home and do not have much experience with computers. They need to learn the basics before being expected to publish writings through technological means.

Digital tools to produce/research are great, but actually typing to publish takes too much time at this age.

1st Grade English Language Arts

Research to Build and Present Knowledge

I have read the above standards and think they are appropriate as written.

Number	Percent
59	95.16%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	4.84%

Again, back off this just a little. Let's focus on the writing process through quality writer's workshop 'instruction' on a consistent basis. The payoff for that is much higher than many of these writing standards.

Most of the students that I teach would not be able to research things on their own. Most of them do not use a computer. Most of my students have not some of these experiences.

Again, I think all students need to be considered here. I believe that if a student doesn't have daily use of technology at school and home, then this may be a little harder to accomplish in 1st grade. Participate in shared research and writing projects. This may need to wait until 2nd grade. Maybe it should say students will be introduced to shared research and writing projects whole group (or as a class). They will begin to participate in shared research and writing projects. This would leave room for the students to grow at a more developmentally appropriate pace given many students lack of experience in 1st grade within the home.

Range of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
62	100.00%

I have read the above standards and think they are not appropriate as written.

Number	Percent
0	0.00%

Comprehension and Collaboration

I have read the above standards and think they are appropriate as written.

Number	Percent
61	98.39%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	1.61%

Speaking and listening has become even more important in this time than at any other time in my teaching tenure. In non-ABC PreK and K, we have focused so much on academics our students don't have language development. We need specific language-development activities for our at-risk students--which are more than we've ever had. Approximately 1/4 of my students are language-delayed to some degree. 5 years ago, that number would have been half that. We are letting our students down when we don't develop their language in PreK-K like we

1st Grade English Language Arts

need to. They can't learn to read if they are language delayed. And the articulation is horrible, too, because of the lack of conversation at home. Both are causing severe reading/writing delays.

Presentation of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
62	100.00%

I have read the above standards and think they are not appropriate as written.

Number	Percent
0	0.00%

Conventions of Standard English

I have read the above standards and think they are appropriate as written.

Number	Percent
57	91.94%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	8.06%

Perhaps L.1.1.a could be a little stronger. For some reason, teachers coming out of prep programs for the last 10 (?) years or so haven't been taught the importance of pencil grip, fine motor skills, letter formation in the development of the reading brain. It is RARE that one will observe handwriting instruction in a late-K, 1st and 2nd grade classroom. When I switched to 3rd-grade for a 3 years, I observed that 100% of my 3rd-grade students who had an incorrect/odd pencil grip and didn't form letters correctly were the lowest readers I had. Now, just because a student has a weird grip or form letters wrong doesn't mean they'll struggle, but for those who will struggle, it is vital they have those things under control. (An aside: Just because 3rd-grade is mandated to teach cursive, doesn't mean students will write in cursive. One teacher in 20 will expect them to write in cursive in grades 4-12.)

possessive nouns, indefinite and possessive pronouns, articles and demonstratives, prepositions, are all difficult concepts for 6/7 year olds

L.1.2.D Suggestion: Many teachers have requested an alignment of Kathy Ganske's spelling stages and the features within each stage to grade level expectations.

Some of these are way too advanced for first graders. All they should learn in first grade is basic grammar. Most of my students who are coming from Kindergarten really struggle with just writing a complete sentence. They also do not know how to form the letters. If they do not know how to write the letters then they will not be able to write.

I believe the conjunctions and prepositions part of the standards need to say will begin to use instead of Use.

1st Grade English Language Arts

L 1.1 I bump on to second L 1.1 g is mastered in second grade by most, but attainable by some on or above level students in first grade only near the last 9 weeks

Knowledge of Language

I have read the above standards and think they are appropriate as written.

Number	Percent
62	100.00%

I have read the above standards and think they are not appropriate as written.

Number	Percent
0	0.00%

Vocabulary Acquisition and Use

I have read the above standards and think they are appropriate as written.

Number	Percent
61	98.39%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	1.61%

L 1.5 d bump to second for mastery (intro in 1st)

2nd Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
66	95.65%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	4.35%

Please provide the proper reading curriculum so a dyslexic students can do this too.

Define recount.

I understand and agree with the main idea in each standard. However, the words demonstrate, recount and describe are too vague when the student is applying the skill. If the idea is to standardize education then the application of the skills mastery should be clear and concise so that the outcomes will be the same for ALL. When students are tested it should look like this..... I also realize teachers need freedom to use the resources they have to complete instruction but this lends itself to unequal outcomes for a variety of students. This is my general consensus for the standards as a whole so I will not repeat or copy and paste this statement continually.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
64	92.75%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	7.25%

It is my opinion that students in 2nd grade should be able to know whose point of view is being told in a story. However, since 2nd grade students are still "learning to read," most of them will not have the ability to add different voices for different characters. It should be modeled by the teacher during read aloud time.

RL.2.4 - Can you clarify this with an example? This seems too abstract for second grade. RL.2.6 - Can we remove the part about speaking in a different voice for each character?

RL 2.4 is vague; hard for 2nd graders.

I do not think that 2nd graders need to learn about alliterations and such in a poem. Everything else is ok.

Most second grade students struggle with poetry and alliteration especially if they have problems identifying rhyming words

2nd Grade English Language Arts

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
63	91.30%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	8.70%

We struggle with RL2.9. Second graders find this very difficult to understand and grasp.

RL.2.9 is not developmentally appropriate for 2nd graders.

Comparing and contrasting two or more versions of the same story is appropriate to introduce to second graders, but not appropriate for second grade mastery. The other standard IS appropriate for second grade.

RL.2.9 This is not age appropriate for this grade. They certainly should be introduced to this concept, but not expected to master it.

RL2.7 is unnecessary.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
61	88.41%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	11.59%

I believe that having a band that is for 2 or more grades is not appropriate, especially in the lower elementary. Lexile levels are so hard to follow. Books with lexile levels of 400 vary so much in complexity. Then to have the band for 2 grades it is very difficult to determine a child's actual level.

What about the 2nd grader who has a reading disability and has an IEP/AIP for the reading level they are at and is unable to read at the 2-3 grade level?

It is too wordy. It only needs to say By the end of the year, read and comprehend literature, including stories and poetry.

I think that students need to be able to read and comprehend what is being read but everyone learns differently and at a different rate.

Comprehending poetry is very difficult for second grade students

2nd Grade English Language Arts

The complexity band has to be clearer for districts to be able to put this into place.

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
55	79.71%

I have read the above standards and think they are not appropriate as written.

Number	Percent
14	20.29%

This would be possible if the content was kept on a 2nd grade level. So many examples that we have seen whether with PARCC or as examples the content is so deep and difficult that the students can't get past the passage to be able to make the connections. We have made the big mistake of letting a test company interpret the standards and they are making it much more difficult than the standards state. If we keep everything at their level it would help.

RI.2.2 - The multi-paragraph part is difficult for second graders.

RI.2.3: Proves to be difficult and not appropriate as written.

RI.2.3 is confusing and should not be to mastery but the students should be exposed to it.

The 3rd is confusing and needs more explanation.

RI 2.3 Not sure what the outcome of this standard would look like?

Second graders struggle to focus on multi paragraph text. These standards seem to be too challenging for second grade developmental levels.

RI.2.2 should be single paragraph, not multiparagraph. RI.2.3 needs to be simplified to a lower reading level. They have to be able to read it before they can connect it.

I think that the first two standards are appropriate for second graders, but the last standard: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, is inappropriate in my opinion. I believe this is difficult for second grade students to master in regards to age-appropriateness and developmentally.

They can certainly understand the impact of some events or ideas that are relevant, but it is very difficult for them to understand events too far outside their realm of experiences.

2nd Grade English Language Arts

I feel that RI.2.3 is not age level appropriate. They are able to identify information about the topics read about, as well as details, but they are not ready to describe connections between different events. They don't have an awareness of these events, or really have an interest in them.

RI 2.3 Not age appropriate!

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
67	97.10%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	2.90%

There has been much confusion about RI2.6. Please clarify expectations of this standard. What is the difference between "purpose of a text" and author's purpose.

Main purpose of a text is good. Within paragraphs not age appropriate.

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
62	89.86%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	10.14%

These are difficult for mastery but agree students should be exposed to them.

RI.2.8 is not specific enough to understand as to what we are supposed to assess.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
64	92.75%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	7.25%

Again, I think we need to look at the lexile levels. Especially when it comes to nonfiction texts. They are already difficult for a second grade student to understand. If a teacher is not careful about the text levels it will be the text that prevents them from being able to complete this task.

2nd Grade English Language Arts

Our particular school is in a low economic area of our town. The reading levels are typically lower, but we do a lot of scaffolding.

Does not need to include scaffolding in the standard. Teachers do this everyday with each lesson.

Again same as the other one.

Phonics and Word Recognition

I have read the above standards and think they are appropriate as written.

Number	Percent
65	94.20%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	5.80%

RF.2.3:e,f - Can you give examples to clarify this?

More emphasis needs to be placed on phonic

"Identify words with inconsistent but common spelling-sound correspondences." could be written more clearly.

Fluency

I have read the above standards and think they are appropriate as written.

Number	Percent
65	94.20%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	5.80%

What is the appropriate rate for second grade?

Can fluency expectations be added?

Fluency should not have anything to do with reading. If someone is javing troibe with ready fluency will always be a problem, therefore, they will always feel like a failure. This having to read for one minute.what does that really have to do with teaching and the kids learning. They need to learn.....not at a fast pace but at a pace where they can actually understand because all we are doing is making our students feel like a failure or not being able to learn the appropriate skills for the next grade level and then they fall farther behind. What good is that??

Text Types and Purposes

I have read the above standards and think they are appropriate as written.

Number	Percent
61	88.41%

2nd Grade English Language Arts

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	11.59%

This is the area that I believe we have go past the students developmental level. They are still learning about stories, writing procedures etc. and we are expecting so much out of their writing. Students who are in 2nd grade, about 7 - 8 years old, do not have the knowledge, background, attention span, handwriting skills, etc. to write a story/paper that includes all that is being asked of them. These students should be writing less involved stories, learning to stay on the topic and give some details. We need to work with these writings on getting complete sentences and capital letters into stories that are on topic.

Too much for most 2nd graders.

At this age, students are just now really understanding what and how to write sentences and then foem them into paragraphs. We have dropped everything out and jumped to far ahead and these kids are not being able to write at all. Let alone make a paragraph.

W2.1 - Adding an introduction is age inappropriate for second graders.

Opinion and informative are appropriate as written. Standard 2.3 could include a distinction between personal narratives and fictional narratives. Students should be writing both types of narrative writing.

W2.3 is too complicated for second graders.

These standards are written well. However, when looking specifically at W.2.1, opinion writing, I notice that this particular standard asks more than informational or narrative. I feel that this standard is asking a bit much of a second grader developmentally. After attempting to teach this standard in its entirety over a couple of school years, there are very few students who are able to attain this. On the other hand, information and narrative expectations are appropriate.

Production and Distribution of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
56	81.16%

I have read the above standards and think they are not appropriate as written.

Number	Percent
13	18.84%

The planning, drafting, revising and editing should be taught and slowly implemented in the 2nd grade. This would give students a chance to better understand the process without adding everything at once. We throw so much at them they can't be successful therefore they hate writing. We are hurting them for the rest of their educational career.

W.2.6 - Can we publish on paper as well?

2nd Grade English Language Arts

2.6 is not appropriate when each student does not have access on a consistent basis to the technology.

If a school does not have access to digital tools it is impossible to expect kids to use digital tools.

Not all have access to computer.

There are not enough computers/ipads to support this and we need more tech people to help.

Certified computer tech person needed in each school and more technology access for every student.

We need stronger technology resources and support in order to adequately produce published writing.

We do not have technology resources or technology teacher support.

STUDENTS NEED TO HAVE ACCESS TO TECHNOLOGY IN ORDER TO PRODUCE AND PUBLISH THEIR WRITING. THEY ALSO NEED TO HAVE ACCESS TO A CERTIFIED TECHNOLOGY TEACHER WHO CAN TEACH THEM THE SKILLS NECESSARY TO MASTER TECHNOLOGY SKILLS.

Need to have access to tools that allow them to produce and publish writing, as well as opportunity to gain keyboarding skills from a certified technology instructor.

Students need to have access to technology in order to be able to achieve the standard W.2.6. They need to have access to a CERTIFIED technology teacher in order to teach them the skills needed to first use technology, and then produce writing using these tools.

W.2.6 is way too much for second graders to do. Too overwhelming.

Not all students have access to digital tools.

While I publish some I think this is a very early age to strengthen and publish using digital tools. We are still learning keyboarding skills. This should be taken out of the 2nd grade standards.

Research to Build and Present Knowledge

I have read the above standards and think they are appropriate as written.

Number	Percent
59	85.51%

I have read the above standards and think they are not appropriate as written.

Number	Percent
10	14.49%

2nd Grade English Language Arts

Research at this level should be a group project. Students who are sent home to research "polar bear," either have no access to a way to research or their parents do it for them. The students have not learned anything. Asking for a report based on several pieces of evidence is a lot for a 7 - 8 year old child.

This is a difficult task for our second graders. We really need some more technology support to accomplish this.

This requires a lot of extra personnel. Research and writing projects are very difficult for 2nd graders and very hard to do independently.

Restating information in their own words at the 2nd grade level, is a bit developmentally challenging. They will simply copy word for word.

I think that the second standard in this section is appropriate, but the first standard: 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 is inappropriate for second graders. I believe this should be changed to "a variety of sources" instead of "a number of books" because it is difficult for second graders to read a number of books to research on their grade level.

"A number of books" is not appropriate, however, they should be expected to look at 2-3 sources, including digital sources.

W.2.7 Students need to use a select number of SOURCES on a topic (including digital), not several books. It isn't appropriate for 7 and 8 year olds to be expected to read SEVERAL books in their entirety (it is really hard to find a variety of books on a topic on their reading level, for each kid, for each topic).

W2.8 too overwhelming for second graders. W2.7 - not digitally - too much for them

Range of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
67	97.10%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	2.90%

Does not apply to 2nd grade.

No clue what this means

Comprehension and Collaboration

I have read the above standards and think they are appropriate as written.

Number	Percent
68	98.55%

I have read the above standards and think they are not appropriate as written.

2nd Grade English Language Arts

Number	Percent
1	1.45%
These are not developmentally appropriate. Only very high or gifted students can achieve these expectations. It takes too much abstract thinking.	

Presentation of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
62	88.57%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	11.43%

SL.2.5 - Can we remove this standard?

2.5 is difficult to implement when we do not have access to recording devices.

2.5 need training and access to technology

However, we do not have the technology support.

I think that these standards are appropriate, however, we do not have the tools or staff necessary to complete the technology standard of "creating audio recordings of stories or poems."

Audio recordings require addition staffing and equipment.

SL.2.5 Deals with being able to have access to TECHNOLOGY and STAFF to do that

Again, overwhelming for implementation in second grade. But SL2.4 is fine.

Not all students have access to recording devices.

the create audio recordings needs to be deleted from the 2nd grade standards

Conventions of Standard English

I have read the above standards and think they are appropriate as written.

Number	Percent
64	91.43%

I have read the above standards and think they are not appropriate as written.

Number	Percent
--------	---------

2nd Grade English Language Arts

6	8.57%
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L.2.1:a and c - Are these necessary for second grade? L.2.2:c - Can we split contractions and possessives into two different standards?
L.2.2:d - The examples are not helpful.

Explicit teaching of grammar is not incorporated into our schedule.

L.2.2.D Suggestion: Many teachers have requested an alignment of Kathy Ganske's spelling stages and the features within each stage to grade level expectations.

L.2.1a - collective nouns inappropriate **Needs to be a standard for nouns and verbs. They do NOT remember these from first grade.

Knowledge of Language

I have read the above standards and think they are appropriate as written.

Number	Percent
--------	---------

60	85.71%
----	--------

I have read the above standards and think they are not appropriate as written.

Number	Percent
--------	---------

10	14.29%
----	--------

L.2.3:a - Why do we need this in second grade?

2.3 Need to focus on just the formal uses of English

Vocabulary Acquisition and Use

I have read the above standards and think they are appropriate as written.

Number	Percent
--------	---------

66	94.29%
----	--------

I have read the above standards and think they are not appropriate as written.

Number	Percent
--------	---------

4	5.71%
---	-------

L.2.4:d - Knowing the meaning of each part of a compound word, does not necessarily help you figure out the meaning on the word. For example: butterfly. L.2.5:d - Are 2nd graders ready for this?

L.2.5 and L.2.5B too difficult for second grade.

Real life connections are hard for 7 year olds to make with limited background knowledge; much less shades of meaning in verbs and adjectives.

3rd Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
48	100.00%

I have read the above standards and think they are not appropriate as written.

Number	Percent
0	0.00%

I understand not wanting long standards, but additional examples could be included to help break apart these standards.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
42	87.50%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	12.50%

RL.3.4 - Can you split literal and non-literal and be more specific about what is expected? RL.3.5 - Can you give an example to clarify? Is this sequence, cause and effect?

RL.3.6- Point of view first needs to be determined, before the students distinguish their own point of view.

RL.3.5 and 3.4 are not detailed enough for the teacher to be able to implement.

Students have difficulty describing how parts build on each other.

Some adults still can't do RL 3.4 the rest are fine.

3.5 is too difficult

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
43	89.58%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	10.42%

3rd Grade English Language Arts

RL.3.9 Why does this have to be the same or similar characters? Does it have to be the same author? Can it say "Compare and contrast the themes, settings and plot of stories"?

We struggle with using text written by the same author. Why can't we compare and contrast any text?

RL 3.7 Creating mood, voice, and style requires emotions that most 8 and 9 year olds have not fully developed much less mastered. RL3.9 Many third grade students do not evolve to chapter books with series until much later in the year. Some not till fourth grade.

3.9 is difficult but the way PARCC assessed it by having to watch a video and then read a piece of text, then having students take notes, and then determining what was the same and different, and then composing a paragraph---too difficult, developmentally inappropriate

The first standard is a little wordy.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
43	89.58%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	10.42%

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently. Exemplar text: Exemplar text needs to be stated they are suggestions. More current literature needs to be added to the list. All books listed need to be still available for purchase. All K-3 books need to be screened for inappropriate language and concepts for these grade levels.

RL.3.10 - What exactly is the high end of the text complexity band? Can we really only use lexile?

Kids need to be screening for dyslexia also to see if this skill is possible.

We are still teaching students HOW to read in third grade. Look at the Phonics piece of the standards to corroborate this evidence. To require independent proficiency at the high end of text complexity is contradictory.

Too vague- Lexiles are too broad for this grade level and really, all elementary grade levels

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
42	87.50%

3rd Grade English Language Arts

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	12.50%

RI.3.3 - What is the difference between this and RI.3.8? Can you give an example? Can we break this into a,b,c parts? Do we need both standards?

RI 3.3 There is too much in this standard and it is very vague in my opinion. The wording needs to be more explicit.

Regarding RI.3.2: asking students to explain HOW the key details support the main idea is very redundant. If a 3rd grader can find the main idea and 2 or 3 key details that support the main idea they are doing great. Having to explain how the details support is way too subtle for a 3rd grader- and I am not sure how this helps their comprehension of the text. I would encourage anyone revising this standard to try explaining the HOW part of the standard in apiece of text. RI.3.3: This is the most difficult standard to get a handle on for teachers and students. Please simplify and clarify- not sure this is developmentally appropriate. I have written several lessons for this standard (see Springdale schools curriculum) but have trouble seeing how this is purposeful for 3rd graders. I can't find lessons for this standard anywhere- I don't think anyone wants to touch this with ten foot pole!

RI.3.3- Takes a lot to unpack this standard. It's loaded with several concepts.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
47	97.92%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	2.08%

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
45	93.75%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	6.25%

See note on RI.3.3

RI3.8 should be more specific

3rd Grade English Language Arts

These standards outcomes will be from a nine year olds point of view. Their logic. Their point of view. Their comparison. It will not be as scholarly as envisioned.

Again, 3.9 is inappropriate when the two pieces of text used are beyond the grade level or it's expecting them to listen to a video clip and then compare it to a piece of text. Students have to learn to take notes for each piece, write down comparisons and contrasts, then compose a paragraph. This was too difficult.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
41	85.42%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	14.58%

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.

See note on RL.3.10

Kids need to be screening for dyslexia also to see if this skill is possible.

Seriously..... Still teaching them HOW to read.

Too vague

Phonics and Word Recognition

I have read the above standards and think they are appropriate as written.

Number	Percent
40	83.33%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	16.67%

3.3a: Would like a list of the most common prefixes and derivational suffixes. 3.3b: Latin suffixes are not developmentally appropriate for 3rd graders. DSA results show 3rd graders need instruction in feature G-I. 3.3d: Would like a list of grade-appropriate irregularly spelled words.

Can we expand the phonics from K-2, to include some skills for third grade? RF.3.3:a - Can you be specific about which ones? RF.3.3:b - Be specific.

3rd Grade English Language Arts

Kids need to be screening for dyslexia also to see if this skill is possible.

This needs to be specific. Which prefixes and suffixes? Which irregularly spelled words? Each grade level should build on the previous year.

RF 3.3B needs to be in upper grades. For other standards grade-appropriate needs to be clearly defined.

Most third graders still have not mastered the six most common syllable types they were taught in first and second grade. This foundation is needed before they can be independent and proficient enough to master identification and meaning of the above phonics standards.

3.3b

Fluency

I have read the above standards and think they are appropriate as written.

Number	Percent
45	93.75%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	6.25%

Include grade level expectations so teachers know what words per minute and reading level is expected by the end of the year.

RF.3.4:b What is the appropriate rate for third grade?

Kids need to be screening for dyslexia also to see if this skill is possible.

Text Types and Purposes

I have read the above standards and think they are appropriate as written.

Number	Percent
43	89.58%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	10.42%

W.3.2:a - Is this necessary for a third grade student? W.3.3:b - Can we change the wording to be dialogue and/or descriptions so that dialogue is not required for every piece of narrative? (Or make it worded like 5th grade - narrative techniques, such as...) Can we look at the second grade standards for writing and add more so that the expectation is higher in second? Can we connect the language standards to the writing standards?

The expectations for a Third Grader are not age appropriate. They are not tested in writing in Second grade and then to come to Third and write an essay. The essay topics on the PARCC last year were not age appropriate at all.

3rd Grade English Language Arts

Again, this will be a story by a nine year old....

I would like to see a personal narrative included.

Production and Distribution of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
43	89.58%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	10.42%

W.3.5 more specific details regarding planning, revising, and editing.

W.3.6 - Can we not limit this to only use technology to publish?

Guidance and support from adults or peers is forbidden on THE test.

Research to Build and Present Knowledge

I have read the above standards and think they are appropriate as written.

Number	Percent
46	95.83%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	4.17%

I agree if you mean science fair or social studies projects made by parents.

It would be nice to have some standardized methods of note taking, so students can build this skill over time.

Range of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
45	93.75%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	6.25%

Kids need to be screening for dyslexia also to see if this skill is possible.

We feel there is not enough emphasis placed on creative writing and too much placed on research and discipline-specific writing.

I agree practice will help.

3rd Grade English Language Arts

Write daily* and routinely

Comprehension and Collaboration

I have read the above standards and think they are appropriate as written.

Number	Percent
47	97.92%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	2.08%

Have you ever been to a professional development with adult educators? How many actually follow the above standards set for third graders? Please read each standard and apply it to your experience either as a presenter or participant.

Presentation of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
45	93.75%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	6.25%

SL.3.5 Delete this standard. We are focusing on typing and basic computer skills. Along with fluent reading.

SL.3.5 - Can we remove this standard?

SL 3.5 is not always feasible.

I agree when every school has the exact same technology resource available for students.

Conventions of Standard English

I have read the above standards and think they are appropriate as written.

Number	Percent
41	85.42%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	14.58%

L3.1.i take out complex sentences L.3.a take out adverbs

L.3.1:a - This is difficult for third grade. There are too many parts to this.

Kids need to be screening for dyslexia also to see if this skill is possible.

3rd Grade English Language Arts

These are not detailed enough.

L.3.2.F Suggestion: Many teachers have requested an alignment of Kathy Ganske's spelling stages and the features within each stage to grade level expectations.

Abstract nouns can be combined with regular nouns. L3.2f needs to be more specific as to which words need to be taught at this grade level. It is very general and vague.

L3.2 f These are the same spelling patterns I referred to earlier. We are still working on mastery. Therefore it is unacceptable to ask them to move on to derivatives for mastery in one years time.

Knowledge of Language

I have read the above standards and think they are appropriate as written.

Number	Percent
45	93.75%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	6.25%

L.3.3:b - Third grade students don't understand this.

L3.3b I don't understand the purpose of this standard.

Vocabulary Acquisition and Use

I have read the above standards and think they are appropriate as written.

Number	Percent
43	89.58%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	10.42%

L.3.5:b - Why do we need this standard? L.3.5:c - 3rd grade students struggle to understand this.

These need more detail

Shades of meaning needs to be in upper grades. Some of these are redundant because they are also addressed in other standards.

These standards can only be introduced in third grade not mastered. So it is inappropriate to use words like acquire and use accurately. What nine year old do you know that says "After dinner that night we went looking for them."

3rd Grade English Language Arts

L.3.5.-More specific when speaking of figurative language. Which grades are responsible for which type of figurative language?

4th Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
63	94.03%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	5.97%

RL.4.2 In order for students to be able to determine the theme of story, drama, or poem, they have to be able to understand the plot and conflict. I have found in my own classroom that it is hard to teach theme if students have no understanding of plot and conflict. These terms are used tremendously among students and teachers in the classroom, therefore that vocabulary should be stated within a standard.

the depth of story element understanding and identification is nice

Children have to gain the mental maturity to process these things. Most fourth grade students are not mentally mature enough to accomplish parts of these standards.

I think that it needs to say somewhere that this needs to be done on "Grade level" and that is defined in the standard.

These standards go in depth of the content. If taught to the full potential the standard is plenty rigorous.

I think the students having to use examples to support their answers is extremely important.

4.1 is not age-appropriate for 4th grade.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
55	82.09%

I have read the above standards and think they are not appropriate as written.

Number	Percent
12	17.91%

The standard within Craft and Structure that should be revised is RL.4.4. Does a teacher need to be sure that students have an understanding of mythology or allusion?

ELL students have a more difficult time with these.

CCSSRL4.4 is unclear. Perhaps, more examples of how that should be reflected

4th Grade English Language Arts

Again, I cite mental maturity

Mythology is not an appropriate genre for fourth grade. Mythology has previously been a sixth grade/junior high genre. Most fourth graders lack the background knowledge to understand the stories.

Mythology has been a sixth grade/junior high genre. It contains some themes/ideas not appropriate for fourth grade. It is also difficult for them to understand many of the stories due to lack of background knowledge about where the stories came from, past cultures, and foreign names.

Leave the part of the standard off that says including those that allude to significant characters found in mythology.

I am concerned about this only pertaining to mythology. I wish they would remove the genre mythology

I do not agree with the RL4.4. Student to not have the required background knowledge to master this standard and resources are hard to come by int this reading level, in addition the standard is left up to the teacher to determain "words and phrases" and what Myths to teach/expose the student to. THis standard is not apprapriate as written.

Students understanding that different text is written differently helps them read and understand it better.

Mythology is too deep for 4th graders

It needs to be a specific check list- this is too broad for a 4th grade standard! RL 4.4

I don't like Greek mythology at this grade level; the moral character of some of the characters is extreme for 9 year olds.

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
60	89.55%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	10.45%

Teachers have been teaching how important it is to make connections for years in the classroom. This standard is too "wordy" which makes it confusing. Teachers or parents should not have to do an in depth study of a standard to figure out what it means.

Difficult for students to understand cultures from around the world because of a lack of life experiences with other cultures.

ELLs have more difficulty with academic vocabulary especially when general ed. teachers do not take the time and opporrtnuity to scaffold learning and provide additional opportunities for learning.

4th Grade English Language Arts

In urban areas as well as rural areas, many, if not most, children have not had the real and vicarious experiences to be able to apply much of these standards.

Understand the theme or "big idea" of any text is important

Both are too wordy and needs to be shortened for easier understanding.

Comparing concepts from different pieces of literature is difficult for many students. This is especially difficult when these comparisons are put into writing.

I don't like the word "treatment" within the last set of standards. This word could have dual meaning and could be confusing to the instructor and students.

4.9 is not age-appropriate

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
61	91.04%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	8.96%

We must take into consideration the academically challenged as well as the English Language Learners in our standards.

This is too broad

Knowing the expectation of where a student should be reading at each grade level even the playing field for all students.

Include the lexile and word expectations of a student in grade 4.

I don't think it should state 4-5 complexity! Students should be taught on their level- some are higher, some are lower! Teachers are in those rooms are with those students- but to have the expectation that everyone will perform above grade level is wrong! Places too much pressure on children and educators!

This goal is unattainable.

4th Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
62	92.54%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	7.46%

Very abstract for ELLs, especially those non-speakers and Level 1 and 2.

Understand informational text is vital since this is the type of text read most as adults

RI.4.2: It is redundant to ask 4th graders to explain how the key ideas support the main idea. A fourth grade should be able to determine a main idea and choose 2-3 details that support the main idea. Asking students to explain HOW the details support the main idea is not really purposeful. Students tend to provide answers such as; the key details are facts that support the main idea or the key details are examples that support the main idea- this just doesn't seem like it is moving students to a deeper understanding of the text.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
61	91.04%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	8.96%

It's all just too wordy. It seems like you are making it more complicated and confusing than necessary.

Academic vocabulary is very difficult for ELLs.

RI 4.6 is not appropriate for 4th grade! Still working on non fiction foundations! Make that a gifted and talented standard!

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
61	91.04%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	8.96%

It's just making things more difficult than necessary. Are you trying to confuse our children on purpose?

Being able to gain knowledge from more than one source is important as adults.

4th Grade English Language Arts

RI 4. 9 IS NOT developmentally appropriate for this age group - look up what is developmentally appropriate and USE that!

The last standard in this group is extremely difficult for this age group.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
60	89.55%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	10.45%

this is probably the biggest improvement for me in my teaching....to be better accountable for the suggested Lexile levels, and to increase the volume of non-fiction text read

This is hard to measure with Standard Based Report Cards

Knowing the expectation of where a student should be reading at each grade level even the playing field for all students.

Include the 4-5 text complexity band.

Not appropriate to expect a standard to be higher than that grade level!

The words are too broad. The teacher and students should be able to comprehend the standards. The wording is too vague and rigorous for elementary students.

Phonics and Word Recognition

I have read the above standards and think they are appropriate as written.

Number	Percent
62	92.54%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	7.46%

The state needs a consistent program in this area, There is a huge gap by the time students get to fourth grade. Many students are missing this in the younger grades

There isn't enough training for upper grades to understand what "all" of these mean.

Having a strategy to use for decoding an unknown word is essential when continually reading more difficult text

4th Grade English Language Arts

Really think by 4th grade this standard should not be included for general academic purposes.

Fluency

I have read the above standards and think they are appropriate as written.

Number	Percent
61	91.04%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	8.96%

RF.4.4.b What is the appropriate rate?

Need to define in standard what is "sufficient accuracy and fluency". This standard is being interpreted in 2 differnt ways 1:) "Sufficent accuracy and Fluency" On its own. Meaning a student is evaluated on a specifc scale regardless of comprehension. and 2: "Sufficent accuracy and fluency to support comprehension" meaning they go together, and if a student can comprehend then the accuracy and fluency is "sufficent" for them. So which way is it?

When students can not read with fluency it effects comprehension

Combine all the above to make shorter standard in one.

Define appropriate benchmark for each grade level.

Text Types and Purposes

I have read the above standards and think they are appropriate as written.

Number	Percent
59	88.06%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	11.94%

Again, are you trying to make our children fail? This is not a help.

W.4.3.B Change to Use dialogue and/or description.

The opinion pieces are the most difficult for students. I think they can do it, but extra time is definitely needed to have students be proficient on this part of the standard.

Many times as adults we are asked to express our thoughts or opinions in writing, with out these skills we are viewed as illiterate.

9/15/2015 1:20 PM View respondent's answers Categorize as... œ

4th Grade English Language Arts

All standards repeat same information. Combine and make shorter.

These children are 10 years old- standards read like a college level paper! Basics should be driven and built on! Children at this age are NOT on this level! People writing these standards need to get out of the board room, get in a average classroom and see what the real world looks like!

Writing in general is difficult for most students. Even though I agree with the standards it would nice if they could be condensed to not have so many.

Production and Distribution of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
61	91.04%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	8.96%

Single page? What size font? What is the spacing?

Need to consist ELLs and their Levels in Speaking, Language, Reading, and Writing.

We should be able to proofread our own writing and be able to have it in published form for others to read

Combine and condense wording.

Again....these kids are 10 with a huge range of abilities! Ridiculous expectation for an average kid! They are emerging writers and need to be encouraged- not set up for failures for something way over their heads!

Research to Build and Present Knowledge

I have read the above standards and think they are appropriate as written.

Number	Percent
62	92.54%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	7.46%

When we have a problem to resolve we need to know how to research on our own and not always depend on someone else's opinion

4th Grade English Language Arts

Range of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
64	95.52%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	4.48%

As adults we need to write for different purposes and different audiences

There is not a day or 2 available in the classroom for 1 assignment! This standard reflects that they have NO clue what a classroom day or abilities look like!

Comprehension and Collaboration

I have read the above standards and think they are appropriate as written.

Number	Percent
64	95.52%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	4.48%

I think these are essential standards to 21st Century Literacy Skills but often are not emphasized enough

Knowing how to hold a proper discussion for many different purposes is a needed life skill

Really????!!! Come into the classroom- you model this for me and IF you can do this with average level students, I promise to copy that!

Presentation of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
61	91.04%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	8.96%

CCSSELA-Literacy. SL4.5 is great in theory, but , many of the schools districts in the state of Arkansas cannot provide the equipment to do these thing

I feel that 4th graders are not fully ready to differentiate between contexts for formal English vs. informal discourse.

These are skills needed for life ans social situations as well as academic skills

4th Grade English Language Arts

SL.4.6 is repetitive

Same comments as before!!!

Conventions of Standard English

I have read the above standards and think they are appropriate as written.

Number	Percent
57	85.07%

I have read the above standards and think they are not appropriate as written.

Number	Percent
10	14.93%

Really?

Need to teach additional grammar and skills.

Move progressive verb tenses and use of auxiliaries to convey conditions to fifth grade

L.4.1.A and C- Are these necessary standards for 4th grade. L.4.1.D No one agrees what the order should be.

I think that relative pronouns would be more effectively taught in a higher grade-level.

My students come to me not knowing what a pronoun, verb or adverb. Having them do relative adverbs, relative pronouns can not come first. This is also hard to grade with Standards Based Report Cards

L.4.2.D Suggestion: Many teachers have requested an alignment of Kathy Ganske's spelling stages and the features within each stage to grade level expectations.

Correct speaking or writing cannot be done without these skills

Seems vague and choppy.

Some are appropriate, some of these are not- children at this age are still learning to write a good sentence! Spend some time in a REAL classroom!!!

Knowledge of Language

I have read the above standards and think they are appropriate as written.

Number	Percent
64	95.52%

4th Grade English Language Arts

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	4.48%

Repeats previous standards, so maybe combine the two.

Vocabulary Acquisition and Use

I have read the above standards and think they are appropriate as written.

Number	Percent
60	89.55%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	10.45%

Just keep it simple. We are trying to educate ALL of our youth.

The standards are excellent and match up with the NGSS standards.

I have been very pleased with Common Core standards

L.4.5.B Needs a definition of adages, and proverbs.

Need more specific roots for each grade level

Need to define grade level (list) for standard L.4.4B. in all grade levels so that they can be vertically aligned and not up to the discretion of the teacher.

Understanding others or text relies heavily on vocabulary, both formal and informal

A lot of information included, but not sure if this can be combined or reduced in wording.

Some are, some aren't! You need a list of what proverbs and adages you want! Have you seen a list of them lately? One or two? Hundreds?

5th Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
50	89.29%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	10.71%

RL.5.1 needs clarification. What does "quote" mean in fifth grade? Is it an explicit quote, a restatement, or a reference to the text. What is the difference in this and the fourth grade standard? RL.5.2 - This contains two different skills. Can summarization stand alone?

Determining a theme is too difficult for fifth graders. If given a theme they can support that with evidence from the text but have trouble with coming up with theme on their own.

Developmentally these are inappropriately written. 5th graders have only been writing for 6 years of their academic life.

We think that RL 5.2 should be split up. For example, finding theme and summarizing should be two different standards.

Fifth grade students SHOULD be able to do apply these standards, whether they are in literacy, or some other class such as science.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
48	85.71%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	14.29%

RL.5.5 needs to be clarified. What exactly does this look like? Need examples. RL.5.6 - give an example. Do we go into 1st, 2nd, 3rd person point of view, add omniscient, etc?

Point of view standard needs to be clarified.

Standard RL.5.4 is much too generic in my opinion. It begins with RL.K.4 (ask and answer questions about unknown words in a text) and builds from there, which is a great idea. The problem is that it is so broad, I do not know where my students' focus should be. Are we focusing on metaphors and similes? Are we focusing on other figurative language as well? Do students need to be able to determine the meaning of words and phrases in a text using appropriate knowledge and technology (such as dictionaries, thesauruses, computers, etc), or do they have to be able to do this on their own?

These are appropriately written for high school students, not a developing 10 year old.

5th Grade English Language Arts

I believe that 5.5 and 5.6 are not developmentally appropriate for 5th graders.

Normally, fifth grade students struggle to explain something to the depth that these standards are written. There are always a few, but the cognitive development just hasn't happened for many students. We are fortunate that by the end of the year that we might have half, but some classes may still only have a few who have reached that stage of development.

I believe more examples of figurative language can be added. By this age, they are picking it up and finding it in text they read. ex: personification, alliteration, idioms

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
50	89.29%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	10.71%

RL.5.7 Is this necessary? Can you give an example? This works better with informational text. RL.5.9 Why does this have to be in the same genre?

Some of the standards are hard to understand and just what exactly the student must be able to do. For example 5.7 I feel that this needs some more explanation on just what exactly the students must do.

Specific examples of visual and multimedia elements would be helpful in the teaching component.

Again, the cognitive development of fifth graders just isn't quite ready for this level of complexity.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
52	92.86%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	7.14%

I think that this standard is appropriate as written, however, I do not necessarily believe that the text complexity band is appropriate. We push students extremely far once they reach 3rd & 4th grade, and they are required to read so much more each year just to stay "on grade level." This works for our students who have involved parents and who visit the library on their own, or over the summer and read for fun, or with their families. It does not work for students whose parents are working 2 or 3 jobs and have no time to even see their children, let alone sit down and read with them. It is an ideal goal number, but I do not see how it can be practical to set a goal based on what we "want"

5th Grade English Language Arts

a child's life to look like, rather than to look around and see that there are obviously other factors that are affecting a large population of our students. Community programs and teachers staying late to tutor or assist students can only go so far. I truly believe that if we make some of the educational standards and expectations more reachable for all students, they will begin to excel in other areas. Lower the reading level for a standardized test by just one grade level, but keep the questions the same, and more students will be successful with the standards that you expect them to be. Not being able to read "on level" is the stumbling block that many, many students are facing, and it means they cannot do the other work, and meet the other standards. I had several students last year who would have been considered proficient or advanced on state testing materials, had they been able to access the questions on a lower reading level. Instead, the tests pushed that level even higher than standard 5th grade, and they scored in the basic and below basic ranges, because they simply could not read (or understand the vocabulary read aloud) of the questions themselves.

We wish there were a standard way to assess this.

When testing, I have felt the text complexity was much harder than the range of reading levels for 5th grade.

Many of the students I teach in 5th grade are not on that level.

ALL 5th graders are not able to read independently on this level. Some students must be scaffolded through this text level.

Independent and proficient reading is KEY to everything else students must do in not only literacy, but in every other class they have!

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
47	92.54%

I have read the above standards and think they are not appropriate as written.

Number	Percent
9	16.07%

RI.5.1 - Give example and clarify exactly what is meant hear. RI.5.2 - Can this be broken into a and b parts? RI.5.3 - Can you give an example?

Please clarify RI 3 in all grade levels and give examples for what this looks like in the classroom.

See answer to question #4. If reading levels were more accessible, more students would be able to accomplish these standards.

Can a 10 year old Explain the relationships or interactions of two or more events, ideas, or concepts in a historical, scientific, or technical text based on information in the text?

RI5.2 should be split up; determining main idea and summarizing the text should be two separate standards.

5th Grade English Language Arts

RI.5.2: I have commented on this same standard in grades 3 and 4 as well. Asking students to explain HOW key details support the main idea seems like busy work. If a 3rd, 4th, and 5th grader can determine the main idea of a text in their Lexile band and find 2-3 key details to support the main idea they are doing a great job and moving toward deeper understanding of the text. Explaining HOW the key details support the main idea is a pretty subtle analysis of text for elementary students. Students end up writing/saying generic things like "the author supports the main idea by giving examples", or "the key details support the main idea because they are descriptions." I don't think this is helping students with their comprehension. The standard would be better if it said, Determine two or more main ideas in a text and identify the key details that support the main ideas. RI.5.3: This is very difficult standard for 5th graders and teachers are having a hard time understanding the standard; so I am afraid it is not being addressed. If you look for lessons about this standard on other schools/districts websites you don't see anything about this standard. I don't think the idea of the standard is wrong it just needs to be rewritten with possibly some examples or further explanation. We have written some lesson for this standard (see Springdale curriculum on district website) but they haven't been taught yet- we will see how this goes once students start interacting with this standard.

We need to look at RI 5.3

5.3 is confusing as it is written. It needs to be clarified.

I think these standards are appropriate for fifth grade. However, I have found over the last few years that more and more students are seemingly incapable of such tasks. Our literacy teachers work on these skills ALL YEAR, yet most students fail at applying these skills in their content classes. We (the content teachers) ensure we are using the same terminology, and discuss the skills with the students and their literacy teacher, yet most of them still fail to apply these skills elsewhere.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
53	94.64%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	5.36%

RI5.6 not developmentally appropriate

5th graders struggle with text structure of just a single text. Asking students to compare and contrast two or more texts is very difficult for an average 5th grader.

Science and Social Studies texts are written at the 8th and 9th grade reading level. Most students lack the understanding of how to use in-line pronunciation guides or the capacity to discern the correct meaning for a multiple-meaning word.

RI.5.4 is too vague and needs to be more specific

5th Grade English Language Arts

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
54	96.43%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	3.57%

RI.5.7 - Can you give an example? RI.5.8 - How is this different from main idea and supporting details?

RI.5.9

Although I consider these appropriate standards, many students have extreme difficulty with these standards.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
51	91.07%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	8.93%

See answer to question #4. Reading complexity levels are too high to accommodate most students.

We wish there were a standard way to assess this.

I do not like the other subject being integrated into reading. Reading should be on its own as should the other subjects.

Again, expecting ALL students to read on grade level is not going to happen.

This is a 50-50 response. Half the student master this by the end of 5th grade, while half do not. This is regardless of which literacy and content teachers the students have.

Phonics and Word Recognition

I have read the above standards and think they are appropriate as written.

Number	Percent
54	96.43%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	3.57%

5th Grade English Language Arts

By 5th grade, I need my students to be able to use phonics successfully. Class time needs to be spent on concepts such as root and affixes, and phonics needs to be addressed for students who are behind grade level only, such as during small group or RTI time. I do not feel that this standard is written in such a way to inform parents (or teachers) that students need to be proficient at basic phonics before they reach 5th grade. Phonics is the teaching of reading and word recognition through phonemic awareness-the sounds of letters and their relationship with each other. Roots and affixes should not actually be under the phonics header anyways, as they are not phonics, but rather morphemes.

These standards are appropriate, however, I rarely see these skills demonstrated.

Fluency

I have read the above standards and think they are appropriate as written.

Number	Percent
52	92.86%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	7.14%

What is a range of appropriate rate for fifth grade?

See previous notes on "grade level text" not being an appropriate measure.

These are appropriate, yet more than half the students do not master fluency skills.

Text Types and Purposes

I have read the above standards and think they are appropriate as written.

Number	Percent
53	94.64%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	5.36%

5.1: To me, "information" is ambiguous. I might say "supporting evidence from the text." 5.2c: "Categories of information" is confusing to me. Needs to be more specific.

It will take a few years of building at the lower levels to successfully be able to write this way.

appropriate - but most students cannot do this - by the way - this survey is too long

Production and Distribution of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
51	91.07%

I have read the above standards and think they are not appropriate as written.

5th Grade English Language Arts

Number	Percent
5	8.93%

I do not disagree with how the above standards are written. However, if our students are required to use the Internet as stated in w.5.6, our state needs to ensure the use of that equipment in each school.

Typing two pages for a fifth grader is not developmentally appropriate.

I think for standard W.5.6, the idea of "a minimum of two pages in a single sitting" is very vague. What is "one page"? Single or double spaced, 12 point font?

W.5.6 how long is a single sitting?

5.6... Students in fifth grade do not have appropriate typing skills to produce two pages.

with guidance - yes

Research to Build and Present Knowledge

I have read the above standards and think they are appropriate as written.

Number	Percent
52	92.86%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	7.14%

W.5.9, W.5.9:a,b - What does this mean? Please clarify and provide examples.

5.9, a and b: How should this be measured? All of 5.9 seems ambiguous and not specific enough.

Developmentally not appropriate!

Students really struggle with these research standards.

This is a great standard - easy for content teachers to teach as well!

Range of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
54	96.43%

5th Grade English Language Arts

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	3.57%

Comprehension and Collaboration

I have read the above standards and think they are appropriate as written.

Number	Percent
54	96.43%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	3.57%

SL.5.2 - Please clarify and give an example.

We need more of this!

Presentation of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
51	91.07%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	8.93%

SL 5.5 I believe that these are skills that are very important for today. However, they are not tested skills. As a result, we don't always feel we have time to do the projects that would include these skills. SL 5.6 We need to look at this one a little closer.

9/11/2015 6:17 PM View respondent's answers Categorize as... æ

Students do not have the multimedia skills to present knowledge and ideas. Someone will have to teacher them how to do this before we are successfully able to do so.

9/11/2015 3:34 PM View respondent's answers Categorize as... æ

We need more technology available to make this work!

Conventions of Standard English

I have read the above standards and think they are appropriate as written.

Number	Percent
48	85.71%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	14.29%

5th Grade English Language Arts

L.5.1:b - Is this necessary? L.5.1:e - Is this necessary? L.5.2:e - What are grade appropriate words?

Need to possess a better grammar foundation such as parts of speech and use of punctuation.

L.5.2.E Suggestion: Many teachers have requested an alignment of Kathy Ganske's spelling stages and the features within each stage to grade level expectations.

We wish we could go more in-depth with parts of speech. We are also wanting a strong, standard curriculum to support these particular standards.

L 5.1.b Is this necessary?

Fifth graders are not developmentally ready for all of the conventions.

Knowledge of Language

I have read the above standards and think they are appropriate as written.

Number	Percent
52	92.86%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	7.14%

L.5.3:b - This is not necessary as a language standard.

Dialects and Registers, not developmentally appropriate.

L 5.3.B I'm not sure we need to compare as much as we need to expose students to the different dialects.

Vocabulary Acquisition and Use

I have read the above standards and think they are appropriate as written.

Number	Percent
50	89.29%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	10.71%

L.5.5:b - Please define the difference between adages and proverbs.

Adages and proverbs are not appropriate for fifth graders.

5th Grade English Language Arts

Greek and Latin roots. Many ten year olds are struggling with pre-fixes and affixes.

L 5.5.B Do we need to include adages and proverbs?

As a content teacher, I see way too much struggle with students attempting to find meanings when the meaning is through context clues OR a little bit found in each sentence that they have to pull together.

Does anyone really know what an "adage" is?

6th Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
33	89.19%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	10.81%

I really feel the children don't really understand how to answer this

The standards above require students to think critically and provide evidence for opinions. Requiring students to support their work with evidence is key to becoming well-developed and informed citizens.

Being able to identify and cite appropriate evidence is crucial for students to be able to do across the curriculum and is a necessary skill to know by 6th grade. Standards RL.6.2. and RL.6.3. could possibly be a little bit more specific by giving examples of the parts of a story's plot that students should be able to identify, however I think by keeping it vague teachers can decide on the common vocabulary they will use for these terms at a district and school level.

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about literary elements of plot development. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

RL.6.1 is fine RL.6.2 should be 2 or 3 different standards. There are 3 distinct skills in this one standard. Combining standards and then telling teacher that there are less standards to cover is deceitful. The beginning of RL.6.3 should only read "describe a particular story's or drama's plot. The remainder of it is acceptable.

The standards are ok, but which texts should we be using to teach them? If a teacher in Arkansas is using a different text than a teacher in another state, that defeats the purpose of the CCSS. Teachers need guidance with teaching these standards.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
33	89.19%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	10.81%

6th Grade English Language Arts

Again I don't feel the children understand

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about literary elements such as point of view. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

RL.6.4 - the first half is fine. The second is inappropriate for 6th grade. RL.6.5 Seriously too difficult. I had to ask high school teachers what this meant. RL.6.6 - Inappropriate for 6th grade. Just determining the point of view should be enough.

The standards are ok, but which texts should we be using to teach them? If a teacher in Arkansas is using a different text than a teacher in another state, that defeats the purpose of the CCSS. Teachers need guidance with teaching these standards.

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
36	97.30%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	2.70%

The standards are ok, but which texts should we be using to teach them? If a teacher in Arkansas is using a different text than a teacher in another state, that defeats the purpose of the CCSS. Teachers need guidance with teaching these standards.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
31	83.78%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	16.22%

I really feel that too much is expected out of the children

While I agree with the way it is written, not every student in a regular classroom setting is capable of reaching this goal, while other students in the same class can without a problem. As you are aware, no 2 students learn the same way or comprehend the same material. This is and always will be a hard problem to resolve. Federal cutbacks have left us without aids to assist. This is not a CCSS issue, it is a nationwide problem.

The "6-8 text complexity band" is too high. Again, reassigning proficiency ranges to lower grades and calling it more rigorous is ridiculous. This standard would be fine if the expectations were adjusted to real life kids.

6th Grade English Language Arts

Honestly, this is a little absurd. It is a fantastic idea, but which stories should the REALLY need to read by the end of 6th grade?

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
33	89.19%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	10.81%

R1.6.3

RL.6.2 should be 2 separate standards.

The standards are ok, but which texts should we be using to teach them? If a teacher in Arkansas is using a different text than a teacher in another state, that defeats the purpose of the CCSS. Teachers need guidance with teaching these standards.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
33	89.19%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	10.81%

Analyze this and write a story about it and tell how you figured that out. Again too much is expected.

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about literary elements such as point of view. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

RI.6.5 is inappropriate for 6th graders.

The standards are ok, but which texts should we be using to teach them? If a teacher in Arkansas is using a different text than a teacher in another state, that defeats the purpose of the CCSS. Teachers need guidance with teaching these standards.

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
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6th Grade English Language Arts

32	86.49%
I have read the above standards and think they are not appropriate as written.	
Number	Percent
5	13.51%
<p>Too much writing</p> <p>The standards are ok, but which texts should we be using to teach them? If a teacher in Arkansas is using a different text than a teacher in another state, that defeats the purpose of the CCSS. Teachers need guidance with teaching these standards.</p>	
<i>Range of Reading and Level of Text Complexity</i>	
I have read the above standards and think they are appropriate as written.	
Number	Percent
33	89.19%
I have read the above standards and think they are not appropriate as written.	
Number	Percent
4	10.81%
<p>My son has ADHD combined and anxiety and its just really hard for him to comprehend what he has read.</p> <p>My comment is the same as mine above. Not every child in a standard setting is capable of achieving this goal.</p> <p>ranges too high</p> <p>Once again, which texts are better than others? This needs to be in print. I know there are a few in the appendices, but come on....</p>	
<i>Text Types and Purposes</i>	
I have read the above standards and think they are appropriate as written.	
Number	Percent
34	91.89%
I have read the above standards and think they are not appropriate as written.	
Number	Percent
3	8.11%
<p>I barely understand all this myself</p> <p>There standards expect students to think critical when reading and writing. This is extremely valuable for college since professors expect students to support ideas with evidence.</p> <p>I think the writing standards are ok.</p>	

6th Grade English Language Arts

Production and Distribution of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
32	86.49%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	13.51%

Understanding all this is just crazy

W.6.6- "...type a minimum of three pages in a single sitting." Suggests that a paper with less than three pages is poorly written. When in fact, a 6 paragraph persuasion essay could be well written and typed in less than three full pages. Please consider changing this statement to focus on the content of the writing piece instead of the length.

6th graders cannot type 3 pages in a single setting. They are 11 and 12 years old.

If peer editing is required, shouldn't CCSS provide a rubric so that all students will be peer edited the same?

Research to Build and Present Knowledge

I have read the above standards and think they are appropriate as written.

Number	Percent
34	91.89%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	8.11%

I just do not believe these are good research standards AT ALL. To me, this isn't research.

Range of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
36	97.30%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	2.70%

A little too much

They're ok, could be better.

6th Grade English Language Arts

Comprehension and Collaboration

I have read the above standards and think they are appropriate as written.

Number	Percent
33	89.19%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	10.81%

Its extremely hard to remember everything you read and that's what they expect from the children

If there are rules to follow, shouldn't CCSS provide them so that everybody is assessed uniformly?

Presentation of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
33	89.19%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	10.81%

Why do you have to include all that

Our school does not have any multimedia option other than the terrible presentation creator on the Chromebook. Not all schools have access to the technology that CCSS require students to use.

Conventions of Standard English

I have read the above standards and think they are appropriate as written.

Number	Percent
32	86.49%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	13.51%

Grammar/punctuation standards are isolated and difficult to teach in this format.

Spell correctly- considering that most students entering 6th grade are at SJ, but many are still WW, this seems it could be clearer.

Texting & other electronic usage (email etc) has ruined students ability to spell!!

Are pronouns the only part of speech that should be emphasized in 6th grade? Should the emphasis for comma usage in 6th grade be a bit broader than non-restrictive elements? The narrow emphasis is good for working on mastery, but it may be too narrow.

6th Grade English Language Arts

To me, this is saying that all I need to teach to my students all year is pronouns with a little review on capitalization, punctuation, and spelling when they write. Also, it says to spell correctly. Well, my students are in sixth grade and are terrible spellers. There is something terribly wrong with the language standards in common core.

Knowledge of Language

I have read the above standards and think they are appropriate as written.

Number	Percent
35	94.59%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	5.41%

The ideas of sentence patterns and style could use more specification. What exactly is meant by sentence patterns? S-V, S-V-DO, etc? Or, types such as simple, compound, or complex. What exactly is meant by style in writing for 6th graders?

This is ok, but it's more for writing, in my opinion.

Vocabulary Acquisition and Use

I have read the above standards and think they are appropriate as written.

Number	Percent
35	94.59%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	5.41%

I am frustrated by the fact that we are changing national standards that have proven to be rigorous and effective. I am concerned, as a teacher and a parent, that by changing standards that are being used nationally, that we would fall even further behind other states in achievement. I am hoping that the committee will not lower the standards or expectations that are set forth in the Common Core Standards.

My students have terrible vocabulary skills. I had to spend TWO WEEKS teaching them how to use a dictionary because they had no idea. How can they determine the meaning of words when they don't know how to use the resources? There is not a standard that says teach the dictionary. There are WAY TOO MANY GAPS with the language standards.

7th Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
31	88.57%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	11.43%

RL7.3 The way it is written can be confusing to teachers. Could use some clarification.

Need to be more specific

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about literary elements. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
30	85.71%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	14.29%

The poor wording leads to various interpretations that can diminish the universal implementation of the standard.

RL7.5 In 7th Grade, not enough emphasis is placed on Soliloquies or Sonnets. Unsure if this standard needs to be a part of 7th grade.

In the last standard the wording is such that it leaves it open for too much discrepancy between teachers, schools and districts across the state.

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about literary elements such as point of view. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
27	77.14%

7th Grade English Language Arts

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	22.86%

don't even understand RL.7.9 or why it is important for my students to understand. I would think it more valuable for a student to consider author's point of view as well as cultural literacy when examining the use of history in fiction.

Need to be more specific

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
27	77.14%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	22.86%

There is limited sensitivity to children of poverty and children of color.

More than half of Arkansas students don't read on grade level. How is this helping?

Standard RL.7.10 seems vague. It would be better if it were specifically defined.

I have all ranges of students. Some do well with this and others struggle - a lot.

This seems too broad. If the other standards are met, then the assumption would be that this standard will be met without having to state it specifically.

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
27	77.14%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	22.86%

There is limited understanding of this standard as it relates to children of poverty and children of color.

RI.7.1 and RI.7.2 are perfectly fine. However, RI.7.3 is extremely vague. Even after three years of teaching 7th grade with Common Core, I still don't quite understand what this standard means or how to teach it. It's just too vague and not concrete or specific enough.

7th Grade English Language Arts

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think about texts more deeply in each grade. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
27	77.14%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	22.86%

The writing in these standards does not represent excellence in composition or thinking.

I think that this whole strand of standards should be allocated to history and science.

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about literary elements such as point of view. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
28	80.00%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	20.00%

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
27	77.14%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	22.86%

not considering children of poverty or color...

There is limited to zero consideration of children of poverty or children of color in this standard.

7th Grade English Language Arts

Same question as above how are we going to get the more than half the students that don't read at grade level to this point. Teachers need solutions.

Same as previously stated.

Text Types and Purposes

I have read the above standards and think they are appropriate as written.

Number	Percent
28	80.00%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	20.00%

Please hire someone who knows the difference between narrative and reflective writing.

These standards are not as well written or composed as they should be. There are also too many skills listed. There is very limited consideration of children of poverty or children of color.

Teachers need more exemplar texts and sample student work to use to plan instruction. There is a great deal of anxiety about how to best help students reach the new standards.

Production and Distribution of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
27	77.14%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	22.86%

Technology is not available in our classrooms.

There is little to no consideration of the information gap or the technology gap.

Research to Build and Present Knowledge

I have read the above standards and think they are appropriate as written.

Number	Percent
27	77.14%

I have read the above standards and think they are not appropriate as written.

Number	Percent
8	22.86%

Take out "Apply grade 7 Reading standards to literary nonfiction" and just simply state the standard provided in parenthesis.

7th Grade English Language Arts

Range of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
31	88.57%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	11.43%

Comprehension and Collaboration

I have read the above standards and think they are appropriate as written.

Number	Percent
28	80.00%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	20.00%

not written to teach children of poverty and /or color

These standards are not as well written as standards of Language Arts should be.

Presentation of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
26	74.29%

I have read the above standards and think they are not appropriate as written.

Number	Percent
9	25.71%

Too much. Too many. Too unwieldy.

Conventions of Standard English

I have read the above standards and think they are appropriate as written.

Number	Percent
25	71.43%

I have read the above standards and think they are not appropriate as written.

Number	Percent
10	28.57%

Too much, too many, at times insulting.

7th Grade English Language Arts

Spelling for many students is very difficult. With all the technology available this shouldn't be a goal. Recognizing mistakes maybe spell correctly...did someone actually get paid to write that?

Is comma usage with coordinate adjectives really the only punctuation emphasis needed in he entire 7th grade year?

Knowledge of Language

I have read the above standards and think they are appropriate as written.

Number	Percent
28	80.00%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	20.00%

Too broad/vague.

Vocabulary Acquisition and Use

I have read the above standards and think they are appropriate as written.

Number	Percent
26	74.29%

I have read the above standards and think they are not appropriate as written.

Number	Percent
9	25.71%

L7.4B This may go better with 6th Grade Ancient Civ Social Studies curriculum.

Too much, too many, unwieldy...

What is a grade appropriate Greek or Latin prefix?

Again, a little vague. Which roots/affixes are grade-appropriate? If we all had a list, it would be nice.

8th Grade English Language Arts

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
39	88.64%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	11.36%

Toovague

Literature has themes. Informational text has central ideas. Other than that, I LOVE these standards. They are easily applicable to life skills, even for kids who are not going to college. We all need to know how to support what we are saying in a conversation. We all need to be able to analyze how particular lines of dialogue in a conversation impact situations. Literature is an excellent tool for practicing these skills.

Each standard needs to be put into a simpler objective as opposed to "Determine a theme or central idea of a text and analyze its development over the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text."

RL 8.2 the objective summary seems out of place because theme should be there but not "central idea". It should be its own standard and clarify how many objective summaries should be written. RL 8.3 "incidents" is vague, should be clarified to "rhetorical patterns" (cause/effect, compare/contrast, problem/solution etc.)

Perhaps 8.2 could be broken into two parts as a summary is a much easier skill for students than theme and should be taught separately; however, any literary analysis should be looking at these elements, especially theme. Students will not be able to read and write to the level that college professors expect without this foundation.

I feel that the standards are written in educational jargon and should be written to be student friendly.

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about literary elements such as dialogue. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

Plain English would be nice. I do not consider myself to be dumb by no means, but I should not have to get a dictionary or spend 10 minutes trying to determine what a standard means. This reminds me of when students or colleagues are trying too hard to sound intelligent.

Students that are college and career ready should be able to read something literary and cite evidence to support a statement.

8th Grade English Language Arts

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
39	88.64%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	11.36%

Too vague

My objection is to RL.8.5 I do not believe the development of 8th graders is sufficient that many students at this grade level can evaluate the rhetorical efficacy of different text structures. As someone who has taught at a college level, recognizing such text features is difficult at a post-secondary level, and I think educational time can be better spent in service of pursuing other standards than this particular one. No objection to RL.8.4 or RL.8.6

need to have an impressive vocabulary lesson for the majority of students

RL 8.4 "analogies or allusions" is very specific and not found in every text that we determine the meaning of words... RL 8.5 "structure" is a very complex skill. Does this literally mean only look at the "structure" or also compare and contrast the information presented in two or more text? RL 8.6 This is confusing as written. Why list suspense or humor only? Can it be reworded "to create a variety of effects"?

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about literary elements such as point of view. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

Plain English would be nice. I do not consider myself to be dumb by no means, but I should not have to get a dictionary or spend 10 minutes trying to determine what a standard means. This reminds me of when students or colleagues are trying too hard to sound intelligent.

vague

Vocabulary is huge in communicating in the 21st century, so the more word choices our student have the better they can create communication whether it is a business report, an email or letter, or presentation.

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
41	93.18%

I have read the above standards and think they are not appropriate as written.

8th Grade English Language Arts

Number	Percent
3	6.82%

How is this college readiness

I only think that RL.8.9 regarding how a piece draws from myths and such is necessary for the 8th grade and would be more appropriate in high school. Also, they cover these kinds of topics in middle school, so it is repetitive. I would rather go deeper with the other standards.

this is something you would learn if you decided to make this your major during college

RL 8.7 What is the importance of this? RL 8.9 "including describing how the material is rendered new" is confusing as written. What is the value of doing this?

Visual media is huge in this day and time. Every day we are bombarded with visual images whether it is the news, a movie, or a video on the internet. It is important to be able to analyze how that film departs from the text whether it is a classic (i.e. Shakespearean play) or myth.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
41	93.18%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	6.82%

What about vocabulary on grade level as well

RL 8.10 This standard is very limiting in lexile level, and it becomes difficult to meet students where they are in their individual reading levels if we only analyze high level text. This is not pedagogical because it doesn't align with ZPD.

Should be more specific--what is considered the high end--for non-educators/teachers

My hope as an educator is that all of our students would be at the high end of grade 8 by the end of the eighth grade year. We did need this goal for student achievement.

Key Ideas and Details

I have read the above standards and think they are appropriate as written.

Number	Percent
42	95.45%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	4.55%

8th Grade English Language Arts

College ready how?

I think RI.8.3 is too vague. What is the nature of connection or connections expected to be made? Be able to compare how a news story and a poem examine a historical event?

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about textual elements interact. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

Reading for key or central ideas is important as is being to analyze the development of a text especially when students are writing argumentatively.

Craft and Structure

I have read the above standards and think they are appropriate as written.

Number	Percent
42	95.45%

I have read the above standards and think they are not appropriate as written.

Number	Percent
2	4.55%

My child's vocabulary skills have dropped

we have already talked about this... vocabulary...

RI 8.4 take out "including analogies or allusions..." RI 8.5 difficult verbage "refining a key concept" suggest: " in developing the main idea of the paragraph"

8.5 and 8.6 could be combined because as students analyze the function of specific sections and paragraphs, they should encounter and understand the counterclaim and rebuttal; these things are key to the overall concept.

The differentiation between this cluster of standards in 6th, 7th, and 8th grades is distinct and appropriate for each grade level. It provides the opportunity for students to think more deeply in each grade about elements such as point of view. The cognition needed for the analysis in each grade is appropriately rigorous. Keep the differentiation and rigor provided in each grade.

Utilizing and understanding figurative language allows students the opportunity to make meaningful writing creatively. Analyzing text for word meaning and tone is an important skill at my level as our students begin reading more mature texts. It is imperative that student understand the author's point of view as well as their purpose for writing.

8th Grade English Language Arts

Integration of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
39	88.64%

I have read the above standards and think they are not appropriate as written.

Number	Percent
5	11.36%

Plain English would be nice. I do not consider myself to be dumb by no means, but I should not have to get a dictionary or spend 10 minutes trying to determine what a standard means. This reminds me of when students or colleagues are trying too hard to sound intelligent.

somewhat vague

I am in the middle on this standard as I feel that students should be able to assess whether the reasoning is sound for claims or in an argument, but without prior knowledge it is difficult. This goes back to what I said earlier in that once we get students that have followed these standards for the prior grades then we should better be able to work with them and this standard as they will have experience in stating claims finding relevant evidence to back up those claims. This is and has been one of the more difficult standards to master.

Range of Reading and Level of Text Complexity

I have read the above standards and think they are appropriate as written.

Number	Percent
40	90.91%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	9.09%

what is the standard of high end?... because if PARRC testing is considered to be "high end".... then get rid of it... these students are in 8th grade..

see above. It depends on individual students' reading level.

I do believe that we have had such a push for students to read nonfiction text since we first implemented the CCSS. Now as far as ELA teaching we have moved away from reading as much nonfiction as we are the teachers that are responsible for literary fiction standard. We continue to incorporate those non-fiction pieces in our units and we give students tools for reading of nonfiction text.

Text Types and Purposes

I have read the above standards and think they are appropriate as written.

Number	Percent
40	90.91%

I have read the above standards and think they are not appropriate as written.

8th Grade English Language Arts

Number	Percent
4	9.09%

W.8.2.A This standard should be included with listening, speaking, and viewing to focus specifically on multimedia presentations. We spend so much time just getting the kids to learn how to write a developed piece that these extra skills are not appropriate for English class in 8th grade. I could see how they would be appropriate for the ELA standards regarding science and technology.

yeah... I didn't read this...

Production and Distribution of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
41	93.18%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	6.82%

I would like to see more time devoted to W.8.5. Please eliminate some of the other standards, so kids can have response groups where they provide each other with feedback about their writing.

We have always worked toward this end in ELA, but now the technology component is given in the standards. This is relevant to preparing 21st century learners.

Research to Build and Present Knowledge

I have read the above standards and think they are appropriate as written.

Number	Percent
38	86.36%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	13.64%

not sure....

W 8.9 see above

Range of Writing

I have read the above standards and think they are appropriate as written.

Number	Percent
43	97.73%

I have read the above standards and think they are not appropriate as written.

Number	Percent
1	2.27%

We want our students to be good readers and writers:)

8th Grade English Language Arts

Comprehension and Collaboration

I have read the above standards and think they are appropriate as written.

Number	Percent
38	86.36%

I have read the above standards and think they are not appropriate as written.

Number	Percent
6	13.64%

SL8.1.B should be eliminated. It takes time away from other valuable skills that 8th grade students need to master before they engage in decision-making. Other than that, I am fine with the other standards.

too many standards for a literary purpose

Struggled with the term "collegial discussions"

Plain English would be nice. I do not consider myself to be dumb by no means, but I should not have to get a dictionary or spend 10 minutes trying to determine what a standard means. This reminds me of when students or colleagues are trying too hard to sound intelligent.

Students should be able to do all of the above. In today's job world presentation is important and in most jobs you work collectively discussing job related issues.

Presentation of Knowledge and Ideas

I have read the above standards and think they are appropriate as written.

Number	Percent
40	90.91%

I have read the above standards and think they are not appropriate as written.

Number	Percent
4	9.09%

I think you can combine SL.8.4 with W.8.2a

I feel that these standards and skills should be taught; however, I feel that 8.4 should be amended to include a clause on grade-level appropriateness. At this point, fidgety, socially-awkward 8th graders are learning how to plant their feet and not sway back and forth or read from cue cards or slide; it would be unreasonable to expect that at such a sensitive age students would deliver a professional-quality oral presentation consistently. "Wiggle" room should be built into this standard to allow for better interpretation from educators.

Plain English would be nice. I do not consider myself to be dumb by no means, but I should not have to get a dictionary or spend 10 minutes trying to determine what a standard means. This reminds me of when students or colleagues are trying too hard to sound intelligent.

Integrating media is important for our students as so many presentations do utilize media to strengthen claims and add interest.

8th Grade English Language Arts

Conventions of Standard English

I have read the above standards and think they are appropriate as written.

Number	Percent
32	72.73%

I have read the above standards and think they are not appropriate as written.

Number	Percent
12	27.27%

CCSS.ELA-LITERACY.L.8.1.A -- Replace the word "Explain" with "Form and use"

L.8.1B We need to just focus on getting them to use active voice. In doing that, they should be able to differentiate between active and passive voice. What is the purpose of L.8.1C? It seems unnecessary for the majority of students and if it is necessary for college, let's teach these terms in high school.

8.1 grammar skills need to be more specific per grade level

Grammar skills need to be more specific per grade level/year. Also, if students do not understand the grammar prior to this, teachers also have to reteach all of that before teaching this skills (ex. verbals).

Grammar more specific per grade level.

I agree with these standards; however, I think we may want to be more specific as far as which grammar skills need to be covered each year, not forcing each grade level teacher to reteach every year.

These are appropriate standards. I have no objection to them, but I would like to voice a concern that so much time is taken up in my district's reading and writing curricular units that we have difficulty fitting in time to address the lessons for these standards consistently across the year without flying in the face of the district's instructional model.

I think we need more grammar emphasis.

L.8.1B and L.8.1D are the only 2 that are necessary for an 8th grader to accomplish any writing and/or comprehension task. The other 3 just do not fit in with 21st century learning. Also, in L.8.3, subjunctive mood is addressed.

I have a degree in English, graduated with honors from an excellent university, and have been invited to attend one of the top 100 universities in the world: I did not need to verb moods at any given point. This is a linguistic exploration that takes time from more practical skills and should be saved as enrichment for advanced students or college grads.

I do not think Verbals should be included in eighth grade ELA.

8th Grade English Language Arts

Knowledge of Language

I have read the above standards and think they are appropriate as written.

Number	Percent
37	84.09%

I have read the above standards and think they are not appropriate as written.

Number	Percent
7	15.91%

L.8.3 is repetitive. Eliminate it and keep L.8.2. You can also just combine the two.

8.3.A - this standard would be more appropriate at a higher grade level.

This standard needs to be revised (conditional and subjunctive mood) or moved to a higher grade level.

Suitable for higher grade.

I do not understand the purpose of this standard L.8.3.A? I do not think this is career or college readiness.

Again, I do not feel I can give adequate time to this topic as the calendar of curriculum is so tightly controlled at a district level that I have little time to use in addressing the L.8.1, .2., & 3 standards.

What about the other parts of spades? As an eighth-grade teacher, I know that they're not learning all of them. We shouldn't just be emphasizing verbs only.

8th grade students are not trying to learn to be actors... they need to understand the basic grammar and phonics of the English language

This standard nicely coordinates with L.8.2.

Vocabulary Acquisition and Use

I have read the above standards and think they are appropriate as written.

Number	Percent
41	93.18%

I have read the above standards and think they are not appropriate as written.

Number	Percent
3	6.82%

L.8.4b I would like more clarification on which affixes we should teach, so we can see a vertical progression in the grade levels. L.8.4c is not written for the 21st century. People just use their phones for this. L.8.4d should be combined with the other standards in this section instead of being set apart. I would like more clarification on which figures of speech and which types of figurative language we should review, emphasize and introduce. I would like to see vertical alignment in this area.

8th Grade English Language Arts

Eighth grade Vocabulary Acquisition and Use standards are not as rigorous as should be at this grade level. These skills should be proficient or advanced by the eighth grade. Grade bands are too broad in the Vocabulary Acquisition and Use strand. These skills are more appropriate for sixth grade.

ELA General Comments

Almost all of the language arts standards are age appropriate. This also has a lot to do with the teacher selecting an age appropriate book to teach the concepts. Personally, I think the LA standards are age appropriate and don't have an issue with them.

None at this time.

I think Common Core should be left alone. We want our children to be competitive, but we take away challenging work! This is why Arkansas is ranked so low. ;(

The standards are not the issue per say, but the way they are expected to be presented. Also, the compilation of the many details and requirements that teachers are constantly expected to document and perform. It is becoming overwhelming. Teachers cannot thoroughly prepare for and teach content when they are stretched so thin.

Ability group for literacy and math beginning in first grade! Seriously mean this....

The majority of the ELA standards are appropriate for kindergarten. My biggest concern is the writing piece because of the differing levels that my students come with. We have to start with the basics in kindergarten and establish a solid foundation in phonological awareness and phonics before moving on to the other; otherwise, students will fail later on.

I feel like some of these standards are not developmentally appropriate for kindergarten. While some students can do some of these easily, the majority would struggle because it is not age appropriate.

no

none

No

I think there is a lot of good about common core at this level (esp. math). As I stated in my comments, the language arts is heavy on nonfiction/informational. They're also a little 'highfalutin' in some aspects and miss the basic concepts needed to be a successful early elementary students. However, it will be counterproductive if we return to a long list of standards like we had previously. A strong foundation in literacy skills, without the bells and whistles, is what will pay off for our students, which will be a huge payoff for our state. Unlike language arts, I believe the math at K-2 levels are spot on and make certain students are performing skills they have always had the potential to do. We just didn't think they could. (Also, CCSS Math has let us have time to review skills more when students don't understand. With previous Framework and Basic Skills, it was "Sorry you didn't understand it, but we've got to move on!"). Thanks so much for the opportunity to provide input for these standards!

ELA General Comments

As high school teachers, we do not want the ELA CCSS to change. These standards are more concise, skill-based, and rigorous than the standards we had before. They are also more cohesive between grade-levels ("scaffolded"). We've had time to implement these standards and believe they are effective for teachers as well as students.

During my time acquiring a degree and certification to teach, I used both the Arkansas Frameworks and the CCSS. Common Core is much more concise, but it covers the same elements that we used in the AR Frameworks. CCSS is easier to navigate and saves time in planning. Many of the complaints I hear about Common Core are not about the standards themselves, but the methods in which students are asked to show knowledge of the content (particularly lower level math). The standards are good. It is an unnecessary burden on educators to continually "fix" what isn't broken.

They all are great but sometimes the problem can be at home and they may not have the support.

My daughter's teacher Jennifer Calloway has gone over and beyond to teach based on these standards but use common sense to also give the skills they really need. Real eighth grade teachers need to be involved in writing standards

The CCSS provides an opportunity for students to be more creative thinkers and problem solvers. They are rigorous and engaging.

Standards should be written in a way that is easy to understand by teachers, parents, and students. During revision, vocabulary within a standard and how a standard is worded needs to be taken into consideration. Make them "user friendly" to those who will be utilizing them the most.

I believe the Literacy standards are appropriately written. However, if our state decides to change the standards, please take in to consideration that Arkansas will have to create our own curriculum to go with those standards and/or frameworks. There won't be textbooks or online resources to fit a patchwork of standards. Thank you for your consideration.

We concerned that we are finally on the right path but with this revision could take a step backwards.

no

I do feel better about the English portion of Common Core compared to the math section. My concern is still that this is just much more complicated and confusing. We are not helping our children to learn.

In a perfect world all educators hope that all students will be proficient or advanced in all areas. However, it is not a perfect world. Many students cannot read nor write in the fourth grade much less understand what is said to them. There are many struggles that classroom teachers face each day and that needs to be remembered.

ELA General Comments

In a Utopia society, these standards would be great; but we live in a multicultural community with various social economic factors, thus making these standards unfair, increasing the achievement gap, and dividing our society that will eventually look similar to the Hungry Games.

Please do not change the standards for literacy.

My colleagues and I have worked very diligently to implement and integrate the CCSS with our students-we have collected class sets of books, found supplemental items, and created our own resources. We have seen tremendous growth and student engagement. One of our coworkers served on the Next Generation Science Standards committee for the state, and she noted that they had written the plans based on integration of the CCSS.

PLEASE leave the standards as they are. Our students need high expectations and we do not want to go backwards. In the past, our students were considered "proficient" on the Benchmark, which is the 33rd percentile. This is not a good goal for our state to be aiming for academically. Common Core standards raise the bar and the new test raises the bar. Yes, it is a high bar, but we don't need to lower it just to look successful in the newspaper. Our students need to be well-educated and I feel the Common Core standards provide that education for them. Let's stay competitive with the rest of the United States and keep the common core standards. We can just call them the "Arkansas Standards" and keep moving forward!

Please do not change the numbering system that is already in place. We have already created many curriculum documents in our district.

Please leave the numbering system alone since we have created many curriculum documents already.

Please don't change the numbering system?

I feel as if the standards do not allow for all student needs to be addressed. They also allow for too many different understandings of the standards thus not being consistent in instruction through out the district and state. The wording needs to be more specific in many areas.

Basically, I would just like to see standards prioritized. I would also like more information regarding what I should be reviewing, emphasizing, and introducing in each grade level.

Please do not change the numbering system.

The standards are pretty much fine with me. I didn't really have a problem with the standards we had before. The problem is always interpretation. PARCC turned curriculum into a nightmare for us, what with testing, lock-step teaching, and too much nonfiction. Why would a school give up Romeo and Juliet for Seven Habits of Highly Effective People? We lost so much of our great literature in my district. I teach 10th grade. My students this year didn't read one poem in 8th or 9th grade. We need to improve our rigor in social studies rather than forcing English teachers to do all the heavy lifting. Social studies teachers should be reading a good chunk of primary source documents instead of giving worksheets and showing movies. They still don't have the burden that English teachers have because they

ELA General Comments

haven't been forced to test in the same way we have. Now that we are moving to ACT Aspire and ACT, we are looking back at our district curriculum and thinking "whoops, we forgot to teach grammar." I expect that area of our scores to be low, except for the students who are enrolled in APLAC.

There are too many standards to cover in any depth over the course of the school year. Teachers and students cannot achieve excellence when there are so many that a pacing guide created to cover all of these standards must rip classrooms across and through skills at an unreasonable pace.

The children need more physical activity at ALL levels. We are down to two PE classes a week and a 20 minute recess per day. THIS IS NOT ENOUGH for the children. We have a huge obesity problem in this state!

I hope that the standards numbers do not change..

I think the overall Common Core standards address the reading, writing and research skills our students need to master. Arkansas standards should parallel Common Core standards with exceptions for our special needs/ELL students and perhaps nonfiction texts related to Arkansas history etc.

I would like to suggest that the standards are concise and to the point. Please use less filler words and run-on sentences.

Please consider NOT changing the standard numbers.

Students are need to have an opportunity to have TECHNOLOGY as a rotation in their encore schedule BY A CERTIFIED TECHNOLOGY TEACHER. Teachers are expected to teach these standards, but there is little - to - no technology in our classrooms or available to us. Each building really needs a certified technology teacher to help prepare them for the computer assessments, as well as introducing and encouraging computer technology interests.

I would like to re-emphasize how important it is to have the technology tools and teachers in each school in order to meet the technology standards.

The standards are properly stated in my opinion and I appreciate having the same standards throughout one grade level. However, I believe the pace in which the standards are to be experienced and achieved by the students is a challenge.

I feel like the standards are all appropriate, however I feel like the requirements for the amount of text and writing requires us to move at a pace that is not benefiting the students. Our goal for these standards was to go deep and help students comprehend, but due to the required reading and writing pieces, it feels like we are teaching in fast forward. We are keeping a pace that is not beneficial to the students.

I feel that it is very important that we pull together as a state to help support all of our teachers. Many districts are successfully nutting the common core standards and impacting the educational development of their students in a positive way. It is time that the state of Arkansas

ELA General Comments

embrace the state, provide district that need support from those districts that have a better understanding of the common core and how to successfully teach these standards. As a general rule we keep recreating the wheel, it is time to stop. Support each other and make what we have work. In addition these standards reach the developmental level of our students and allow for a ranges of researched based instructional practices.

I feel very strongly about a lot of the standards but there are a LOT of standards to cover. I feel that some of the standards could be condensed into one because some of them are redundant. There are a lot of writing requirements that are also unreachable for a 5th grade classroom. I wish that we would reconsider the amount of standards given. The issue is, do we want to cover a lot of material in a shallow manner or do we want to dive deep into some of these standards in order to ensure a deep understanding?

I don't think it is worth anyone's time to sit down and edit or revise the Common Core Standards. PARCC is gone, ACT is taking over, so focus on that implementation instead of re-working everything, every year.

I am very concerned about why Arkansas feels the need to change CCS! They are great and I feel that Arkansas needs to stay current with the rest of the United States. We have used the CCS and built our new curriculum around the new standards and there is not a need to change them.

no

As a sequence, these standards appear to work just fine. However, the starting point is too young. If we expect different e can teach it, but the student adopting that thinking is part teaching, and part maturity. At their earliest stages of cognitive development, I question whether all of the standards are appropriate. The child beginning Kindergarten at 5.9 and the child beginning at 5.1 are a LONG way apart. That continues throughout the grade levels.

9/25/2015 9:43 AM View respondent's answers Categorize as... æ

Some of the standards that read "grade appropriate" are vague and difficult to nail down in planning meetings.

9/25/2015 9:41 AM View respondent's answers Categorize as... æ

The standards are fine, but the pacing is "just skimming the top" of most ELA skills. Teachers rarely have time to actually close read and "dig deep" into the skills. In order to cover all the standards it is more like a "race", not instructional time.

Why must 1st and 2nd grade take ITBS when it does not relate to Common Core State Standards? If we are making a need for technology in the classroom, I feel that there needs to be a time in the school week for students to work in an ESTEM lab in which they work with technology, enegineering (building), science tools, etc.

Although some of the standards are accurate, there are quite a few that are not developmentally appropriate for this age group.

no changes are needed

ELA General Comments

Common core needs to go!

I have been extremely pleased with the standards as they are currently written except for the duplication of standards for oral communication classes and English classes. The responsibility for those standards needs to be clarified.

As most students these days and time are raised by grandparents, single parents or other family members some single parents are forced to work 2 jobs in order to make a mortgage and other bills. When will the care taker of the child have time to learn this with their child. If there is advanced children put them in their own class of the gifted or talented, just because the child isn't advanced as some doesn't make them unable to get a job in their future. I went to collage also have a degree, it sure didn't make me get a better paying job, so what makes any one think just because this was pushed on the child at such a young age will benefit them any. A job is only going to pay what it pays anyway. I have a \$17,000 education and only make \$10.00 an hour. That don't pay the bills either and on top of that I also have a another bill to pay. Waste of time to push this higher education on a child

I think it was simply put it in plain English it might be easier to have standards for English.

None at this time.

N/A

There should be more grammar in the standards and expectations for the amount of material they are to type needs to be reconsidered.

no

Students need to be educated on a basic level about how to speak and write... Students who cannot speak and write on a proper basic level do not need to be introduced to higher level literacy because it will look and feel like a foreign language to them..

I think the standards would be excellent for students who have only been to college-prep schools such as some larger cities have; however, before children can be successful, they have to be mentally ready to understand what is expected of them. Many of the children in the schools in our city have not had the real and/or vicarious experiences to be able to be successful.

When they first switched over to common core my son would cry everyday because he didn't want to go to school because he no longer understood it. The requirement for reading became a little more harder. My son has a hard time remembering what he has read so the children were making fun of him. Not only that they are expected to read a book in a month to do a report on. When you are rushed through a book like that of coarse you are not going to remember it. The teachers are still trying to learn how to teach it. It is the worse thing ever. Please get rid of common core!!

ELA General Comments

Once again - you need to collaborate with Child Development Psychologists so that we don't put ourselves in the same position we are now with these current standards. The focus at K-5 should be on getting the children to fall in love with reading & learning and not analyzing composition, writing styles, and points of view.

What happened to how we were taught? I believe that we all were taught just fine and we all had a great, loving and wonderful experience in learning. Teachers and students now hate going to work or school because there is so much testing and no teaching involved. Yes, it is wonderful for the children to interact and talk with each other about what they are learning but that needs to be left up to the teacher. If we are going to continue down this path then something has to be done earlier on such as making preschool mandatory because kids coming into kindergarten are not able to write their names let alone know their letters. By the end of winter most kindergarteners might have some of these mastered. How can you expect the children to go from grade to grade not knowing most things til then. This is ridiculous!!!! And the bad thing I am a teacher and have been for 13 years. I am a parent, and I am getting my doctorates degree in education in curriculum, instruction, and assessment.

Although these standards are more clearly written, we feel many of them are not developmentally appropriate for fourth graders.

Please do not change the numbering system.

We have worked diligently to learn the standards as well as worked to implement standards based instruction. Our students are performing at higher levels than before the CCSS and CCRA standards. Our greatest hurdles have been understanding how to teach at a higher level and how to engage students in rigorous instruction. We are making progress daily. Our students are benefiting from the work.

Please don't change the numbering system. We have many curriculum documents that have been created over the past five years that we don't want to have to redo.

My concern is that schools have put time and effort in getting teachers to use CCSS for planning and teaching and now there may be changes. It seems there needs to be some stability with the standards and assessments for the sake of our educators.

In reviewing these standards please be sure to keep them as rigorous and demanding as they currently are.

The previous test was not aligned appropriately to the standards.

None

You have yet to receive assessment feedback from the Common Core standards, so I find it hard to believe that these standards are inappropriate for our students. I think our students deserve the best education possible in order compete with students in other states. Changing these standards before giving them time to create quantitative research is a mistake. I believe that students will rise to the expectations of the teachers they have. If you expect they can be successful, then they will be successful. The negativity associated with these standards is in many cases misguided. Many people who discuss Common Core are members of the public who have been left in the dark by

ELA General Comments

area school districts. The standards do not need to be changed; however, some teachers may need further training along with ways to share the Common Core curriculum with the public. Many parents are outraged over the way schools have chosen to implement the curriculum, and it should be clear that the standards are not the issue.

I think the Common Core Standards have the correct amount of rigor to create students who are thinkers and innovators. I feel like a struggle that some teachers have had is that there are certain implied learning progressions that the standards do not specifically touch on that students still must learn in order to become proficient at the skills that are presented in the standards. Teachers MUST use their knowledge as professionals to infer and determine what these implied learning progressions are and to teach based on their knowledge of both the content AND their knowledge of where their students are currently at and where they need to be. Getting rid of the standards WOULD NOT be of benefit to our students. Instead we need to continue to embrace Common Core, shift mindsets where necessary and try to develop curriculum that we know will challenge our students and help them to be successful in the 21st Century job market.

Common Core standards have really helped take an enormous amount of standards into teachable standards. I feel like we have really embraced the Common Core standards and spent hours and hours making it the best. I would hate to see all of those hours go to waste.

Teachers have spent countless hours learning about, unpacking, and implementing the CCSS, and I do not feel that we have been given enough time to really see them through and find out if they are working. We need to stop changing things constantly because we never have enough time to really get good at something! Please leave the CCSS alone.

My concerns are we are promoting students to the next grade level, even though they have not mastered their current grade level skill, and in many cases students are becoming further behind, because a set foundation of basic knowledge has not been established in the learners cognitive development. Where is the parent accountability? I believe there is also an injustice to students when one teacher is solely responsible for 75, 10 year old's developmental thinking in writing, grammar, reading and vocabulary.

There need to be appropriate accommodations for ELL students.

There was nothing to review for the LP's. But, for my 2 cents worth, the emphasis should not be placed on these by the 8th grade. You can only beat a dead horse so many times before it becomes ground meat.

Within the literacy standards, we feel that the standards that state "with prompting and support" should be stated "WITHOUT prompting and support" since these are end of year expectations.

All standards need to be specific about performing the task "on grade level" and where appropriate define what is "grade level". This will clear a lot of issues when dealing with parents and teachers. IT will also allow consistency throughout the state. Often kids will come from other school saying they have mastered a skill on their reading level but they are not on grade level.

Please change all "point of view" to "perspective" unless you are referring to 1st, 2nd, or 3rd person point of view in literature.

ELA General Comments

Thank you for this opportunity to give input on the standards. We hope that you will take sufficient time to consider our suggestions.

No

My absolute biggest concern is not with the standards themselves but with the interpretation of the standards and with the amount of testing my students have to endure. The standardized testing over and over mandated not only by the state, but also our district, is not preparing them for real life or college.

The attack on Common Core relies on scare tactics and information or experiences from the untrained. It is important to understand that before Common Core, Arkansas ranked near the bottom in the United States on performance assessments, not to mention anything of national rankings. We have not allowed a group of students to complete their education with this single set of standards; it is completely premature (and unfair to these students) to consider the CC inappropriate or ineffective until we can measure the growth gained by the students who began their educational journeys with these standards. Furthermore, it should be the responsibility of ADE to debunk these myths circulating about CC, the largest being that it outlines to teachers how to teach or what content as opposed to what skills to teach (please see any of the rants about Common Core math problems). As educators, we have an obligation to inform parents about the methods we use and to explain the purpose of assignments. As the Department of Education, you have an obligation to inform the public, a public which grew up on the archaic and ineffective rote-memorization called for by the previous Arkansas Standards, that it is not the answers Common Core is concerned with but the thinking process, and their knee-jerk reaction to the unfamiliar is unwarranted. I think you will find that should you divide your survey results between more experienced teachers and those of us that have less than ten years and have been trained to focus on skill rather than content, that the new generation of teachers more readily embraces these standards than those of the "old guard." Common Core is designed for this new generation of students who readily has access to nearly unlimited information and sources and needs skills in analyzing the validity and then synthesizing this information. We can no longer continue to live in the world of working from the static textbook and memorizing; it is time that the fearful stop buying into the scare tactics, get the support they need from ADE to be properly trained on the methods necessary for successful teaching of these standards, and embrace Common Core. Should the ADE ignore this most sound of advice and instead bend with the demands of an ignorant public, at least let them look to models of success found in our biggest education competitors across the world: these are the competitors of our children, and history and present data tell us that our children are not prepared to compete with them.

NO

N/A

no

The skills build upon each other and help prepare the students for more rigorous reading/writing to prepare them for upper grades.

no

ELA General Comments

I think the Common Core State Standards are appropriate as written.

The current standards are sufficient. There is no reason to change. If we continue to change the standards every few years we are hindering the students. It takes several years for teachers to fully understand the purpose and depth of the standards. Please do not change!

I think the standards should remain as they are.

If any one of the previous WRITING standards is a candidate for adoption, we are at serious risk for preserving English as a meaningful common language. Is this what happened to Latin? Standards for writing should exemplify good writing, and these don't. The foregoing exercise in busyness is a prime example of why seasoned educators need to be managing the education department.

none

Most of the standards are not developmentally appropriate for the grade level they have been shoved down into.

no

Common Core Standards for Literacy and Language Arts are standard that will/should/do produce people who are proficient at literacy. As a parent, and History Teacher I know the literacy standards are not the problem. It is the math that is the issue. Keep what works throw out what doesn't.

Please consider keeping the same numbers for the strands and standards since the curriculum written in the state will have to be all rewritten again if those change. The rigor of these CCSS have been good for Arkansas, I feel like we can finally compete with other states. The writing based on texts is a much better level of writing than a cold prompt that is based on nothing but background.

The standards should continue. Our students need to be prepared to work in the world, and these standards are designed for the current and future world they are and will be a part of.

I agree with the standards, but truly feel the districts should provide adequate reading, literacy, and math workbooks. I really feel students should have more practice. Our curriculum selected needs to be improved substantially, and more resources such as workbooks should be provided.

The standards for literacy are currently appropriately written. I feel that changing them will take away from student learning and will not allow teachers to be as successful in teaching the content if it continues to change.

The standards give teachers sufficient time to teach the standards, so that the majority of students can reach mastery.

ELA General Comments

In 3-5 ELA there seems to be some missing pieces regarding basics of good writing. I find it odd that there is nothing about writing a good solid paragraph with a topic sentence and supporting details. I also am worried that there isn't anything about reading strategies that need to be modeled by teachers and practiced by students such as; questioning, inferring, and visualizing.

The standards are good! With just a few tweaks they can be great!

It is great to have standards that are national standards. the ability for teachers to find resources is much greater with the nations teachers instead of limiting it to AR teachers and our own set of standards.

The anchor standards need to be written for music specific classes to better implement the anchor standards properly.

I am concerned that in revising the standards, we will "dumb down" the level of expectation for our students.

Common Core has given the education community the rigor that is needed for students to survive in our world today. I feel that one of the reasons other countries have excelled while we have not is because the old standards removed that rigor. Expectations should be high and students should be able to think for themselves or be able to problem solve, we have lost these abilities in recent years.

No

Unless a person has studied all of the reading and writing standards and connections between K-12. as well as knowledge of pedagogy, it will be very hard to "see" the value in the standards themselves. I fear that there has been influence on the state's decisions based on lay people's understanding of the standards, with little acknowledgement of the evidence-based practices so clear in the reading and writing research. I've spent the past 5 years working with teachers and administrators to aid their understanding of how all of the pieces fit together and sadly have found very few who see the "whole" picture of the standards. It is my concern that even if the standards are tweaked, or changed, the bigger issue of misunderstanding will still be there if teacher and parent education is not addressed as part of this "fix."

Students need consistency in their education. With the constant changes in education, there are bound to be gaps in the level of knowledge.

I think that the CCSS are rigorous student outcomes. These are attainable with high quality and well-planned teaching. As long as teachers have time to look at CCSS and plan correctly, students are able to reach their learning goals. If we continue to change our learning outcomes, students will continue to have gaps in their learning and not become effective and productive citizens.

Reading Foundational Skills and Oral Language/Speaking skills should be the priority in kindergarten NOT the Reading Literature/Reading Informational skills. Most districts prioritize Literature and Informational skills over the other. There is a reason we get our butts kicked on those international tests. They don't push formal reading instruction until around age 7 or 8 when kids are actually DEVELOPMENTALLY READ to learn those skills. Finland - look it up! Pushing kids to master skills they are NOT mentally ready for just teaches them they are not capable. A strong base in reading foundation skills allows kids to easily move in to formal reading when they are mentally capable to do so. I could teach my kindergarten kids to drive cars and shoot guns doesn't mean I should or that they are mentally

ELA General Comments

ready for these skills. If you really want to improve education you have to start earlier than school Check out Missouri's Parents As Teachers program. Teaches parents how to work with their kids before school starts so they actually are ready to start school.

No

No

Thank you for asking for our input.

No

PLEASE pick developmentally appropriate standards for an average child! The expectation on children should be something they and the teacher can obtain! Our children need basics at this age to build on!!! They ALL have their special talents and creativity- giving them expectations out of range their abilities is not what we need!

Some of the standards are too rigorous for the lower grades.

Originally, I was going to do 9-10 grade, too, but I just don't have the energy to go through another 76 standards. That's my big problem with Common Core. There's just too much. I'm a new teacher, so I don't know what existed before, but 76 standards seems like a lot. Too much.

Need to be more skills based!

I have been teaching for five years, and I have loved teaching the new standards. I have felt for a long time that the traditional way of teaching has not taught the skills necessary for today. I tell my kids all the time that I want to help them learn to be "thinkers" not just memorize a bunch of stuff that they will forget in a week. The new standards create a more engaging learning environment. People that are so against Common Core really don't know what they are talking about. I teach it everyday! Out with the old and in with the new! I support Common Core! One more thing, Common Core lessons need more time to complete. Students must read, compare, collaborate, and write about the topic. It takes time to think! We may need to look at upsetting the traditional school schedule as well. If students are being asked to read and give true reflective answers, that takes time. Short class periods don't allow for that kind of thinking. We can't take a new way of thinking and try to fit it in an old system. We are going to have to consider other scheduling options. It is time to look at changing more than just the standards.

The common core standards are very broad. They need to be more skill based for testing. At this time, it is almost impossible to know exactly what testing will cover.

no

ELA General Comments

The ELA standards are concise and rigorously appropriate for each grade level. It has taken time for teachers to interpret them and accurately teach with them. Please do not change the core meaning of the standards. Clarification may be helpful, however. For instance, there could be some brief mention in each grade level of the expectations of the previous grade level to enable teachers to understand what has been taught to prevent the re teaching of concepts. However, review of concepts, such as sentence writing, could be specified. While students do need review of language expectations, we need to refrain from the complete re teaching of skills previously taught. The CCSS now provide a fairly good hierarchy of skills. That progression should be maintained with some clarification in some areas.

Are Common Core Standards perfect, or even as good as they can get? Probably not, but they are the best standards we have had in decades. This debate seems more about politicizing education than actually improving it. I am wholeheartedly in favor of improvement; I am wholeheartedly opposed to using our students and their education to score political points. The current situation with testing is a prime example. In a time of increasing teacher accountability, it has become close to impossible to actually be accountable, because teachers have no idea what they are supposed to be accountable FOR. Is it this test? The previous test? The test that will come next? These standards? The next standards? Please make decisions using common sense and with students' best interests at heart.

The ELA CCSS are not bad standards. In fact, I could fully support them if they were readjusted to developmentally appropriate levels. I feel like the creators of the CCSS just took 8th grade standards, assigned them as 6th grade standards and call them "more rigorous".

Live your days in prosperity - happy, well-nourished, empowered.

The wording of the standards is clear and sufficient. However, my issue lies in the text complexity band. The standards are clear, but the text complexity is entirely too high and inappropriate.

The ACT Aspire/ACT is not an adequate assessment for the Common Core Standards. The skills assessed, the time frame, and the writing expectations are not aligned.

I am concerned that ACT Aspire/ ACT does not match up with the rigor expected under Common Core. I also think the writing assessments offered are too weak. The test we will currently be using is not aligned to expectations.

For assessing the Standards, the ACT Aspire/ACT is not a relevant assessment. The skills and exhibition of those skills on the ACT Aspire/ACT do not align with what student are expected to do according to Common Core Standards.

I think that teachers in many districts have trouble "unpacking" the standards, and this might be addressed in some manner during the standards review.

I do wish some of standards were a little more specific like the old Arkansas standards. However, I like the freedom that the common core gives teachers to be creative.

ELA General Comments

I believe that the common core state standards are appropriate and should be kept in order to provide our children with the rigor that will help them later in school as well as in life. I feel it is essential for us to hold our schools, teachers, and students to high expectations and these standards help us in doing that. We should keep these because they are skill based and not knowledge based.

A lot of work has been done with these standards. A lot of money has been spent on writing curriculum to match these standards, as well as, time spent implementing them. It would be a waste to throw them all away and start over.

Current teacher evaluation documents and methods are not appropriate for special education teachers. The whole TESS data does not cover most of the methods and material we use in the special education classroom. When TESS was first introduced we were told there would be new evaluation documents for special ed teachers, librarians, counselors and a few others. Well that was completed with the other areas but not special ed teachers. We are not given adequate or fair evaluations because the documents omit very important areas of our field and include areas not specific to special needs students. I feel this may have been an enormous task so it was swept under the rug, so to speak. Do we not deserve the same considerations as regular classroom teachers?

People are not upset with the standards themselves, people are upset with the political party that implemented the standards. Most parents I have spoken to have not even looked at the standards their children are taught, they simply look at what's posted online and base their opinions on that. If we had better programs for informing parents about what the standards actually said, we wouldn't be doing this Common Core witch hunt.

I feel that as thorough as the standards are, they also lack more of the language arts part of literacy. Parts of speech are important to the understanding of sentence structure and writing. This is seen in literacy as well. More emphasis should be put on the understanding of sentences, structure, and parts of speech to use further in education. It should be a building block for future years.

I love using Common Core Standards in my classroom. They guide my planning effectively but still allow for me to create engaging lesson plans.

There is nothing wrong with CCSS except people trying to read more into them than they have to.

In the meetings I have sat in on regarding the standards for English/Language Arts, it's not the standards that are the problem. Creating pacing guides and testing these standards are the problem. There is no reason on God's green Earth that we should be testing kids before the last week of school. There is no way, whatsoever, to complete all of these standards (or even reason to) before the last week of school. If we are going to continue testing (which I believe we should, but only twice per year - midterm and final) we have to do it as a mid-term and final (the last week before Christmas) and the last week of school. Anything else is completely stupid. I would be in favor of one test at the end, but if we have to do a pre and post-test, that's how it needs to be done. Further, in my opinion, I believe we need to test every student, every year. This would ensure that we're comparing apples to apples. That way, every student in the state of Arkansas would be testing at the same time on the same dates. The test, nor the standards, **SHOULD EVER CHANGE**. Otherwise, you can never truly compare from student to student or year to year. If you're not going to do it right, don't do it at all...which I would also be in favor of. I do feel, however, that

ELA General Comments

English/Language Arts is the most important subject in schools. Without basic ELA skills (including oral communication), there is no way to function in any other area.

I like the fact that the CCSS allows for a deeper learning experience and understanding of a piece of text, however, I still find that there is never enough time to teach everything. It seems that no matter what standards we are trying to address, there is never enough time to get to it all! I could hurry through and cover more information, but the level of mastery would decrease. If I focus on mastery of the standard (goal), then we go slower and deeper but don't cover as much material.

I would like the 2006 Language Standards and the Common Core guidelines integrated into a guideline for preparing the students for ACT readiness. Thank you.

Please leave the standards as they are written. They are great standards that challenge our students to be thinkers much more so than any standards we have had in the past.

I am in full support of the Common Core standards. I think they are very similar to the previous Arkansas State Standards and feel that we should fight to keep a common standard across the US.

I believe the CCSS are far superior to any other standards used by Arkansas educators due to the following factors: 1. Vertical alignment is precise and focused. We can see where kids are and where they are going. The end result is college and career. Arkansas students have never had this benefit before. 2. The CCSS allow educators to provide instruction in a way that is best for the students in their own classrooms. No where in the standards does it tell you how to solve a math problem or what books you have to read. The freedom is there. 3. By using the CCSS, educators have unlimited resources from all across our nation. This collaboration only improves the education of Arkansas students. 4. Students who are migrant can easily transfer to new schools in new states without missing important skills. This also is true for students moving into Arkansas from other states. 5. The CCSS are focused. They are few in number and focus on only important skills. This allows students the time they need to master the most important skills.

I love common core standards because they are rigorous and very specific. However, I do think ambiguity is still a concern because the texts teachers can use are unclear at times, and I think the state should produce common core ELA textbooks for each grade level to help.

These standards are basically sound. It is important to train teachers, especially those who do not teach ELA, in document-based inquiry, research, and argument. It is also critical that this is addressed at the university level not only in new teacher training, but as a vital component of nontraditional licensure.

Although Common Core standards have come under attack, they have been beneficial to my students. I have seen more application level tasks that will help students be literate citizens. Having 6th graders who are able to argue the merits of a claim using evidence from research as well as from lab investigations is truly magnificent to behold. It is a joy to hear students engage in educational discourse, asking one another about their evidence, etc. Perhaps rather than attacking the standards, it may be more beneficial to showcase how these standards should be implemented. There seems to be more of an issue with personal interpretations and implementation.

ELA General Comments

I feel the Language Arts standards as they are currently give plenty of room for teacher choice in how to teach the standards. The previous state standards were very stifling to me as an educator. With the change to these standards, I have become a better educator to my students. I may not always know exactly what to do, and have to spend more time planning, but as an educator I ought to be changing my plans each year anyway based on the group of students I have. In the past the standards allowed for teachers to become too stagnate in the way they teach. These standards promote thinking in students and individuality. A person who reads and studies these standards should be satisfied as to what their students will be learning in class.

My concern is as a state, we have worked very hard to teach our students at higher levels. I feel like if the ACT Aspire is not aligned to the CCSS, we will take huge steps back in our student learning. The few samples that ACT Aspire has published, do not represent the rigor of CCSS, although, ACT Aspire claims to be CCSS aligned. Teachers, because the state test is such a high stakes test, will teach to the level of the of the test. At this time, our standards (CCSS) and the new test do not appear to be aligned.

Too much concentration on informational text and not enough emphasis on reading for pleasure. Get some balance.

I have been using these standards for three years as a classroom teacher and an instructional facilitator. These standards (learning tools) provide the rigor our students need. I strongly suggest that Arkansas keeps these standards as written.

I am honestly concerned my students' academic performance with the CCSS. Yes, I believe that the shift to making them become more accountable is terrific. That being said, the standards, especially for reading and language are atrocious. There are standards for reading, but no guidance. The appendices have texts to use, but it doesn't tell you how or what skills should be taught from which text. I struggle daily with finding resources on the internet to teach the reading standards. Also, the language standards have caused my students to fail miserably. They cannot spell and do not know how to use a dictionary. It is just assumed in the CCSS that all kids can spell and do simple tasks, so they are not specifically written. THIS IS NOT THE CASE. I just feel that these standards are doing a disservice to our children and for myself, cause much more of a headache than necessary.

I would hate to lose the rigor associated with common core. I feel the ADE should better communicate with communities, legislature, and districts that these standards are the ways in which teachers measure success, and it is the educators' discretion how to help students meet these standards. Hence, there is no such thing as common core math or English.

I don't understand why the standards are an issue. I wish someone who knew anything about education (prior secondary educator) could explain this to me.

The first year was very confusing due to the broad areas for teaching. Now, that I have some experience with the standards, they make more sense. Some of the standard requirements are over the maturity level of the rural students.

ELA General Comments

As a whole, the CCSS for ELA are well-written. Our expectations should be high for our students. By modifying these standards to make them easier, we are hurting our students. Please consider rigor and challenge when looking at any changes. We want students from across the state to benefit from these standards.

Math General Comments

I want to be clear that I am not wanting to make math easy for my students. There are plenty of age appropriate concepts in CCSS that require lots and lots of practice for first graders to master. There are also some concepts that are nearly impossible to teach to 6-7 year olds. Those are the ones that are not age appropriate and instead of building up my students and helping them to enjoy math the opposite happens and students come to dread math. Let me teach my students the harder concepts, but make sure they are age appropriate so my students don't feel so defeated.

None at this time.

Common Core Standards do have some good attributes, such as students learning about things in more than one way, creative problem solving, taking the task a step further, and relating the learning to the every day world by choosing which resources to use instead of just rote learning from a book. However, the Standards as a guide for what children learn should not penalize students who are not on the same cognitive and performance levels. Many times students may be slow to get it but eventually do. If they do their work and perform in class it seems to me having a benchmark test tell them, and the teacher, they are failures if they do not make Proficient is not following educational practices. How boring this world would be if our strengths and weaknesses were not recognized and accepted. Yet we want students to learn and perform at the same pace and consider testing as the only true measure of their capabilities. Making the state mandated testing more powerful than classroom performance is an egregious error in my opinion.

My concerns with the common core standards are centered mostly around the lack of a developmentally sequenced protocol for teaching and expected mastery levels. Too many of the skills are too abstract for the concrete thinkers in grades K-2

Individually, the standards are acceptable how they are written. The issue pertains to how the standards are taught and the expectation of student work. It is beyond challenging to implement all standards within the school year while providing interventions for the various learning levels represented in a classroom of 20+ children. The students who are not on grade level do not get the opportunity to "catch up." In the same sense, there is not time and opportunity to plan and implement challenges for students who need this.

I love the fact that most states are teaching the same standards - it puts Arkansas on an equal playing field!

I would like a committee or team to review research on what is developmentally appropriate for a five year old. Some students we get are only 5 years as of August 1. Consider research of psychological, and physical development of children. Those are standards that typically have not changed yet we are on a push, push, push. YES! We should be academically driven with high expectations, but just seems we are getting away from what we also know about child development. Compare other countries to ours, and what the trends are by the age of 15 in comparison.

I feel that the developmental level is not appropriate for children at this age. To expect them to actually do more than have knowledge of these skills is not realistic. As an educator that is seeking G/T certification, I am concerned with mastery of concepts and do not agree with the spiral approach. First graders need the concrete and move toward the abstract. According to Bruner, children move through these levels

Math General Comments

and students this age are not ready for some concepts. The way this survey is worded was to see if the standards were written correctly and did not ask us the age-level appropriateness.

Not at this time.

I feel like some of the standards are very wordy, and therefore make them a little more confusing than they should be.

I feel that parents don't really understand what Common Core is. Too many of them think its a silly way to do math. They totally leave off the part about them being standards. Is there a place for parents to access these standards?

none

I am concerned because I have parents telling me "I don't know how to do this, so how can I help my child?" I hear this a lot. Not just from my students parents but from social media and other places.

The current CCSS are so much more appropriate than our former Arkansas state standards were in math. Our kindergarten students have to get a solid foundation in number sense, which the CCSS provides, before they can move on to other standards. Please leave our kindergarten math standards alone!

I am glad that CCSS does not address time or money for kindergarten. I do not feel that they are appropriate or that we would have adequate time to teach these.

All are appropriate

No

The students can meet these standards in Arkansas. I think they might need an additional year on a few to be proficient. The middle and lower group struggle. Why do we feel we have to do it all in third grade. Maybe that is just me, but if you tell me they need to be proficient then that is what I am going to try to do. For some students that is a lot of pressure.

No- Thank you!!

no

No

Remove stats and probability!!! Move long division to 5th grade Start RP with while numbers not complex fractions Geometry do away with cross sections and only do volume and surface area of rectangular prisms

Math General Comments

Students in a cbi setting should not have to follow these standards on their iep- they are not appropriate and having their iep's with these standards listed is insane

I would appreciate if the committee that looks at re-writing these standards look significantly at eighth grade. There are many concepts that are too difficult for eighth grade students in general math, especially given the fact that these students have significant gaps, as they were not "brought up" in a Common Core environment. Please contact me at Lincoln High School, 479.824-7450, if more information is requested. Thanks, Nathan Little

Many of the things students are asked to do are not developmentally appropriate. Giving children test on computers that are not developmentally ready is setting them up for failure. My students can write for example and do lots of math but many have difficulty getting things from the paper to the computer screen. The students can also write an essay but can't type long enough to complete the assignments. They are frustrated with being told how to work a problem and not letting them decide on the best way to solve the problem.

I would like for the students with special needs be considered when writing these standards. Also, many teachers have multiple grades within their classrooms so having a chart of each subjected with multiple grades across the top and similar standards for each grade listed would be very helpful. An example would be k-4, 5-8 and 9-12

I enjoy teaching Math in a real world experience way. I use numerical and Reading problems to teach each concept. My students have shown growth each year. Please do not change the standards I am required to teach just to please some people who do not teach.

Do not decrease the rigor with the new standards.

As a school district, we have worked hard to implement the CCSS. We are finally on the right track in doing what is best for our children with conceptual learning. I do NOT want to see us going backwards. The CCSS provide students with rigorous learning experiences. We would be harming children if we were to totally revamp what we are teaching. Yes, there are gaps in the learning, especially those who were in middle school at the time of implementation. If we change again, IMAGINE the gaps that will be created.

Where do conditional statements and Venn diagrams fit into the curriculum? They are on the ACT and ACT Aspire.

NO

Engage NY is the chosen curriculum for Cabot. This was an uneducated and poor choice. This was not even developed until 2011. Why would anyone with any knowledge at all about education chose a curriculum that has so many problems and zero credibility. True credibility can not be determined for an indefinite time. Why would our state choose a highly credible and results proven curriculum? Singapore math would have been such an asset to the children in our state.

Math General Comments

I have been happy overall with CCSSM. I like that K-3 limited concepts taught, therefore providing time to go in depth on key number and computation concepts that are foundational to future mathematical understanding. Most concerns I had were a result of PARCCs interpretation of the CCSSM.

I do not like common core mathematics. I believe in teaching kids better education, but do not agree with the method it's being done. What was wrong with our old method. If it's not broke don't fix it.

I am concerned about the year 4 courses. We need a Pre-AP PreCalculus course that contains all of the year 4 standards in one course. Our brightest students should not be missing content because of course selection. There should be less overlap in the other year 4 courses. I would like to see conic sections in one unit. Not sure how we can fit all of this into 4 years. Have yet to get to a thorough coverage of the statistics in Algebra II, even with really strong students.

It is so frustrating being a parent of a child and not being able to help them with their math homework. Common Core is making things so much more difficult for everyone involved. My son cries at night because he can not comprehend his math homework. Why did we pass such a program that so many people are against?

I understand the idea behind Common core. I do think there is an urgent need for change within our education system. However, there has to be a better way to make that change and still keep so many children from falling through the cracks. Education is not a one size fits all. Not all children enter kindergarten with a solid foundation. Teachers cant expect to be able to save all children. Some children enter school with preexisting developmental issue that make it hard for them to adapt to the current set of standards. What happens to those kids? There needs to be a shift from quantity education to quality education. Standardize testing needs to be removed all together. Our children aren't lab rats. If those test doesn't determine whether a child pass or fail their current grade then there is no need for them. The current standards need to be rewritten. They need to be written by people who are in the trenches with our kids. They need to be rewritten for our kids. They need to be rewritten so teachers can have a better understanding on how to teach our children and so that parents can help their children succeed.

This is what I believe the problem is. 1.Educators are not making the decisions. I know too many teachers that disagree so much with this. 2. The group making the decisions have no clue how to teach a child. 3. When I teacher is told not to speak against the program or to only speak positively of it, there a serious issue. Our teachers are supposed to have our children's best interest at heart. If they're unable to disagree with something they do not believe is good for our kids for fear of backlash, then who exactly is supposed to stand up for them?? We as parents can only do so much. While I want what is best for my child, I depend on a doctor to tell me what's best when they're sick, a dentist to tell me what's best for their teeth, and a TEACHER to know the best way to teach them. I'm all for improvement and moving forward in education, but this program has proven itself to not carry either of those characteristics. It's time to end it. I don't mean by offering the same thing by a different name. I'm mean stop it. Ask the teachers. Ask the people who are spending their days with our kids, the ones who love them unconditionally and come as close to being their parents without actually being. A politician did not go to school to be an educator and has zero business making decisions on how our children should learn.

Math General Comments

I find the way math being taught now to be amazing. If parents would take the time and review the math concepts, they would be able to understand what is being taught and why. If you aren't able to, I believe strongly you never really understood math and why the procedures you remembered in school work. These standards are simply minimum requirements. The state is allowed to fill in as it deems appropriate.

1) I think the Common Core Standards are mathematically sound and should be left as they are written. The writers relied on research to develop these standards. The mathematical practices set the stage for the implementation of these standards. Please do NOT throw out the work that has been done to increase the mathematical reasoning and skills of our students. 2) It takes TIME to see the full benefits of the implementation of a new set of standards. We are trying to make changes before we have had time to see these benefits. Let us have time to implement and evaluate the results of that implementation before we make major adjustments.

6th grade math should review / teach addition and subtraction of fractions including mixed numbers. The skill is taught in 5th grade, but by 7th grade, students forget how to find a common denominator, etc.

I feel like the CCSS was an evolution of the Arkansas Standards and Frameworks and am pleased that the state has adopted them. I am able to spend more time on challenging, real-world problems that I was before.

This is the first year I have taught these standards, so I do not yet know which standards I have concerns about except the ones I have taught this year.

no

My district prepared me for the transition to CCSS. We began planning in 2010. I know the CCSS is a good plan for mathematics in the state of Arkansas. It is a great plan. This is where we need to be with our math students.

no

no

I would like to have examples provided on all standards. Some standards seem very wordy therefore hard to understand.

Please do not change the numbering system for the standards. It will make finding resources very difficult for teachers.

Please do not change the numbering system of the standards. This would make planning and finding resources extremely difficult for teachers.

The present core curriculum is providing our students with information that is deeper and richer! There are gaps in the curriculum due to the lack of funding and professional development for teachers to meet the needs of students. Parents often have misconceptions about the

Math General Comments

core due to media coverage and social media. We can not teach 21'st century skills in the same way that we taught 30 years ago. Parents need to be educated to understand the curriculum so that there are not misconceptions.

My concern is with the "blame game" from social media. The standards are great, but people don't understand them and they received a very negative viewing on social media. The image of the standards needs to change. Parents don't understand the math but they were never encouraged to think when they were in school. This "new" math looks different and anything new makes people uncomfortable. People blame common core when it could really be just a teacher who doesn't understand the standard himself. More professional development is necessary for many teachers because they are not experts in thinking.

Nothing should be done to change these standards. They are well thought out and progress through the grade levels. Any difficulty a child has achieving the standards may come from the "newness" of the standards. We need to have more time to allow teachers to successfully teach the standards. Students who were in Kindergarten at the start of the standards roll out are barely through elementary school. We have not even seen the results of our first round of testing based on the new standards. It is wildly inappropriate for change anything at this time. Many of the parental and news outlet criticism is wrong. They are wildly uninformed. The standards do not dictate homework pages or teaching methods. Parents have a hard time helping with homework because they do not understand the concepts behind the algorithms. If parents gave the standards a chance and met with their student's teachers, maybe they would learn some things too.

I do not want to see the CCSS to go away. It's so vital for students today. The standards make students go deep, but it's the teachers that need to understand how to implement in having students understand the why.

I want to let you know that as an educator and a parent, I find the CC Standards to be challenging and important! I have worked on implementing these standards in my classroom, school, and district for the last 6 years. I have been on curriculum committees. I have done professional research. I have worked very hard to teach my students to use the higher order thinking skills to be successful in school, college, and life! I would be very disappointed if all of my work, as well as the work of many others, was disregarded for political reasons. This is not a political arena and good standards and teaching practices should not be sacrificed because we have had a change in our state government. It isn't fair to the educators who have worked so hard to implement these standards. It isn't fair to the students who have been developing these important skills. I am passionate about providing my students the best education possible and I hope that you are, as well.

I feel that the CCSS are a great start at making sure our students can travel between schools across in the U.S. and receive the same spiral curriculum. Special education is given a set standard to help students achieve their goals and align with the general education teachers instruction.

I believe math common core standards are very good for our students. They require deeper thinking and conceptual understanding. For teachers they also give teachers more examples of what the standards actually mean and examples. Love common core

We have worked very hard in our district, school and grade level to implement CCSS and to integrate curriculum with the math and literacy standards. We were just discussing as a team how the Next Generation Sci. Standards have been written to incorporate the CCSS, so it

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would be lovely to keep the CCSS the same. As a team, we have found our students have a deeper and more thorough understanding of math using these standards compared to previous standards. They are able to show their thinking in various ways.

With the common core math it is not the standard that is creating problems but the method through which it is taught. Methods, especially for parents, are abstract compared to what they have seen in past.

Please do not change the numbering system for the standards. This would be very difficult for teacher planning and resources.

I am looking into homeschooling my children to get away from this curriculum. My 10 year olds shouldn't be stressed to the point of losing sleep. Arkansas should stand up for it's future generations. Shame on Arkansas.

Kindergarteners are needing to come to school already knowing lots of math concepts in order to be able to end K on track to begin first grade. This is completely unrealistic as it depends on parental support that just isn't there in many many cases. So we're setting ourselves up for failure and widening the gap between the lower and higher achieving kids.

As a veteran teacher, I feel that not exposing first graders to money has an impact on their success when entering second grade where they are expected to count and make change.

Please do not change the numbering system of the standards. This would make planning and finding resources very difficult for teachers.

My child has struggled so much with trying to learn, math specifically, with Common Core. We feel as though she has fallen behind and had to needlessly go through a lot of emotional days over the last 3-4 years. Kids don't need all the extra steps and big words. Similiar is better. She can't even tell time yet thanks to the ridiculous way she was taught through Common Core. She hasn't learned all her multiplication tables because they weren't taught to just memorize them it had to be worked out and shown on paper. All the things she should have learned in school we are now having to teach her after school the way we were taught just so she will actually learn the stuff. I could go on and on but as a parent, I feel that my child is being done an injustice. I don't like politicians playing with my child's life and her education is going to mold the kind of life she has in the future and thanks to Common Core, she's fallen way behind and there are countless more that are also.

Common Core Math Standards are deep and meaningful. Leave them alone.

Comparing more traditional mathematics curriculum and methodology vs those of the CCSS reveals a pattern of unnecessary complications, opportunities for confusion, and added areas for error. Having children who exceed in traditional mathematics, yet get disheartened and confused due to being thrust into these "standards" is heartbreaking.

The foundational math skills are so important in K-4. I have had more than one teacher say my daughter's class, which started K with common core, has the weakest core math skills of any class they have ever had. The math curriculum is presenting so many strategies that there is not enough time for true repetition and mastery of these skills. Add on the nonstop standardized testing that takes away from

Math General Comments

instructional time and you have less and less time to master these skills. I also feel the focus in math has shifted to ambiguous word problems that at times I as an adult have difficulty figuring out what they are truly wanting. I understand we want to encourage higher level thinking, but elementary children should not be tricked when tested. There is plenty of time for that in college.

Please stop this. So many children have been lost in the system and left behind. If a book cannot be provided and an adult, current college Algebra student cannot assist a 4th to 6th grade student, then it shouldn't be taught. The school system advocates that parents be more involved with their children and I agree, but this is tearing homes apart. I've personally spent way too many nights, having my child up to 10pm or later with frustration and tears only to see her stripped of any confidence she had the day before and then be too tired and stressed to perform adequately in her other subjects.

There needs to be more information to parents that the Common Core standards are just standards. The way a teacher chooses to present them or teach them is their own decision, as long as they address the standards. It looks like these standards are the same Common Core ones we have had. Are the AR standards going to be different or just in name only?

Stop teaching the common core way

You can't build a structure without building materials, and Common Core does not provide the building materials (i.e. math facts and processes) with which children can advance in their understanding toward higher mathematics. I learned math facts by drill, and today I can work out problems in my head, only using a calculator to double-check the accuracy of my answers. And, yes, I have complete understanding of WHY $2 \times 2 = 4$. As a student, I did not like math, but I learned because it was explained to me in a common-sense manner by teachers who had the freedom to educate rather than teach to the test. I retired early because I could find no moral or ethical justification for driving students to perform on tests rather than to learn what they needed to succeed in life. A few months before her death, my mother (well into her 80s and dealing with terminal cancer) sat down and balanced a bank statement dealing with 5 figure amounts without using a calculator or adding machine. (Yes, that dates both of us.) When she asked me to double check her work, I found it accurate to the penny. She knew how to use numbers--not draw pictures. When my very bright, eager-to-learn granddaughter cries with frustration over Common Core math, she is being abused by an educational system which has lost its focus. No amount of federal funds is worth the loss of a generation's real education. And isn't education the goal for our children?

I think that the standards are o.k. For the most part, but I feel the curricula used to teach the standards are not age appropriate. I also feel that the instructors do not have enough instructional time in the classroom to address all the standards. That leaves the students taking home worksheets the week before a state-mandated test, having to try to teach themselves.

Please get rid of common core!!!! It is ridiculous that I can't understand my 7 year old son's homework or how to do it. I have not met a teacher yet, and I personally know many, that agrees with this method of teaching.

I love common core and how it allows students to learn and be successful.

Math General Comments

Some of the standards are basic and promote basic math skills, others take math and twist it up so much that it is hard for children to understand. It is also unnecessary and that classroom time could be used for something else. I believe we should be teaching children the quickest, most efficient way to an answer. That will make them employable in the future. My boss expects me to perform my job duties in the most efficient and direct way.

It appears that the ideas may be good but way too advanced for first graders, maybe for any elementary student. In order to learn math, first a student must learn the basics. Using tens as the only basis is confusing and keeps the student from learning the correct way to add and subtract. The old way of doing math got us on the moon. This new way will set us back with students being confused and not understanding the basics.

There should be an explanation or example lesson of some of the more wordy standards.

Please get rid of common core! When parents with multiple degrees cannot help their children with homework, that should be a sign there is a problem!!

I feel standards for reading and understanding a calendar, and introducing coins should be added back to the kindergarten curriculum....especially since those skills are tested on the first grade ITBS standardized test.

Thank you for the opportunity for input.

Please make these standards more age and cognitively appropriate. Our children are missing basic facts because they are too worried about multiple methods to solve a problem. Our confidence and theirs is lacking. No child in elementary school should hate math and think they are awful at it. We have seen our children's confidence weaken and don't want to see it anymore.

As a fourth grade teacher I was fortunate to attend PD where we broke these down and worked problems and discussed expectations but not every teacher attends this type of training and it's not ongoing.

No

I have no other comments, questions, or concerns.

Simplifying the wording and lessening the number of standards per grade level.

no

We feel the results of this survey would be more valid if the skills were divided into content-specific standards so that each person/group reviewing the standards had fewer to ponder.

Math General Comments

Too many standards in Algebra II, and proofs can be limited to Pre-AP Geometry.

I find the methods of drawing endless numbers of boxes and rows of rectangles frankly stupid and counter productive. If they know how to add and subtract digits 0-9 they can add and subtract any number regardless of size by simply stacking and performing the add or subtract operation. To change $51 + 45$ into a 9 step process with diagrams is ridiculous, confusing and frustrating to the children. Further, the way this survey was written is also confusing, without examples and appears to deliberately obfuscate the nature of the mathematical operations the children are being asked to perform. Get rid of common core. It's not doing anyone any good.

TAKE COMMON CORE OUT OF ARKANSAS!

My sons favorite subject was math and he made excellent grades before the switch over to common core now he hates math and is failing it. Also when they first switched over my son would cry everyday because he didn't want to go to school because he no longer understood it. Not only that I really don't think that the teachers really understand it much either, so how can they teach something that don't really know a lot about themselves. My son also spends about 2 to 4 hours doing his homework when he has it because he has to do it by himself because I don't understand it. The teachers are still trying to learn it themselves. It is the worse thing ever. My sons math teacher told me that almost all of her students are failing all the test. That should tell you something. Please get rid of common core!!

The common core is so confusing to children. It is to difficult to understand and to keep up with. My child is stuggling to keep up to due the common core standards.

Ask yourself to do a year of 4th grade math and see how frustrating it is to you. Now, ask yourself if this is how you feel it would be best explained to your child, grandchild, niece or nephew. Consider the amount of stress you are causing 9 year old children. In life there are times to understand how and why to do a job, and there are times that you are expected to have the knowledge to explain it to others. Right now we are asking children to wrap their brains around abstract concepts. It seems that teaching them the old standard ways and explaining why or how that works is not enough. Some students will understand 100% of the how and why and get the right answers. Some may not understand exactly why it works, but know what to do and still get the right answers. Some will be wrong on all fronts. Right now, our students are being expected to be experts and explain their actions before they can even put down correct answer. Teach them how and why, but focus on the end result of correct answers. It is enough for a student to find a way that works for them. There is no reason to confuse them with 7 ways to add or multiply so that they do not fully understand any of them.

Please do not LOWER any of the standards currently in place. We need kids in our state to be more prepared not LESS. Personally, I think it would be a smart move for more of our schools to utilize Khan Academy. I highly recommend reviewing how schools that serve a range of populations are benefiting from this tremendous free resource. One major benefit of using Khan Academy is that parents can watch video instruction and utilize the "hints" so that they don't feel completely lost. Very powerful stuff!

I am content with the common core standards. The only issue I have is the public confusing CGI with Common Core Standards.

Math General Comments

The ADE seriously needs to collaborate with Child Development Psychologists on all aspects of the math standards while they are being written. Now that we have an opportunity to develop & write our own truly state standards, we should take some time so that we really get it right this time. It should be done over a two year period so that there is adequate time for development & input by all vested parties, a proper review by all stake-holders, a proper revision process, & then a final review by all parties before finalization. In addition, there should be proper advertisement to the public via newspaper, radio, internet, & parent/teacher communication so that the Public (since they are Public Schools) has plenty of time for review, consideration, & input. Otherwise, you will not have the public support that you are going to need without further creation of heightened enmity between yourselves and the public.

Common Core needs to be done away with!!!! I have multiple parents who would agree. This is why so many parents are opting for home schooling. I am one of those parents who is strongly considering it.

Math must be enforced to these kids better than we do now. They have and must know math whether they graduate or not. From a ditch digger to an astronaut...they must know math. It's universal in everything on this planet and universe. The kids that need help understanding it must get the help they need. This is a MUST for our society if we are to progress and achieve.

I feel the elementary math standards are well done and appropriate for children. We now have students completing the 4th or 5th year of school with CCSS. We are seeing some amazing strategies from these kids and the math comfort level is much higher. I am saddened by the fact we have no reliable state wide data to help measure the growth of the kids.

A problem I have with the math standards is that they are difficult to conceptualize. As I suggested in the survey, Saxon math is easier to understand and seems to be developmentally appropriate. My daughter who has struggled with math throughout the years does well with the Saxon curriculum because it's incremental and builds upon previous concepts. It's methodical and does not inundate children with a bunch of different information to absorb each day. It's practical and easier to conceptualize.

Please take into consideration the major complaints on the standards are misguided - they are complaints about curriculum and teaching methods, but people are saying they are the standards. Another complaint is the test chosen didn't align with the standards, nor did it address nctm mathematical proficiencies like the standards do. Eliminating parcc is a step in the right direction

Please do not change the number or notation system in place for the standards. This will make finding or using resources difficult for teachers.

We should keep the Common Core Standards and allow more time for them to be implemented.

Thank you! :-) Don't CHANGE any numbers.

I hope that the standards will remain intact as much as possible.

I do feel like patterning (which later helps with algebra) should be a part of the standards in the lower grades.

Math General Comments

Please take into consideration how old each grade level actually is and think about mentally what they can or can not do.

I think this is the best set of standards for mathematics that I have seen in 21 years of teaching mathematics. The standards are research based, and they have a deliberate progression. Not only are topics presented, but mathematical practices that students should be engaged in are considered. If these are eliminated without very careful consideration for a replacement, I feel that our students will drastically fall behind those in other states and continue to fall further behind those in competing countries.

The previous test was not aligned with the correct representations of the standards.

None

I sat on the team that wrote the Arkansas Framework/Common Core Crosswalk. If there is going to be such a committee looking at the standards I would like to be as involved as possible again.

DO NOT CHANGE THE STANDARDS AND DUMB THEM DOWN!!!!!!!!!!!!!!!!!!!!!! OUR ARKANSAS STUDENTS ARE ALREADY DUMB ENOUGH!!

I am concerned that if Arkansas chooses to add standards it will affect the teachers and schools. Schools pay a lot of money to train teachers on what/how to teach and by changing the standards new training will have to be developed and teaching time will be lost just to learn how to teach.

Please leave the CCSS alone and let us teach what we have worked so hard to implement. These are working.

i went from a reading recovery teacher back to a classroom (3rd grade) 3 years ago, when our district was in a trial period for ccss. my district is nearly fully implemented in the cgi method for teaching math. as a parent of a student in a different district, i was familiar with cgi and have seen amazing results from my child so i was excited to join the cgi team! it was a different way for sure than how i had learned and taught in the past. and as for the ccss, they seemed to go hand in hand. despite all the bashing of the ccss, i feel they are appropriate and would hate to see change (again) just for the sake of change.

CCSS for middle school needs to be separated from any specification of pedagogy. I believe that currently some language or CGI is part of the mandated process of instruction. Such requirements need to be lifted.

no

In relation to the measurement standards over time, 1st grade needs to add tell time in 15 minute increments and use the language quarter till and quarter past. There also needs to be a 1st grade standard relating to money. Kindergarten or 1st graders should be able to identify

Math General Comments

coins and know their values. We appreciate that there are less standards in each grade level. We especially appreciate that elapsed time is no longer included.

I feel that money and telling time have not been addressed enough before entering 4th grade. In the old frameworks these skills could be found in kindergarten - third grades. I feel a gap has occurred in this area of math.

The current standards have dramatically changed the teaching of mathematics in my building for the better! Yes, we need more professional development of math content understanding, but these standards are finally a move into the mathematics which students need, in a progression that makes sense. I will be saddened for the state of Arkansas if we move backwards in the area of mathematics.

If given the opportunity to serve on the committee for revision, I would gladly like to.

Students that do not have any number sense at the beginning of first grade struggle with being able to add and subtract and apply knowledge of properties. This is a significant number of students at the first grade level. This could be due to the social learning that takes place in kindergarten (and those students did not attend preK) and therefore these students are not able to focus and master the content at that time.

The mathematics common core allow for deep teaching of these standards. Thank you for taking time to consider our thoughts.

Not at this time. Thank you-

It is pretty asinine to ask questions like this of the general public or anyone that doesn't have some experience with advanced mathematics. A significant portion is going to answer no simply because it is not something they can't imagine. It is constructed for failure. Shame on you.

I believe the Common Core standards are definitely needed. With all the growth in technology and the developments in math and science over the past 50-100 years, students have so much more to learn. We needed to raise the bar and set it so that all states are teaching the same thing and we are competitive with the rest of the world. the Common ore standards do that.

5th grade is workable but some content is not developmentally appropriate for 5th grade. Some of the gifted students can do it, but a vast number cannot. Why do we teach several methods for division in 5th grade and then force standard algorithm in 6th? Many students prefer to do partial quotients, particularly for larger numbers and will not attempt standard algorithm. It is impossible to teach all the 6th grade curriculum in one school year unless everything goes PERFECTLY. That means everyone learns it quickly so no reteaching is required, no student or teacher misses any days, and there are no other activities during the school year that would cost a day of teaching. I have resigned myself to the fact it is not going to happen. Each person on the committee should have been in a classroom this past year, and at least a few should be from the southern area of the state. As a former high school teacher, I have an appreciation for the Common Core Standards but I think there are sections that are out of reach for average students at 5th and 6th grade.

NO

Math General Comments

Money needs to be included into the standards.

Please focus on the language of the standards, but overall we agree the content outlined in the CCSS is relevant for 5th graders of today!
Sincerely 5th Grade Conway Public School Math Teachers

I believe the standards need to be changed to be more developmentally appropriate for the ages of the students.

Providing the educators with an opportunity to complete this survey has given them a hands- on approach to assist in developing standards that are implemented within the Arkansas school system.

Some of the standards are pushing down skills from traditionally higher math. While for some this is good, for others it is getting skills they don't need for the average life of a graduate.

n/a

Fractions with unlike denominators are very difficult for most 4th grade students to comprehend. If we want students to go more in-depth, I would want them to have a very good understanding of fractions before I moved to equivalent fractions with unlike denominators unless it is in picture form. May introduce in 4th but have it more in-depth in upper grades.

I believe the language of the common core state standards are sometimes difficult to understand and resources are limited. As a teacher, the process and the lack of information on testing is stressful and frustrating.

The common core standards are integrated in IEPs have have direct correlation to the student's goals.

no

I think the Common Core State Standards are appropriate and important for our state to use to guide educators to help students learn the skills need to be successful in a career and college.

I believe the current standards have much rigor! There are no changes that need to be made.

I think the standards should remain as they are right now.

no

No.

Math General Comments

Students can successfully master these standards. I have seen my students surpass my expectations. These standards allow students to deeply understand, be able to explain, and critique mathematical concepts instead of simply memorizing a laundry list of skills.

n/a

Common core seems to be very beneficial as a whole. Just overall, I wish the standards weren't as lengthy. There could be an appendix that explains them but not the standard itself so lengthy.

When the standards are understood and implemented with fidelity they are strong, developmentally appropriate building blocks for the higher grades, and eventually, algebra.

I am concerned about standardized testing. We were all very unsatisfied with PARCC, so now we are going to ACT Aspire....aren't they both Pearson products?

I am in huge support of the Common Core standards. I have seen my students thinking in ways they never have before. These standards are helping them become life long thinkers and problem solvers. I do not want to take a step backwards in our education. The AR frameworks that we used to have required little to no thinking among our students. We are lagging in education in the United States.

These standards are rigorous and great for our students.

Standards are appropriate as written. It would only cause confusion in all parties invested. Students are given a chance to actually master standards through the Common Core Standards.

I feel the standards are well written and should stay the way they are.

These standards allow teachers to teach more in-depthly and allow students time to become proficient.

The new way of teaching is hard for the students and the parents can't help them because they weren't taught that way. What is wrong with traditional algorithms?? We all learned math that way. I turned out just fine learning by algorithms. My daughter struggles with this "new way" but can do it right every time with the traditional algorithm.

I am overall very happy with the standards. I am happy that we have the same standards as many other states. It makes it helpful for a teacher to find resources on websites (teacher pay teacher), and book stores instead of only relying on Arkansas teachers to recreate resources.

Because I work in the school district central office and communicate frequently with our math specialists and math teachers I understand the standards. For many adults who have been out of the education system for several years it could be difficult to answer these questions.

Math General Comments

I'd like to know if 8th Grade Algebra I students will be taking two different math tests or just the Alg. I test.

The Standards for Mathematical Practice are fantastic in fostering problem solving strategies in the classroom. They have been an instrumental tool for my classroom during the implementation of the CCSS-M standards.

The math our school and others have the children doing now is ridiculous. There are multiple stories of parents being unable to solve the problem as it is written today. YouTube, Kahn Academy, and other sites are replacing what should be the teachers role. They have taken, what for years has been a negative sterotypical subject field, and made it even more so. My GT student detests math, simply because she doesn't understand the excessive verbage and ambiguous concepts. Vandergriff Elementary's math program was deplorable to say the least

In general I find them standards to be very rigorous, which is good in my opinion. I think there are wording issues that make them confusing. Using e.g. when you are really giving examples was really confusing and should be looked at. I think parents and many educators really don't understand math well enough to be able to get these standards and be able to teach them correctly. More examples and maybe even a "laymans version" of the standards to be given to parents would be helpful.

I chose to only review 6th grade because I had concerns and questions about pushing down junior high math skills to that grade. These students need to master so many other standards in the other domains but are not given the time because of so many standards to be taught which seems to be a problem beginning in 3rd grade and gets progressively worse through 6th.

As a K-6 math instruction specialist for my district, I have studied the common core standards extensively. I have also studied many resources about research on effective instructional strategies that help students build a deeper number sense and understanding of mathematical concepts. The writers of common core standards took into account the research on how the brain learns and on the developmental stages of understanding for math concepts. I have not found any contradictions between the research on developmental stages and when those topics are addressed in the common core standards. If we, as teachers, use this research on how the brain learns, our instruction will look different, but by using more visual materials and graphic organizers, students can more readily understand why math processes work. If this deeper understanding is developed in elementary grades, students would have a broader base of understanding from which to draw when they get to higher math subjects.

Teachers appreciate the chance to give feedback!

I think that teachers don't know exactly how to teach Common Core Standards and are struggling to find a good fit with it. Good teachers are struggling with the "conceptual" part of Common Core and are relying too much on it instead of teaching exact mathematics concepts, which they need in upper level math.

I think it is important to keep consistency within the realm of education. We lose trust and collaboration from parents and students as we continuously change what is expected of them. Regardless of the standards or assessments consistency is of utmost importance.

Math General Comments

No more changes. I feel like these standards are finally helping get all of the educators horizontally and vertically aligned

I think that the CCSS are rigorous student outcomes. These are attainable with high quality and well-planned teaching. As long as teachers have time to look at CCSS and plan correctly, students are able to reach their learning goals. If we continue to change our learning outcomes, students will continue to have gaps in their learning and not become effective and productive citizens.

The standards are written clearly. We would like them to remain the same, so that time can be spent on mastery of standards rather than reinterpretation of standards.

I think the standards are appropriate. The research, time and consideration was not done hastily. I appreciate the concern of the new administration and the commitment to aligning the standard assessments to the standards and with the ACT.

my biggest concern about kindergarten math standards is the removal of standards regarding patterns. The ability to recognize patterns is a very important skill, not just in math, but also in reading, writing, spelling, science and social studies. Identifying patterns allows us to predict future weather events, figure out how to spell new words, identify cause and effect in science and meaning of words. Patterns help you understand history and can help figure out possible results of an action, allow stores to order stock and schedule employees. Life works in patterns. Why aren't we teaching that?

I'm highly concerned that the SP standards will not remain intact, because teachers have not had appropriate professional development to enhance both content knowledge and pedagogy on this topic. I have personally taught all of the 6th and 7th grade SP standards and saw huge success in my students' ability to reason about research and scientific explanations, but I had excellent professional development opportunities. Our students need a strong understanding in how statistics are designed in order to look at the world with a critical lens.

The way the math is being taught. The school I'm at, tried the way that NCMT wanted and our students have got far behind. At this point in life, most students are not going to sit together in a group and try and figure a solution to a problem out. We try the Core Connections book, which was supposed to be best for learning the common core math and our students and their parents hated it because it did not show how to solve the problems. Please listen to what the parents want for their kids and not the supposed expert, who is not in the classroom every day with these kids. Ask them why they are not still teaching if this is the best way to teach.

no

No

No

I think the standards are appropriate for my grade level.

Math General Comments

This is my 28th year to teach in public school. I taught 3 years in 2nd then came back to kinder the year Common Core was implemented. I love the rigor Common Core provides my students. The standards are appropriate and build from year to year. Students are allowed to go as high in their thinking as they can. Common Core standards are appropriate for this grade level.

I think the Common Core standards are great. Students have the ability to reason and think about numbers in deep ways. These standards allow us to go deep and really help students build a deep number sense. Instead of changing the standards, we need to educate the public and parents about how much more knowledge their children are receiving than most of us did in school. We want students to actually understand and make sense of how to solve a problem instead of outlining steps that do not make sense to them.

Please make sure to collect data from teachers who understand the standards and are actually implementing them. Too many have an opinion, but don't actually know their own standards, or are choosing not to teach using them.

I overall feel that the rigor and depth of the CCSS are appropriate for 7th grade. However the way that they were tested was not. The students were not tested on their ability to calculate and show their learned skills. The prior assessment required students to infer, interpret, draw conclusions, and comprehend a wide variety of in depth word problems. None of the problems were straight forward and none of them had a direct answer. If we are preparing them for a timed college test like the ACT in mathematics, there are no questions like that on it.

I really feel that overall, the current 6th grade standards are appropriate and have the right amount of rigor. I wish the standards would be worded less technically using less math jargon. But nothing is wrong with the standards that 6th graders are taught.

I think it is important to review and hear the voices of the math teachers in the state. We spend a significant amount of time review the standards and ways to teach them to the students. Now is the time to listen to those that have a real understanding of the content and how it has been taught. There's a difference in not knowing how CC works and what's best for kids. Because we can't help our kids with HW is not a reason to get rid of a rigorous set of mathematical standards. This is not NEW math, if a shift in thinking to critical thinking and problem solving.

Yes, we find year after year students across the country are entering secondary school levels lacking the understanding/mastering of number sense, especially compared to other country counterparts (ex. Japan). Number sense needs to be the primary focus from kindergarten through elementary!

I believe that teachers are the ones who should/can provide quality feedback on the standards. They teach them every day and are the experts in understanding and implementing the curriculum.

I think these standards are good overall, but could use some rearranging and clarification on the specifics of some standards. Geometry and statistics standards scattered throughout the grade levels seem out of place in many instances, and might be better served in separate classes, even perhaps a one semester class of each, in preparation for high school geometry and statistics.

Math General Comments

We believe that there should be a place to review the 8th grade Algebra I course within the middle level content.

Expressions and Equations, and Functions are critical to learn in 8th grade math. Students coming in to the 8th grade should have a strong number sense. Statistics and geometry should be placed as standards in high school, leaving the eighth grade to deepen number sense and develop a firm understanding of equations and functions.

No

I have experienced first hand the positive impact of the standards on student learning. I would hate to see major or many minor changes made to the current standards. In my building, teachers are finally understanding the focus, rigor, and coherence of the standards. Many changes at this point would be a step backwards in my opinion.

Standards need to be more specific to subjects so that there is less confusion about where things should be taught. This would create fewer holes and be less overwhelming for the students. Teachers need more training toward statistics. There appears to be a big shift toward Statistics.

It was difficult to review the 9-12 standards as a whole. I would have more input if we start breaking them down by course and level.

no

The problem is not with the standards, the problem comes with time. Everything is rushed through in order to meet goals of what needs to be completed before time to test. Testing so much is detrimental to the success of the student. Fundamental concepts that are necessary for Algebra I and higher are given 3 or 4 days at the most to master. If the goal is to produce successful students, then allow us to teach and the students time to learn.

Our team of math teachers have taught using both Arkansas frameworks and Common Core State Standards in Math. The current Common Core State Standards allow students to have a deeper understanding, because there are fewer concepts to learn during the year. In the past, fourth graders have struggled to learn everything in the Arkansas frameworks and have relied on calculators for basic facts. This created groups of students who were not prepared for higher mathematics courses. They lacked true understanding of basic math concepts and could not recall math facts. We recommend that the Department of Education keep the current Common Core State Standards for Mathematics.

We need to get back to teaching kids the basics. They do not know how to multiply and divide. They don't know how to spell. Too much is being thrown at them and they never seem to master anything because there's just too many other things that get in the way of a good, solid education. The foundation in elementary school is not solid because the teachers aren't allowed to teach in the most effective ways because we are constantly having to learn and implement a "new" way. New ways aren't always the best! Unfortunately the students, who are not much different than laboratory rats that we experiment on, are the ones who suffer. I am extremely concerned for the future of this country because of the state of the education system at this present time!

Math General Comments

The math standards to allow teacher to progress monitor vertical and horizontal.

Common core isn't all bad. I do think one needs to consider age appropriate content when writing standards. I also think some standards need to be more realistic so testing is more authentic.

After three years of teaching Common Core State Standards, I'm finally seeing it pay off in my classroom. My kids can discuss mathematics more in depth than any group before them. They are more willing to share how they solve a problem, and they are able to work more independently. The major problem with the new standards is the rollout. This should have started with Kindergarten students and added a grade level each year. The teachers would've had more time to transition their teaching styles, observe lower grade classrooms, and feel more comfortable with the expectations. Please do not lower the rigor of the current standards and do not add more to my plate. The amount of standards at this rigor is keeping my classroom busy everyday. I only get 54 minutes with the kids, and they can fully understand one concept if I have to move too quickly. Please please please, keep the inch wide and a mile deep approach not the other way around!

I believe it is important for our state to maintain the rigor the CCSS have established in order for us to be competitive in a global society.

Keep CCSS as it is. We have invested a lot of time and resources into these standards.

Despite what some people say, I think Common Core is excellent. I do think it needs tweaks like anything else, but unlike many people who have an opinion about common core, I have spent hours studying it and applying it in the classroom and I can't tell you how much better our kids will be in 10 years if we can stick to it and all get on the same page about it. I think one of our biggest problems is the implementation. I see some teachers implement it perfectly and try to be smart about how they communicate with parents and never have a problem. Some teachers and school districts try to use common core exactly like they did the Arkansas Frameworks and it doesn't work like that. It's different and must be implemented differently to work. Overall, I hope to see minor changes, but that the over all theme of "understanding mathematics over memorizing a formula or algorithm" stay the same.

I think the standards should be left as is. The ability to pull resources from all over the country because we share the same standards has been invaluable as a teacher. The standards also provide a rigor that our previous standards did not; without this rigor, our students will continue to perform below national average. If we want our students to be college/career ready, we need to keep the common core state standards as they are.

The Common Core State Standards for High School Mathematics allow teachers to teach mathematics with coherence. Prior to CCSSM, there was very little coherence with topics. It was just fragmented topics that had very little relevance to the real world. To put it plainly, the math standards under Arkansas Frameworks was naked math. This included a list of skills and very little application. With CCSSM, students in Algebra One spend the year learning about functions. Functions are the glue to Algebra One. Everything revolves around this. With Geometry, the glue to the standards are transformations. With Algebra Two, again the consistent piece is functions. Students learn mathematics with coherence. Read more about my thoughts about the coherence in High School Geometry at this link: https://docs.google.com/document/d/11uEaQy5dJ5_2Z6GHeLnhr7BIVx8p-vB5HfIlFO0C8/edit?usp=sharing. In my opinion, the

Math General Comments

standards are very strong as they are. The issues surrounding the standards are grounded in misinformation and misunderstanding. Without proper professional learning for teachers regarding the standards, then the standards will not be implemented in the way they are intended. More support for teachers statewide needs to occur so that the standards are implemented in classrooms.

As a secondary math teacher, I have seen each class that has moved up through common core get better each year. They have a new level of depth and true understanding of mathematical concepts and their logic and reasoning is much more advanced. I truly believe that if common core is implemented well, it can really benefit our students. As we raise our standards, our students will rise to those standards and I would hate to see common core standards get taken away due to poor implementation or a lack of understanding by the public on the difference between curriculum and standards. The standards are rigorous, but manageable. Every negative post or feedback I have seen about common core is usually related to curriculum and how districts and/or teachers are presenting common core, whether in the form of assignments, assessments, and classwork. Curriculum is a district decision and should not reflect the validity and effectiveness of the common core standards.

I think the educators who will review these standards need to keep them at the rigor they currently are in the early elementary grades. 8th grade is a particularly concern of mine. There are so many valuable Algebraic concepts that have been moved into that course that I worry that fewer students are really ready to understand those concepts. There are also Geometric and Statistical standards in that grade so it turns out to be a year of seemingly unrelated topics to students. Teachers will resort to simply "covering" the material and then we are sending these students to high school on a very shaky mathematical foundation. I agree with the rigor in the early elementary grades. The rigor in 8th grade and beyond is too much of an adjustment from our former standards at this time. We need time for kids to catch up and fill in the gaps they have as they transition from our old Arkansas frameworks to a new set of very high standards. Many of our top students are getting off the advanced math track in response to the new expectations and will therefore not be prepared for STEM majors in college.

There is a gap between second and third grade on standards. I think the second grade standards could go up a little to meet the beginning of third grade. Third grade could push a little more into fourth and fourth could come down a little to meet third. A slight overlap is not a bad idea either due to retention issues from the summer.

I am concerned that high school teachers will not be able to attain these goals due to the gaps in learning that many of our students have. I understand that as students move through CCSS, they will be more prepared for the next grade. With them being implemented in broad grade bands in Arkansas, our students have gaps.

I am of the opinion that mathematics above basic mathematics, applied mathematics, and/or geometry is absolutely pointless. Therefore, we should not be testing anything above that. The only purpose upper level math courses serve is to prepare students for the ACT. Period. Unless you are studying to be an Engineer, Computer Programmer, etc, what is the purpose for anything other than basic math courses?

3D shapes are so concrete and that was moved to 5th grade, while fractions are more abstract and it is so heavy in 3rd and 4th grade.

Math General Comments

I don't understand the complaints about these standards at all. My kids aren't geniuses, but even if they didn't get these ideas the first time, they had time to work on them and get there. If we don't challenge them, they won't reach their potential. Please don't cheat my children by setting the bar low!

All of the negative comments about CCSS math is based on ignorance. Parents need to be going straight to the teacher and asking about the standards and the math work. Also, there is a total misunderstanding of the standards. Non-educators seem to believe that these standards are a curriculum which is false. We need to do a better job of educating the general public. People that have never stepped foot in the classroom or taught a lesson have an opinion about the education system. We need more teachers and former educators making policy decisions and not politicians that have never taught a day in their life. The CCSS for math are very rigorous and I can see students having a deep understanding for problem solving rather than just a shallow one that focuses on the standard algorithm. As a state Arkansas needs to do a better job of educating people about what the standards mean and how beneficial they are to our children.

I don't believe there are any fundamental issues with the standards in CC. The issue is with educators not understanding how to teach said standards, teachers being out of the classroom for their own enrichment (this should be done during the summer, not on students time), teachers with medical illnesses which caus long term inadequate subbing, no textbooks.

The standards are not the concern. The concern is the wide arrangement in which the standards are tested.

These standards make students think and should be left alone.

Using CCSS will enable our state to compare results of educational curriculum and teaching strategies with many other states. The resources available for the implementation of CCSS via the internet are plentiful and used often by teachers at my school. Moving away from CCSS would be a mistake in my opinion.

The public needs to be educated on CCSS. Examples of what the expectations for students are would be helpful.

I would like to review grades 2-5 at another time. I would like to participate as a member of the revision team for any grade K-5. My contact is Laura Wieland. Email address is lwieland@sdale.org or lhataasaki@gmail.com

These standards have increased the rigor in our classrooms. Our students are growing and understanding mathematics in ways they never did before. The shift from the knowledge and skill based Arkansas Frameworks to the problem solving and study of relationships and patterns of the Common Core standards has been a difficult, but important shift for our state. Students now have, at their fingertips, all of the knowledge humanity have ever known. They no longer need knowledge, they need to know how to find knowledge and how to solve problems. Teachers need more training and definitely need more content knowledge. Many teachers who were taught in the old system of skills and memorization and as a result do not understand how mathematics works. They need to increase their own content understanding as they are leading their students through this important shift.

Math General Comments

The common core state standards are great for our students. The math standards (Grades 6-7) are developmentally appropriate while still providing rigor. I love how the mathematical practices promote understanding over simply learning to mimic procedures. Our students need standards that allow them to explore mathematics with excitement and individuality. Our district and teachers have spent a considerable amount of time over the past few years digging into the standards in order to teach them effectively. It would be very discouraging to see that hard work wasted. If revisions are made, the only ones I would feel comfortable with are a reduction in the amount of standards per grade level, which would allow teachers to spend more time on the most valuable standards.

K-5 Standards are well-written and extremely rigorous. However, beginning with Grade 6, the push to abstract Algebra is rushed. Consider paring down the number of standards beginning in Grade 6 and include fluency standards explicitly in each grade level.

If you expect parents to be involve with homework, you must provide some kind of text or frame of reference to work from. We don't understand the new methods and can't be expected to look at a work sheet and help a kid do a problem some bizarre way we've never seen before. As in division, instead of just dividing 653 by 36, try to guess a number that's 36 might be multiplied by to get close to 653, then subtract how much is left and repeat process until you wind up with zero. Then add all those numbers together. Ridiculous.

I know teachers that have worked very hard to help children have success with mathematics. Leave things alone. The standards are not broken. Let us not try to fix the standards. Nothing is wrong with Common Core Math.

I am concerned that money is not mentioned in the first grade curriculum. There are questions about money on the ITBS. Because it is also not mentioned in kindergarten, students are not learning to at least recognize coins and their values.

The problem is not the standards. I wholeheartedly agree that a basic standard of education should be equal throughout the United States. The problem is the vast amount of paperwork and testing that has been implemented with the standards putting an unfair amount stress on the teachers.

I think CCSS are fine. We just need to take our time and give our students a chance!

I feel like it is vital that my children learn to reason and think. I love the common core standards because they push understanding rather than rote memorization. I am extremely concerned with how misunderstood math is. Statistics continually prove that underdeveloped mathematical skills are huge barriers in our children successfully entering a 4 year or even 2 year college. We as society are failing our children to continue to set back not give them the skills they need mathematically. I am passionately in support of common core standards! Please do not allow ill informed parents or under trained professionals take this opportunity away from our children!

The standards as written are beautifully crafted and lovely to look at. In an ideal world, they would be the perfect standards. However, we live in the real world where kids can't multiply and or solve an equation by the ninth grade. Most humans ability to reason doesn't fully develop until 22-23 years old. Why do teenagers do stupid things? Because they have the body of an adult with the reasoning skills of a three year old. These standards expect a level of reasoning from them that is just not possible. Can teachers teach it? Sure. Can kids do it? No. Think of this: you can take a 4 year old out on a football field and show him every single step involved in kicking a field goal. You can model

Math General Comments

it. He can mimick it. He could probably even list off the steps in order and where his foot should go and the sweetest spot to hit the ball. But, that 4 year old will not make it through the the uprights. Not for a few years anyway. That's what we are looking at with these standards. The kids can't do the thinking behind them. Not for a few years anyway.

Arkansas General Feedback

<i>Are you providing feedback as an individual or on behalf of a group?</i>	Number	Percent
Group	87	6.46%
Individual	1,259	93.54%

<i>What is your role?</i>	Number	Percent
Parent or Guardian of a K-12 Student	491	39.56%
Educator	775	62.45%
Educational Administrator	88	7.09%
Higher Education	18	1.45%
Business Leader	16	1.29%
Community Member	166	13.38%
Student	10	0.81%
Other	86	6.93%

<i>Which of the following best describes your group?</i>	Number	Percent
State organization or membership association	6	7.14%
State education agency	1	1.19%
Local organization or membership association	0	0.00%
Local education agency	5	5.95%
Informal Education Organization	0	0.00%
K-12 School	62	73.81%
Higher Education	0	0.00%
Business	0	0.00%
Government	0	0.00%
Other	10	11.90%

<i>Communication about the Common Core State Standards</i>	Number	Percent
Satisfied	563	46.57%
Concerned	623	51.53%
N/A	23	1.90%

Not clear

Never been cleared

Never been clear to me.
Age appropriate.

Its never been clear.

I do think the gap between those who can meet standards and those who are not meeting standards is getting wider.

Common core standards are hard to decipher for teachers and next to impossible to decipher for parents. The lingo isn't educator or parent friendly.

Arkansas General Feedback

I don't think most parents know what CCSS is! My daughter has two boys in K and 3rd grade in Benton, Ark. and she can't help them most of the time because "that's not the way we do it!" And she has three degrees and is a Radiation Therapist at UAMS!

The Common Core Standards have a negative connotation state and nationwide. More communication about the standards' positive aspects needs to be communicated.

Concern that so many people seem to be misinformed about what Common Core standards

Do these standards enhance our curriculum or make it more complicated to deliver or teach by educators

I am concern about these standards if they enhance our curriculum or make it more complicated to teach by educators

As a teacher, I am fully aware of what the Common Core State Standards are and how they are being implemented in my school district. However, if I was a parent that was NOT associated with the standards, I would be confused and lost. There are a lot of misconceptions regarding the standards.

Younger students are being expected to read passages well above their developmental capacity. Students are expected to be at an application stage at all times and are not given time to learn the concepts themselves.

The information about Common Core State Standards should be communicated better for parents. Parents are not fully aware of what Common Core consists of for their students. Educators understand this information, but it is hard to share this with parents when there is already opposition.

asking too much of our students at the lower grades

I think it's too hard

Standards are sometimes not clear and it takes collaboration with other teachers and staff to figure out meanings. That is valuable time that teachers need for work with planning lessons for students and other teacher related tasks that concern students. I find that everyday I run out of time to do the things needed with students and in my own planning. I can't seem to get it all done no matter how hard or long I work.

I personally contacted the state board of education to bring up concerns and was informed that I needed to bring up any issues with my district as they chose to implement CC. I contacted the school district and was told to bring up any concerns with the state board of education as they were the ones implementing CC. Basically, no one wants to address the issue and is quick to point you somewhere else. There certainly doesn't appear to be any communication between the districts and state.

Communication about the standards is adequate for educators. It is unfortunate that the public has so many misconceptions.

Not enough was presented to teachers in a timely manner to make them comfortable enough to speak with parents about the new standards. These standards should have been implemented beginning with Kindergarten only, then moving up with that class each year. Because it was forced upon us in the manner chosen by the state, we now have sophomores, juniors, and seniors in high school who have major gaps in their mathematics education, and teachers are struggling to try to teach the content required while also trying to teach the important skills they missed.

I enjoy teaching math in a real world way. Reading problems and application of skills.

The mathematics can not be understood. I have been unable to help my child, as she cries when she can't figure it out.

Common core would be laughable if it weren't so detrimental to our kids. It is an untested nightmare which didn't get the vote of approval of any of the educators tasked to help "develop" it. There have been horrible stories proving Islam is being pushed onto the students. My step-daughter has struggled with depression and issues of self worth in regards to not understanding the nonsensical processes she is being taught. The only positive coming from the implementation of common core that I can see

Arkansas General Feedback

is in my household there has been an increase in participation from my wife and I due to the fact that we have to teach our daughter everything from scratch. If we both didn't have full time jobs we would GLADLY homeschool our daughter to rid her from that swill.

Parents were not involved in the process of deciding on these standards for our own children. How can parents be more involved in this process?

Most parents and the United States as a whole have not been informed (and should have been and still could be) that common core is NOT what our children are taught. I hope those that may read this do know what common core is. The Curriculum is what they are taught. So communicate this and educate the people instead of repeating the same things that are not working.

there is nothing positive about this program.

we were given a copy of the standards then groups within our district decided to create their own units, which supposedly cover the standards, but I feel we are missing many skills especially in the lower grades

Personally, I was satisfied with communication about CCSS; however, if I were not a teacher, I would have been concerned.

It takes my child three times as long to do a simple math problem as it should and my child is not dumb.

As a parent there is really no communication from the schools regarding the new standards. It has a "law of the land" feel and we just have to deal with it.

It's more work, 4-5 math problem to solve 1.

Common Core doesn't really address the problems in education. Good standards are already available in the U.S. Lets not experiment with our children.

no communication given and $4 + 4$ does not equal FISH! It equals 8.

Many people are against Common Core because they don't understand what it is.

All standards should be written solely by teachers and education professionals.

The core maths process is ridiculous!! I have an associate degree and can't understand how to work a simple math problem using these methods.

Put science and social studies back in elementary school!!!!

We do not need the Common Core socialist, data mining of our children. We do need the government teaching our children concerning LGBT!!

I don't feel that it makes any sense at all and does not allow the kids to memorize and math skills

I would love to know who came up with this horrible things called common core. I don't understand the need in breaking down a problem that can be solved in one easy step this does not make our children any smarter.

i was told nothing about common core until after it was implemented. still many parents aren't even aware of this. i noticed something was different when my daughter and i would argue when i would try to help her with her home work and she said if she did it the way i said the teacher would count it wrong.

I think that all education is going to follow the most faddish and most recent book that politicians will hop on board with but the lack of consistently following a program will always keep us behind in education. Information overload and exhaustion from paperwork with teachers and over testing our youth are killing the accuracy of the data we are trying to collect and improve education.

Arkansas General Feedback

I felt they were not communicated about so that everyone was prepared for the drastic change that was to come. I feel like many parents don't even understand what the standards are. I had one conversation with a parent that didn't want her child doing Smart Core classes in high school because she thought those were the only courses that taught Common Core Standards. That is just an example of the confusion present.

We had ample time in our district to be prepared to implement the CCSS. We were given years ahead to explore and pioneer before legislation required implementation.

After working on the state committee for NGSS, I suggest adding a document similar to NGSS with clarification statements and assessment boundaries. I would provide parents and educators with more specific information regarding the standards to prevent misconceptions for stakeholders.

There was no communication or choice if we wanted to adopt CCSS as our curriculum.

As an educator, I feel satisfied with the communication of the CCS. As a parent, I have concerns with the communication of the CCS. Many parents are not well informed of the standards and how they may have compared to the state's previous standards. This prevents them from being able to see the benefits of implementing the CCS into their student's education.

I firmly believe that these standards are quality standards that have raised expectations of students, and enriched the teaching we provide.

I like the standards. It needs to be clearly communicated that PARCC testing (or any of the other corporate testing the ADE or our state legislature paid for) is not synonymous with the Common Core Standards. We should educate the community before just telling them we need to change things.

I am concerned that people, including administrative educators, attribute mandates to Common Core when it is truly a PARCC or district mandate. For example, the text requirements are often attributed to Common Core when in fact they are not.

I never have issues with standards. My problem is always district interpretation and the horrible system we were under with PARCC.

They are very similar to the AR state standards that we had before but the rigor and increase on nonfiction for literacy has increased. I think this a good thing. I also like how the with common core states are teaching the same thing.

At one point doesn't it become our responsibility? Geez, I believe you folks did all you could.

I have received enough information, and I have the standards, so I can use them to guide instruction and assessment.

The Common Core state standards are good. I think that the majority of the complaints have come from the testing consortium we used -- PARCC. The problems were with PARCC, not Common Core.

While they encourage rigor, many of them are not developmentally appropriate.

Most people only know the rumors. There is almost no effort to communicate what these standards really are, which encourages distrust (and there is plenty to not trust!)

my grandchildren are falling since common core

Common core is very concerning as it takes away parental authority and places all educational authority in the hands of teachers and educators.

Parents cannot help students as they do not know HOW to explain.

Arkansas General Feedback

We get little information. We prepare the students the best we can. It's hard when the test changes yearly.

Parents need to be more educated about Common Core. They believe everything they see on Facebook and that needs to be addressed.

So far it has been horrible!!! I think you all now realize that, and are working to make it better. This is a good first step.

This was decided on by a governor that is no longer in office and done so for the money offered by the federal government.

A link to common core doesn't meet all parents communication needs.

these were implemented under the radar, without anyone knowing what it was.

Math is confusing to kids and parents. My child says she hates math daily.

Parents are not being informed about all aspects of Common Core and are attacked if we question it. To avoid Common Core our family spends thousands per year to send our child to a private school that in no way utilizes Common Core.

Admin seems confused about how and what to teach.

There was/is none.

Common core is corrupting our children, making children fail and has caused depression and anxiety in our youth. Math needs to be simplified, the way we were taught to do math... And the reading assignments our 6th graders are reading is TRASH! I do not want my lid reading about "dirty magazines" and being "nekkid" yes, naked is spelled this way in the book.

Some key developmental issues are left out of common core. I feel the most important is fine motor skills. Children are not coming to school with motor skills and we need to address that issue.

Common Core is extremely hard to teach to my 1st grade son and 2nd grade daughter. I am a high school graduate and did well in school but have trouble explaining school work to my 6 & 7 year olds. I can teach them how to do thier work but not the common core process. I am VERY UNHAPPY with common core, common sense is so much easier!

The common core standards are confusing our children. Lets go back to teaching the standard algorithms in math. Teaching several methods of math has not been good for my kids (and many of my friends kids). On homework our young kids try to explain to us parents what the teacher wants and usually cannot because the parents do not know what they are talking about!! On tests they are not sure which approach to use. Students should not have to worry about ambiguity on tests!!! We need to go back and teach proper history!!!!!!!!!!!!!!!!!!!! We need to go back to proper text books that provide proper examples on how to do something!!! The district needs to find better ways to get parents involved in their children's school work so they know what is going on. The teachers need to be back in charge in the classroom!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! Our teachers are so stressed out on high stakes testing. They deserve better.

School will not even allow the common core text books or homework to be sent home because of parents disapproval of the curriculum.

Get rid of it

No one knew anything about them. It was as if the government changed them and snuck them in and then began talking about them when there were issues with children having problems with the work.

Arkansas General Feedback

Very frustrating curriculum strategies for children with special needs

Who sat around and thought of this mess? What is wrong with the good ole 3 Rs the way we were thought in school, Pressure on kids now days is tuff enough with out making it harder on them. If school teachers cant teach it how do you expect a parent to teach their child

Lack of communication from staff to parent. Teachers have openly said they have a hard time teaching the concept. How as parents are we to work on this at home.

I've heard it is a "dumbing down"

SOME STANDARDS SEEM TO BE ADVANCED FOR BASIC SKILLS NOT PRACTICED ENOUGH BY LOWER/UPPER ELEMENTARY GRADES

Parents do not understand what common core is. They seem to think it is math methods.

Fine arts frameworks changed from art processes to more exhibition critical thinking skills and art processes. I'm still working on how to implement these changes.

Great for reg ed & mild/moderate resource, & most speech kids. Absolutely horrible for severe kids in self contained setting who are very low functioning & kids in speech working on feeding/swallowing & nonverbal kids. Makes zero sense to use unattainable standards/goals just because the kids are in THAT grade.

I am not aware of all the things that my children will be learning this year. Some of what I have seen others learning causes me concern, because I feel that it something I should be teaching my children not the school!

Do away with common core entirely!

Many people know about the standards, I guess at this point you would have to live under a rock not to have heard of them, however , I don't think that the intent has been communicated with continuity and clarity to all involved. One day they are to ensure that students have the same opportunities as everyone else in the U.S.A., another day they are so that students are equipped to compete globally. Neither of these are good reasons, because a student who intends on being plumber, may not need to know the same things as a student intending on becoming a leader in United Nations. We are forgetting about an enormous group of students who will become average everyday citizens doing average blue collar jobs that are immensely important to our country's well being and continued growth.

Communication to me has been non-existent. The only this I see is the ridiculous gyrations my child has to go through to change adding two numbers into a 9 step process.

There is not enough true information about CCSS. Most of what I have learned has come from those working to get the standards removed or revised.

It has become extremely difficult for parents to assist their children with certain aspects of common core style teaching. This creates an environment that hurts the parents, teachers and students.

There has been little to no communication about what the standards actually are. No one objects to standards just the "orientations" of those standards.

Collaborative implementation - parents, teachers - has been far more effective, than top-down implementation.

More difficult to help with homework.

CC takes away the intrinsic parts of education - arts, humanities, physical education, creative expressions - and stuffs our kids full of practice tests for tests after tests after tests that do not prove anything except how misdirected our department of education is.

Arkansas General Feedback

I was able to help my son on his homework until the switch. Nobody understands the teachers barely know whats going on.

Parents and community members are still extremely confused and anxious when they hear the words "Common Core." Because it was originally implemented in such a rushed way, with limited information for teachers, no one got a clear picture of what the standards truly are. Having taught in 3 different schools in the past 5 years, a "standard" brick and mortar public school, an International Baccalaureate brick and mortar public school, and now a virtual public charter school, I know from firsthand experience the fact that each principal and school district has their own "understanding" of what the Common Core standards mean for schools and teachers. In one instance, the principal is convinced that Common Core can only be implemented using the original suggested "units of study" that are now available only through purchase. For that school, "Common core" dictates everything that is taught, and exactly how it is taught. For the IB school, Common Core was a checkbox--just make sure that somewhere in what you are doing, you have covered these standards. In my current school, common core simply means standards, which we study every summer, make sure to align our curriculum appropriately, and then bring in all of the standard "best practices" for teaching to make sure through data driven instruction that our students are covering the necessary materials. It's no wonder that the parents are confused, when they are being told different things about Common Core from different schools!

common core is worthless

Are this Standards the bare minimum, are you setting them up failure when they go to an out of state collage.

We began homeschooling the year common core was implemented, not because of CC but for other concerns regarding the education system (children not learning g what they should), later learning of CC. There will always be educational standards (I understand that), but the basis and foundation of these standards are 1. over reach by Federal Government 2. have a slow implementation of materials that are not aligned with the states role in education (i.e. sexuality, teaching of religion) 3. Are an exaggeration of No Child Left Behind putting a strong focus on testing (in my experience resulting in test questions being taught and not educational content b/c funding is lost if test scores don't meet quota) and dummy down our children 4. Are not age appropriate learning (algebraic concepts to 1st and 2nd graders) techniques and skip the foundation of such processes so when our children need know or go to learn i.e Algebra they cannot because they don't the basis (multiplying, dividing, adding, subtracting). But they can use a calculator.

This common core is ridiculous ! The class work, study guides handed for math to study make no sense.

I think that this test is a useless waste of time and state taxes. If you want to prepare these students for the future teach them how to pass the ACT test. Tell the teachers to keep parents more informed about their children and have them give helpful suggestions. I went to college and I realized that I was on my own and no one was going to help me at that point except ME. A high school student shouldn't feel that way. That is the time when they need all the help and preparation for their future. Please put emphasis on that instead on silly tests that rate students aptitude, so that their schools can be better funded if the scores are higher.

My son has trouble grasping common core math. I, myself, do not understand it. At this point, I can't even help him with his homework.

Our children have "gaps" in the sequencing of the education. We seem to be more concerned at being the first to implement every "new" thing that comes down the pipe than we are about the education of our children.

Don't bring the top down so the bottom feels good about themselves. Facts don't change no matter what some author says and convinces politicians to enforce.

Most times when my children are sent home with scores and goal sheets, it is still unclear as to how I can be involved in ensuring they are understanding the concepts, not just testing on the same material until they pass it. Having volunteered and tutored extensively in our school, I know this is the case.

I am concerned with the actual teaching methods and implementation of the new standards.

Lowering standards so that even the "weakest link" can pass isn't good. you do realize almost all of Americas top scientist are immigrants. Glad they're here but, can we start leading the world again?

Arkansas General Feedback

Communicate/address/justify rationale for components that come under scrutiny

Get rid of common core !!!!!!!

I am 100% against common core.

All children are not the same. They are not going to be at the same level. I believe in respecting learning differences and abilities, having worked in the classroom for 20 yrs.

It needs to go

There was no communication to parents whatsoever. Even Legislators didn't know anything about it.

Get rid of CC and start from scratch.

This process should have been implemented to begin with.

Dont know all the facts and dont have enough information

I believe the public needs to be more informed of the difference between educational standards and a curriculum.

Ridiculous. Fail.

Kids are not able to meet the benchmarks. We are teaching without books or supplies. Given technology without the band with to properly use it.

Parents are left out of the standards, unless they actively hunt for them. The school does not communicate standards, unless and until our kids don't understand them.

I think the information provided from the department of education website was good but I also would have liked more information from my local school district about how they are implementing the standards and the curriculum they have chosen. As a parent I would like more information on how I can help my child especially in relation to the standards

The common core standards are very good to a point but districts are not making sure that everyone is traching them fairly the same way. There are some districts that have literature books where others have to absolutely have to search for teaching materials. It is not fair to the teachers, students, nor parents. The teachers are traching in a different way to where parents are not able to help students anymore or teachers are teaching the way the books say but yet still the parents still can not gelp their child.

We have good teachers here....let them teach.

I don't even know what they are.

Parents were not consulted or informed of the changes until after they were implemented.

I feel there is a lot of misunderstanding about what CCSS are and aren't.

Arkansas General Feedback

The basics have been neglected, especially at the elementary level. I struggled for years because the school was not focusing on spelling & handwriting. I was told it was not on the benchmark. Now my 8th grader, whom is very intelligent and takes AP classes, spends hours and hours on homework essays due to correcting spelling and basic grammar.

Complete shock to parents as to how children are taught using Common Core.

Get rid of it.

It is a ridiculous waste of time and money! I do not understand why there is a reason to make math more difficult fir children to learn. As a parent, I do not understand how to help my child with homework because the instructions are not understandable and there isn't even a book to help me begin to understand! What was wrong with $2+2=4$? Leave it simple and move on! Stop dragging out the problem.

Too many schools/districts/board of education try to disguise what the standards really are and do not provide real information about what they involve.

There was no communication about the standards and when parents began questioning about the standards they (myself included) were treated inappropriately as if the government now owns our children and parents no longer have rights.

This has completely eliminated the parent's ability to assist their child with homework.

From my reading and research common core needs to be TOTALLY removed from AR education.

None of the teachers in Huntsville high school teach proper geometry or English

Parents have not informed and left to do our own research. Our concerns have not been listened to by anyone on any level.

People have no idea what common core really is...

We didn't get ahead of the misinformation and an ill-informed, agenda-driven org got to define the standards. Educators weren't even communicated with in the beginning.

tough adjustment for teachers, students & parents

Bring back the old fashion way of teaching.

Get rid of it!!!!

I'm extremely concerned about the way math is required to be done and the level of focus put on testing rather than learning. I'm also discouraged by the material and how biased it is in history and other social subjects

There has been very little communication from the school district.

The government has not done a very good job explaining common core functionality to the American people

Hate it!

It is still very unclear precisely what the standards are.

Arkansas General Feedback

What is being expected to know is getting pushed further down.

Our district did a good job communicating to teachers, but parents did not get enough information to make them feel comfortable with the change, especially in math.

As a parent of 3 children I have very high standards for my children! How do you expect parents to help children learn the way of common core if parents do not even understand it?

Parents now blame common core like they can not help because they don't know how.

I am concerned that the negative voices are overriding the positive comments and factual information about CCSS. Standards are not new. Standards have changed over time as we prepare students for an ever-changing future. The ideal of CCSS is to have shared standards so that students are served equitably across the country. If the CCSS are not being implemented in most states, the commonality is a mute point and negates one of the primary goals for CCSS - to prepare all students, regardless of geographic region, to be successful in collage and career choices beyond high school.

Select a board of teachers who are in the field now to help reorganize the standards.

I feel it is harder for the children to understand and get the concept of it. I am a accountant and I have trouble figuring it so how do you expect my 4th and 1st grader to understand it.

The parents do not understand that Common Core State Standards are not a "test"

I am not sure the general public understands the common core state standards. We are trying to educate them.

Our district has created units using backwards design for ELA, math, and social studies. The units allow us to become very familiar with the standards.

I don't think that everyone has actually seen the standards or understand what the standards are stating that students need to be able to do. Maybe everyone should see the "I can" versions like I have for elementary.

As a teacher and a parent, I'm able to see "both sides of the story". As a teacher, I am very pleased with the CCSS. I can see, however, how parents would not be since they are have been uninformed. I know many parents who had not heard of Common Core until they saw negative things on Facebook.

Satisfied as an educator. Not sure how I would feel as just a community member as I feel the general public are not as well informed.

Timeline - need finalized information by Spring 2016

I love the Common Core State Standards. The only thing that is weak is the INSTRUCTION of the standards. We have too many teachers in our schools who are NOT doing a good job teaching and implementing the standards in a way that prepares students for COLLEGE and CAREERS! It is the teachers, not the standards that are the problem.

Wasn't a very good idea to implement the CCSS and then be tested by Benchmark or PARCC. The entire state failed and some districts are BACK in improvement because the state department keeps changing everything. How about we have a curriculum that matches the test??

Please leave them.

I think people truly didn't like the PARCC testing and tied it to Common Core. CCSS are very good frameworks. PARCC was such a jump from the previous testing that it set everyone up for failure.

Arkansas General Feedback

This whole ccss adoption needed to be a "phase in" program with more "buy in" from teachers, stakeholders and parents.

At the secondary level not much is discussed concerning common core.

There hasn't been any communication about the standards and the role ASPIRE will play in those standards. This means that I have no idea if I am teaching in such a way that will help my students be successful on the state test.

Not clear on what part is still in use and what part was deleted.

There seems to be a lot of confusion as to what exactly the common core state standards means to the students.

Feel parents need a different way of being informed.

parents need more education about cc. they are misinformed

Many people do not know anything about the standards.

Parent understanding is limited.

Common core is too directly focused on preparing for college. The teaching process is too focused on testing and not enough on properly mastering the knowledge needed to succeed. More children are getting left behind because of the rigorous lessons and less attention is being given to those who are struggling.

Parents believe the CCSS are a BAD thing!

Outside of political commentary I have heard little evidence as to why they need to be changed, do they not challenge my children at an age-appropriate level?

Many stakeholders seemed confused about the difference between "standards" and "curriculum," so they thought, erroneously, that the Common Core State Standards were dictating specific methods used in each classroom. I think this caused a lot of unfair scrutiny--anything that person didn't like in the classroom was suddenly Common Core's fault.

It is too deep for 1st graders. They need to start with what they already know and gradually progress. Instead, they are starting with what they don't know and trying to build on to that.

none

Dump Common Core

9/15/2015 4:17 PM View respondent's answers Categorize as... ⌵

I have been able to find the standards fro each of the grades that I teach.

I am coming from Texas, and I feel the common core has really bumped up Arkansas' curriculum and I feel that common core is more equivalent to Texas. I

feel that very little has been done to counteract the misinformation out there.

Arkansas General Feedback

I believe stakeholders would have fewer concerns and better understanding of the standards if the department of education had communicated the what? why? and how? more effectively.

I don't think people understand that Common Core is just a set of standards to teach from. The public does not realize we had a set of standards to teach from before CC. The way CC is being implemented (more rigor/make students explain their thinking) is what parents are upset with.

I feel that the rollout to teachers was excellent, but the communication with parents has not been good and the reason we are having the problems we are re: CCSS
Parents, teachers, community are misinformed.

Just unsure about testing and what direction we are going.

There seems to be an agenda to destroy CCSS for purely political purposes. No one seems to know who is driving the new agenda.

Classes should be departmentalized with the best teachers teaching the certain subjects.

Still trying to determine if it fits all students

The mathematics standards at times are not developmentally appropriate and are sequenced in a nonsensical order.

Because my subject of music is considered as a technical subject, it can be difficult interpreting the CCSS into practical language that helps me implement CCSS into the classroom setting.

The loudest voices are the ones being heard. These are the ones full of misconceptions and "dangers."

I believe the state's participation in these standards was done to guarantee continuation of federal funding.

People know they're being implemented, but don't really know what they mean and how they benefit our students.

I don't think that the Common Core math for elementary grades teaches students what they need to learn higher math. I have a 6th grade student who is lost on the concepts.

I believe the ADE dropped the ball on implementation communication strategy. They failed to anticipate the backlash and get ahead of the problem. Instead, they expected districts to be the sole voice in explaining the standards. There was not a coherent "singular voice" of explanation of what common core was and was not. Instead, the nut jobs got front and center on the evening news instead of articulate educator leaders from the ADE who could little by little address concerns. If it was attempted, it was not part of the regular local news or print media that I see.

I think these are strong, rigorous, student outcomes. They build upon each other for each grade.

However, sometimes I could use help in how to find a faster way to go online and match up social studies/history and typing skills and science to common core. I realize they are connected through math and literacy, but I would like to see science, math and history/social studies standards separately within each subject connected to standards. :)

regularly have to discuss CC with parents and calm them down because they don't know much about them

Arkansas General Feedback

Politicians and educational bureaucrats do not allow a system to be designed, implemented, have some problems, iron out problems, re-focus efforts with new fixes and adjustments and then see where we are. CCSS or ANY other standards takes approximately 7-10 years to see how it is working. The above two entities have neither the inclination or the courage to look at curriculum as a long-range issue. We should model the South Koreans, Indonesians and others on curriculum - 20 year and 30 year plans. We simply change as soon as we don't get what we want.

Our district and individual schools provided information about the standards through PTA meetings, grade level meetings, and during parent-teacher conferences.

Get rid of it !!!!!!!!!!!!!

\$standards do not take in to consideration students with disabilities who are not working at grade level. One size does not fit all.

I think the communication to educators has been well done, but get the impression that the same cannot be said for communication with parents and/or the general public.

The commercial, untested, incomplete nature of these standards puts their success at fatal risk.

People responsible for dispensing correct information are often unlearned about content standards themselves.

Need more clarification

I am concerned about the standards covering the gaps in math and literacy. I also do not know if they are giving students the skills that they need to be prosperous in the community.

All teachers are not getting the same message and trainings.

My district has done a poor job of educating teachers about the standards.

Our children can't learn for testing. Our teachers can't teach for testing. our parents can't help for a lack of knowlege of th current methods of leaving them behind.

Need more information to parents.

Causing holes in child education

The roll out of these standards was the problem.

Very little information has been given to me

They were implemented too quickly. They should have been reviewed more and longer.

As an educator, the communication has been satisfactory, but I feel that the general public has formed opinions based on unclear communication.

Parents do not get enough information about CCSS. There are many misconceptions surrounding them.

I believe these have been needed for a very long time and have received a negative review because of ignorance and social media.

Not all stakeholders knew what the standards are and how they effect student learning.

Arkansas General Feedback

Not enough info about the differences in curriculum and CCSS--too much negative public opinion/stories about CCSS is really a problem with curriculum

not all are appropriate for each grade

Because of our frighteningly low literacy rate and lack of traditional familial support, it seems we have to educate students where they are and continue to challenge them individually.

The district in which I work has provided multiple opportunities for the teachers to learn about the CCSS and how to assess and implement them.

As an educator, I'm satisfied, but for parents there is a lot of misinformation, mainly coming from the mass media.

To educators, communication has been efficient. However, I parents still do not understand sufficient understanding Common Core Standards. To parents, the Standards have not been adequately communicated.

Better publicity throughout the state for the community is needed as well as more professional development for educators.

We were well informed by the Dept. of Ed.

I think that the parents see the CCSS as the curriculum used and not as a standard as the basis for what needs to be taught. I think if parents saw it as the standard that they may not be against them. I love the standards, just not the curriculum we use in the classroom.

No input from day to day educators

satisfied with the standards, confused and upset with testing procedure

I think there are still some misconceptions of what the CCSS actually are and what they are set up to do.

I feel strongly that CCSS is exactly what educators and students need IF it is implemented with fidelity. That means we may need to be doing more effective PD than we currently are.

Love the CCSS!!

The standards are exactly what we need to move forward. Any changes are a step backwards. We have spend millions. Districts have spent a huge portion of their budgets doing the right thing and training teachers and making huge shifts in learning that will benefit the students. Take away the name or the standards will be more ammunition for "this to shall pass." Giving the ineffective teachers more fodder.

I like the 10 Anchor standards and the progressions and little steps to align vertically!

A lot of negative press that I know to be conjecture because I am in education. We need more positive messages sent out; cable, newspaper, flyers, etc.

Parents were given little information about common core. I received basic information however it has changed the way students are taught and parents do not understand the new way or the reasoning behind it.

Even though I am satisfied, I must admit that we can always do a better job communicating with our stakeholders.

Arkansas General Feedback

When the state adopted the CCSS, our district took a very proactive approach and sent key leaders from our district to the opportunities that were available through our COOP and other webinars to become familiar with the standards so that when it was time to begin using them, teachers were very familiar with them and how they compared to our old frameworks.

I feel the state did a good job with the rollout of information concerning CCSS to districts. However, I feel the majority of districts did not properly train their teachers which has lead to great misinterpretation of the standards which has then transmitted negativity to parents and students.

The general public needs to fully understand that the CCSS themselves is just that a set of standards. They are not a teaching pedagogy.

I'm satisfied as an educator, although the general public has no clue. The information they have is false propaganda, found on social media.

My concern is that several of our students do not come to us with enough background knowledge to be successful.

There was a lot of miscommunication and confusion as to what the CCSS were, how they were developed, and the role Arkansans had in the process.

I think the general idea is that the PARCC test is the same thing as Common Core Standards. There are so many negative posts on Facebook about common core and I think generally parents do not know what it actually is.

I feel like Arkansas could have done more to help with the transition to CC.

too much focus on abstract kids are not getting the foundation

Many people believe that CCS and the tests that were given are one in the same. It is important that local news media provide specific information about this.

I'm concerned that parents are misinformed and often believe CCSS and PARCC are the same; and they are not.

Parents wanted change but now they are not accepting of it. They do not understand how beneficial CC is or what it really looks like in the classroom.

Seems to be much uncertainty at government level

The CCSS are strong, relevant, and comprehensive in literacy and math. Each content includes critical knowledge goals and practices that integrate the development of rigorous thinking, problem solving, and application.

The communication has been not been clear. It has been left to varied groups with their own agendas. We have always had standards. This is just another set of standards! Instead of telling us how to get to the Power Standard, the schools are allowed to determine how to get to the Power standard. This concept has not been communicated to the public.

Very little communication

Using AETN to inform the public might enhance communication. Purchasing advertising time on local t.v. stations to inform the public about the resources on the state department website might work as well.

There is a lot of information out there.

I have seen suck great gains with my students since the implementation of the CCS! They understand Math far better then before and seek evidence in reading and writing! We are on track with many other states to raise the bar in education, and are just now seeing the results.

Arkansas General Feedback

We have no clue what standards are anymore.

Need grass-roots, plain language, communication about what the standards REALLY are; to combat the Facebook fiction.

I teach gifted education and I have not gotten much training on Common Core. I would have liked more information.

Need to be slightly modified for clearer understanding.

Parents seemed to be misinformed about the standards. I think if schools and districts would do a better job informing students about the standards, there would be less push back from parents regarding their implementation.

We have received information from the news via television and newspapers which enables us to see what is going on with the status of testing and the standards.

Parents were not properly educated on the changes.

Most information about Common Core people get from hear-say, and those people are perpetuating out-of-context rumors.

The standards themselves are readily available but each district interprets differently.

The standards themselves are not easy to access online. As a matter of fact, it is quite difficult to find the actual standards. It should take a single click. As an educator, I'm going to look until I find them. Parents will not and should not have such a difficult path to follow.

The general public AND politicians have not been educated properly on Common Core.

I feel that there are so many misconceptions with the CCSS. Parents believe that we are teaching a foreign language, but it's the same math that I was taught when I went through school and it is being taught the same way.

The state didn't do enough to support the districts during roll out. Some districts did a good job (if they had leaders who understood or TRIED to learn), but most had no clue. Generally misinformation from the media, politicians, and the religious right sabotaged CCSS.

Communication to the general public on what they are, how they were developed and how best to implement them has been limited, which has led to large misunderstandings of CCSS.

My concern is at the building level in districts. In some cases administrators and their teachers do not have an understanding of the standards. They cannot adequately communicate about the standards to parents and community members.

Arkansas General Feedback

<i>The increased rigor of the Common Core State Standards</i>	Number	Percent
Satisfied	608	50.29%
Concerned	574	47.48%
N/A	27	2.23%

The standards include a lot of work that is not necessary. For example, in math, too many steps for solve simple problems.

Testing should match standards.

In an effort to catch the US up to other countries in terms of education, CCSS has stepped up curriculum to the point where it is next to impossible for students to successfully learn. CCSS asks students to learn/master concepts that their brains aren't cognitively ready for. Math is a perfect example of this...a first grader can master addition/subtraction, but not adding/subtracting by decomposing numbers or making a ten. Adults rarely use these strategies and asking a 6-7 year old to learn them is not age appropriate.

The idea for increased rigor is justified, but the expectations that students are supposed to MASTER certain skills by the end of a grade does not take into account students' differing developmental levels. Furthermore, we do not need to formally assess students before third grade! This is developmentally inappropriate.

Normed tests are aligned with National Standards in the past now called Common Core.

Being an educator, I am finding it extremely difficult time wise to cover all the standards I need to cover each day.

The time is a factor. As an educator, it is extremely difficult to include all the standards to be successful.

Rigor is good, but it being presented too fast to the students. Students are being expected to reach a mastery or independent level too quickly.

Too many average ability students are anxious and frustrated with the rigor and time constraints allowed for mastering concepts

The rigor does not take into consideration individual student challenges and various skill levels. There is limited time to revisit and review certain standards.

Some are too advanced for the area in which we live.

too much for the lower grades

I am concerned about the math part. I have heard a lot of parents say they aren't able to help their child.

I am concerned for the pace of students. We will have to use more RTI if standards are too high for low and middle students. My concern is less emphasis placed on high students. It seems too challenging for lower and middle students. Therefore all groups suffer in some way. Why not make reachable goals for all students. Why not look at students past records and work more toward growth for all students at all levels. If the pace is too fast, all students lose something in my opinion.

I'm still waiting on this catch phrase "increased rigor" that the state and districts seem to enjoy using. I prefer the "dumbing down" phrase. With the implementation of CC, my middle school student and her class got to review the majority of the first semester. There was nothing new to learn as our previous teachers were apparently a bunch of over achievers that enjoyed teaching. Now our system is streamlined.

I feel the same now with Common Core as I did before CCSS...children are asked to do too much at far too young an age. We are seeing more and more increase in social and behavioral problems partly because they are no longer emphasized in the classroom as more and more educational standards are required. Children are asked to discuss and understand author's purpose, character traits, personal possessive pronouns, articles, conjunctions, and so many other things when they do not have a good reading foundation. Teachers are asked to work miracles with only 7 hours in a day while also being secretaries, test administrators, tutors, reading specialists, math specialists, counselors, psychologists, disciplinarians, nurses giving meds, technology specialists, and data analysts! How?

Students need to be challenged to work through problems.

I love the CCSS!

I assume that by "increased rigor" you mean lack of common sense leading to struggle from the student.

where is the documentation that the math will produce the results that have been said will come from teaching constructivist methods?

My concern here is that common core rigor does not exist. Curriculum Rigor exists. And the rigor depends upon which is taught. But yes increased rigor would be preferred.

The standards allow for higher order thinking, and each year's learning builds on the previous year's learning.

General There are skills that are not developmentally appropriate at the age they are being introduced.

General I feel that it is confusing the children, which is causing children to be left behind academically, more than it is helping them achieve their goals academically.

Math General My child is struggling tremendously with the math portion. The new math processes are very complex and frustrating. General

It's terrible

General What rigor ?

Literacy Negative General 7 and 8 year olds do not understand 8-9-10 letter word, in most cases cannot even pronounce then let alone tell you what they mean.

General The rigor doesn't produce enough gain in learning and understanding the lesson

General Do not want to see politically correct standards.

General I don't think it's rigorous. It's not teaching our kids what they need to know! Negative

General There is no place for it in Arkansas!!!

Local Curriculum They need books. Physical books!!! No mire everything on line.

General Why make something more difficult than it has to be? It is ridiculous to change what has always worked and put my child through this. e

General I think it should be thrown away and I go back to the old school way

Math General I have informed my son's current math teacher that I might have to go back to elementary school too to learn to do the problems. Local

Curriculum Lack of resources for lesson ideas and testing frenzy is getting in the way of proper planning.

I have seen such growth in my own children's ability. I am very pleased with the rigor of the CCSS.

PLEASE do not "water down" the standards. Our students have risen to the occasion and we do not need to go backwards.

Literacy The Lexile levels for reading have really helped me realize the need for rigorous, advanced and compelling reading for my students. I have appreciated the fewer standards that have increased rigor.

General Testing The lengths the teachers and schools go through to get the children prepared for testing and/or "excited" about testing takes away from the actual in class educational opportunities that children need to go to the next grade level.

I believe it gives students a more thorough accountability

Implementation My concern is not necessarily with the increased rigor of the CCS, but with how they may be implemented, assessed, and/or interpreted differently among parents, educators, administrators, the public, etc.

Testing I like the standards. It needs to be clearly communicated that PARCC testing (or any of the other corporate testing the ADE or our state legislature paid for) is not synonymous with the Common Core Standards. We should educate the community before just telling them we need to change things.

I taught pre-AP, so I already had a level of rigor. Any good teacher does this - goes beyond what is in the standards. General Suspect rationale and motivation. Rigor is questionable.

I do not feel these standards are any different than our previous standards. They are simply a reorganization. These standards follow policies and agendas started with NCLB. They were not designed or written by English teachers.

Sped, ELL, Struggling Testing I'm more concerned with testing and how we could better access SPED students.

General Somethings do not seem developmentally appropriate for the students.

Some of the expectations are above 2nd grade developmental level.

Local Curriculum General We are going quickly through the standards, but not "deep" into the curriculum

Implementation They push some students who are ready, however, they do not allow for students who are not developmentally ready.

Implementation too hard for some of the kids, the high kids are fine

I believe that the increased rigor of the Common Core State Standards is appropriate for moving our students toward excellence. My students are using more higher-level thinking and show an increased understanding as a result of using the Common Core State Standards to drive the curriculum which drives the instruction.

General There are so many students that struggle already in the classroom and the CCSS already are rigorous. I feel that increasing the rigor will cause the educational gap to widen.

General Some of it does not seem developmentally appropriate.

Met of the claimed "rigor" is nothing more than the old material, but approached from a more complicated, error-prone methodology plus a measure of twisting of facts.

There seems to be less repetition with foundational skills in the K-4 curriculum.

I think it is too rigorous (kindergarten-3 rd) in some grades and not rigorous enough in others.

Common core is not rigorous except for the fact that it is trying to re-teach children how to do simple things. It is a very dumbed down curriculum. It's not logical. I agree we need to tie learning to the real world, but some of the CCSS lack the common sense factor.

Deliberate dumbing down of students Some concerns about the difficulty.

Other Allow kids to be kids. They NEED recess and playtime, it helps them to get that extra energy out. What kid has ever been successful at sitting and being quiet for 7+ hours a day.

Local Curriculum It's not the rigor, but the method that I'm concerned about. It does not make sense. Just because you say it's increased rigor repeatedly, doesn't make it so.

I have seen what this is doing to kids and homework, these standards are not rigorous they are stupid. Children need the power to be given back to teachers on a local level, those are the ones that see these kids everyday and know what they need to learn.

I don't find it to be rigorous at all. It did nothing but cause my daughter to have to relearn a way of doing things she already knew how to do. The implementation put kids back 2 years. In no way did it move them up.

Kindergarten classrooms look like first grade classrooms and I am concerned that we are skipping stages of development. Testing We need to move away from high stakes testing!!!!!! Lets go back to having the teachers teach!!!!!!

Math The math my kids are doing is not rigorous. It is confusing and I am not provided a book to help my kids figure it out. Rediculous. Implementation Schools are cramming too many classes into too small of a time frame. No child gets to spend enough time in a class to truly learn.

I don't believe CC standards have increased rigor, but additional emphasis on non-essential aspects, or at levels improper for a given age level.

Math Rigorous is an annoying word. From what we've seen the only thing rigorous is convoluted and vagueness of the work particularly in math and language arts. no math facts anymore. No "correct" answer on multiple choice. Facts are washed down in history.

Too advanced according to developmental stages I

Worthless

I am not sure about the rigor as I am not familiar enough to determine; however, I question the purpose of the choices in our educational systems. Why are we doing this? Why now? What will happen if we do not do this?

Implementation It has made me a better teacher but I researched and learned on my own after the initial introduction. Local Curriculum

I'm concerned for lower level students, (i.e., special ed, etc.).

Local Curriculum I agree that standards must be raised, but there are children struggling and not getting the help they need.

Do away with it!

Sped, ELL, Struggling My students are all newcomers. You are trying to make them jump too fast, especially when some lack an educational background due to where they came from.

Sped, ELL, Struggling My main concerns are the rigor requirements within the SPED and ELDA populations

Literacy I feel that so far, the "rigor" has meant to dump enormous amounts of content in order to meet the states expectations on certain standards, while much of the basics such as grammar and many pieces of classic literature are being dropped to ensure the rigor in other areas is maintained. I really feel that our students are losing at this point.

Rigor must align with the developmental appropriateness of the student and grade. There should be a reason and some evidence of need before taking a standard that had previously been at a higher grade and pushing it to a lower grade. Moving a standard down and frustrating a large percentage of the students at a grade level accomplishes nothing. The basics need to be mastered--automaticity--before moving into more abstract concepts. Doing something early doesn't mean a student will be more proficient at it than a student who waits until a developmentally appropriate time to learn a concept.

I want to see the eradicated altogether, NOT increased in rigor. The student is too

overwhelmed

Local Curriculum Math Other Some of the material seems tedious and unnecessary. I am specifically talking about math problems I have seen. We need to go back to the simplest way of teaching math. Also, I am concerned about the stress on Islam in our schools. If we can't teach Christianity, than do not teach any religion.

Other The standard should be higher

Lets let kids be kids

Other It is not rigorous.

Testing Increased rigor? Increased micro-management that robs our children of true learning, replaced by mindless practice tests and more tests that do not prove their knowledge, it just proves the teachers crammed test material down their throat for a year.

Math Way too much is expected from the children. Sixth grade doing algebra, come on really. I did that in high school.

The standards are not age-appropriate- they require higher level thinking in the kindergarten and first grade students than most are developmentally capable of. I don't consider the standards more rigorous. They also are not teaching the students to learn, but to memorize and regurgitate information (often even

opinions) that the curriculum developers want them to think. In other words, it is not creating independent thinkers who can think through issues and make determinations on their own, but expecting them to parrot back whatever the developers' thoughts are. Memorization of information is not education.

As a 5th grade teacher, I do not believe that the "rigor" of the standards is an issue. By 5th grade, our students can handle increased workloads and more complex DOK in their work. (Note-please see Question 3-developmentally appropriate)

Math what's wrong with the math we have had for generations?

Other Will the Standards keep students in their leaning "comfort zone". Or are the teachers going to be able to help those students that are moving faster keep going, not to be held back .that with cause students to disengage from learning. Every Student needs to be encourage to go past their "Leaning Comfort Zone".

See above-I don't believe "increased rigor" is a proper term. Make the parents think that, but, if they would do the research they'd see what the goal of CC is. More along the lines of passive indoctrination.

Rigor? How about stress. Our kids cannot think. They can answer tests questions, but have zero common sense skills.

My child has the following scores so far this year: math 103%, literacy 99%, science 100%, social studies 100%. Is she smart? Yes. Is CC "rigorous"? Hardly. You can repeat the word rigor all you want. Repetition is a great marketing strategy. The brain almost can't help thinking of the word "rigor" when it hears "common core" after a while . Unfortunately, it is just a word and doesn't truly describe CC.

Confusing, unnecessary steps do not help.

I see the concept of teaching students to have an open-minded view when approaching a problem, however, this approach doesn't work if all ways are not made available and welcomed as an answer.

Local Curriculum The rigor is increasing the difficulty of simple addition. Not everything in life needs a picture. The strict schedule of Journey's textbook doesn't allow for much teacher creativity and gets monotonous.

I teach first grade. These kids still need to be learning fundamentals. With CC they are expected to do things that are not developmentally appropriate.

rigor? lowering standards to boost numbers & falsify statistics so that the state can continue to get funding from the fed. Is rigor aligned with average child development? Does rigor allow time for social development?

Get rid off common core !!!!!!!!!!!!!!!

Sped, ELL, Struggling Have some concerns that it may be too tough for some students.

Kids are stressed out giving answers for answers.

Local Curriculum What I'm seeing with my kids is that they aren't being taught basic fundamentals. They're bringing home higher-level thinking work that they're unable to do because they still don't know 6x7. They also can't do real research. All they are taught is how to google and cut/paste. Heaven forbid them to actually look something up in a book. Basic concepts like using a phone book to look up a number alphabetically or looking up the meaning of an unfamiliar word in the dictionary are met with a blank stare...duh.

Needs to go

What rigor, I want child to have "rigor" that is why she is in pre ap classes...I am so sick of us having to dumb everything down!

The "rigor" aspect was never benchmarked or proven in any way. In fact, the constructivist math has been tried here in the U.S. several times in the last 60 years with dismal results. They work well for children with autism but for the normal child they are not appropriate because children are only capable of processing concrete concepts through elementary age.

Math There are some mathematical concepts being taught at the elementary level that were previously taught at the junior high level.

It's not "rigor". It's just very confusing, too scripted and often not appropriate for the age level.

Literacy According to Dr Stotsky and others, they are NOT vigorous and too focused on informational text.

Same as above

Local Curriculum Too fast paced

There is no "increased rigor". This just forces the kids to do simple things while using complicated steps and pictures. The "standards" are not aligned either with common sense or common business practices.

Math I like how the math is focusing on understanding the math and not just memorizing steps (though that has been included. I am impressed that my kindergartner and first grader are applying the math in word problems and using math terms

Students are being challenged using these rigorous standards. They are becoming better students who are committed to their education.

The problem is as above. I am a teacher and a parent. I am also working towards my doctorates degree in curriculum, instruction, and assessment. Yet as I have been studying this stuff, everything I have noticed.....we are doing a very big disservice to our students.

Students are not developmentally ready on many levels for information presented. It's cave man

math, not increased rigor

Again not sure what they are

Math The Common Core Math Standards need to be rewritten.

Sped, ELL, Struggling I work in special Ed and have spent many years working in early childhood and early intervention. I have a masters degree with significant training in child language development. I feel that some of the standards are asking children to do things that are not developmentally appropriate. And then teachers wonder why a student doesn't qualify for special services. It seems we are creating a group of students who are developmentally ok but have curriculum disabilities.

Local Curriculum Sped, ELL, Struggling The materials are not more advanced, only more complicated for students that are being forced to learn in a way that is convenient for a select few with special needs, that should actually be in separate classes that can focus on their needs.

The Common Core standards are not more rigorous just more ridiculous. An easy way for students to be made "common".

Increased challenges are not our concern.

Waste of time teaching nonsense. Just get to the point and move on!

Testing Rigor is not the issue. The issue is continuing to teach to a test instead of finding how a student will really excel.

The increased "rigor" of the standards is a joke. Quantity of information does not replace the value quality. I would rather see my children learning a few valuable key concepts in subjects such as math and mastering those concepts than being inundated with a bunch of concepts in which they have no time to understand and practice.

I do not see rigor. I see longer, confusing methods implemented, proven methods dropped, and important aspects omitted. Testing After researching common core all it does is teach students how to take tests. It does nothing to prepare our children for the workforce. I am not convinced Common Core is the best approach for students.

Common core is a joke! Parents can't help kids with their homework anymore. Get rid of it!!!!

Testing It's all about testing, not thinking and learning

The Common Core Standards are making learning more difficult for parents and students.

Testing It is not appropriate for the majority of students. It's not the rigor it's the content and methods of one size fits all learning. No room for teachers to assess the speed and keeping of their students. Too much testing and teaching to the test

Testing My children have far less time to be children. They are spending too much time focused on preparing for tests than actually learning the material.

Math Students are expected to handle 3 and 4 step problems when they are only mentally ready for 1 to 2 steps.

Overall, I am satisfied with the rigor the standards though I feel like we still need to look at what is developmentally appropriate. I do think we are hurting our younger students by expecting so much at such a young age.

I have really seen where students are divided into the can or they can't early on.

I don't believe we are teaching students at the proper level, which is setting them up for failure. The Arkansas State standards were created by Arkansas educators who know the students we are teaching and what material our Arkansas kids need.

Implementation Rigor can be implemented in a way that takes students to higher levels of thinking. The problem that I have seen with rigor is not in the CCSS, but in how the standards are being implemented.

Some aspects are great challenges for more mature/higher level thinking students. Some aspects are too high of thinking level for 6/7 year olds.

I feel it is harder for the children to understand and get the concept of it. I am an accountant and I have trouble figuring it so how do you expect my 4th and 1st grader to understand it.

Foundational knowledge is being overlooked.

Other We are concerned that the standards are not developmentally appropriate for kindergarten. The high level of rigor does not allow for time for exploration or creative arts.

Math Can I pick both? I appreciate the increased rigor, but that being said, it's nearly impossible to teach all the standards in mathematics courses and stay on pace and not leave students behind. Even with our RTI classes and double block math courses, we are still struggling to hit the depth of each standard because of the sheer volume. We eventually settled on selecting those standards that are most important to the current course the subsequent courses and focused on those. CCSS is still setting us up for skimming though if a school tries to hit each one - in regards to HS mathematics.

Students need to be able to think and form opinions or arguments. They need to be able to be ready for the real world when they graduate.

I think the increased rigor was vital for keeping Arkansas students competitive with other students around the country. We cannot keep our curriculum at a level in which our students are not challenged to THINK. We need to be nurturing innovators and thinkers, not just students who can follow the formulaic thinking of their teachers.

The pacing and rigor is not developmentally appropriate for lower elementary. Foundational skills are lacking due to having to push rigor. I don't understand how so many people think that by increasing the rigor that students will magically achieve more.

Implementation Other Our students are not prepared for the rigor of the standards due to many outside variables.

Implementation Students will rise to the expectations, if they are being taught and scaffolded correctly. It's about good teaching, not the standards necessarily.

Sped, ELL, Struggling How CCSS will be implemented with special needs students who are above the level for alternative testing, but test far below their appropriate grade level.

Will students actually learn things or only learn how to approach what life throws at them? I'm not belittling that skill but want kids to know facts too. I agree with increased rigor, but oftentimes the standards are not developmentally appropriate.

Implementation Other I have NO time to teach all of the things required to teach to mastery. There is NO way my students are able to master the material. We have to just "go through it".

Math We feel that not all the standards are developmentally appropriate in the elementary level. Not all standards are vertically aligned. We also feel there are gaps in the standards (example: money). The standards are packed.

Change the name and integrate Arkansas Standards into this.

Rigor for rigors sake doesn't help the students learn it just put undue stress on the teachers and that transfers to the students. Mathematics

Math In math, I think it goes too fast starting in 3rd grade.

Common Core has its good and bad points, but I feel this is holding my child back.

Too much is expected of kids in primary and elementary school. Many still need the foundational skills to be in place. CCSS has moved our students to higher levels of rigor and a deeper understanding.

Literacy Testing Although I agree that Arkansas needs increased rigor in its education, again I must emphasize the main issue is too much focus on testing. There is less grammar being taught now than ever before. Kids are still doing poorly upon entering college because they lack basic skills that are being overlooked in order to push common core.

In science, there aren't a lot of changes. Still waiting on the Next Generation.

The current standards are sufficient!

These standards aim for our students to be ready for a changing, increasingly competitive world.

Sped, ELL, Struggling It is challenging but it is way too challenging for those students who have trouble. If they don't understand what you are teaching they will tune you out.

none

Dump Common Core

Sped, ELL, Struggling I am concerned as a special education teacher that my students become more and more frustrated while completing work in the general education classroom. They also become very nervous and upset when take the state tests. The content is hard for them to grasp at times.

I feel like it is much needed in this state and is preparing the students for college and life in general.

Numerous reports that compare students in the USA with those in other industrialized nations indicate we do not expect our students to think and work at higher levels necessary to collaboratively solve problems.

Implementation The rigor is solid if implemented with fidelity. The rigor helps the students get ready for college.

Implementation Other Time limitations and increased paperwork on teachers is very concerning. Teachers need to have more time to teach.

Other Too many standards within each framework to teach them in Depth.

same as above

some skills are too complex for the age level

Sped, ELL, Struggling The rigor is excellent even though it can seem burdensome to some students.

Other It is stated that the number of frameworks or strands has been reduced to allow for greater depth. However, the truth is in order to reach the depth needed students still need all of the skills that were being required before and then some.

I have found it to be very rigorous. It is written in a way on how it lends it self as it to be rigorous. Other I like there is more of focus on thinking and questioning but there are still too many standards. I am glad that our focus is on understanding the standards and thinking critically.

My main concern has to do with question #3. Introducing skills at younger ages does not mean their brains have developed to a point where they are physically ready to learn that skill.

Implementation I think that it is fine for general ideas, but not a well-thought out plan for implementing its ideas.

Literacy Literacy standards from grades 7-12 same language with each response

Sped, ELL, Struggling Concern is for the students who have severe disabilities...I am using the old resource guide from the Arkansas Special Education website sometimes for ideas for lower functioning students in order to match standards and skills and activities.

"rigor" good, HIGHLY DEVELOPMENTLAY INAPPROPITATE - VERY VERY BAD

The rigor of the standards aligns with expectations in order for students to be prepared for college and careers. Students are reaching these standards.

I love the way there are fewer standards but go deeper. I think the way the standards build upon each other from grade to grade helps students solidify their understanding. I see our students excel and are confident in what they know.

When the teacher is not sure of the answer expected to be given by a fourth grader that is not rigor - that is confusion.

Literacy Other I am satisfied with more focus on textual evidence, as well as argument and research. However, I still feel there is a place for fiction and creative writing, narrative. While these topics are still part of the standards, most teachers seem to have lost sight of them in the focus on argument, research and non-fiction.

We say we want our children to be children, but we increase what we require them do at every turn, According to research the brain doesn't completely develop until the age of 25 if that's the case why are we continuously adding more to the plate. We have a terrible habit of comparing our education to that of others, but you never hear that the comparisons are of equal value. Are we comparing children from single parent families that on the poverty level? We are a unique people and have a unique culture you can not compare us to anyone without comparing everything. We also seem to think that throwing money at the problem is the solution. We spend more money per capita than anywhere in the world, but you still say we aren't making the grade. Evidently the government is doing something wrong.

Other It sounds good to say our expectations will be higher, but in reality it is difficult to raise the standards of education when so many of our students do not have the experiential background and/ or the developmental readiness for the rigor of the Common Core Standards.

Very uneven for all, punitive toward young children, developmentally inappropriate, in general.

Implementation Many teachers lack the skill set to increase rigor. There needs to also be more local accountability to meet standards.

It needs a lot of work

It hampers all concerned with educating students Explain in me details

Many standards are not developmentally appropriate for students

To be competitive our students must be expected to do more. By raising the bar they will strive to reach higher. We cannot lower the bar. I began teaching under Common Core, so I don't have a frame of reference for comparison.

Implementation I am personally satisfied with the rigor of the standards, but the standards can be watered down by a teacher who doesn't fully understand them.

Testing I believe the PARCC test was a tad too rigorous.

Love it!

Implementation Other Not sure that students in my high school are ready for the discussions necessary to discovering math concepts. There is a lot more work on the teacher to teach discussion techniques along with concepts. Then TESS observations say the teacher did not actively engage class or class was not student led. That is very angering when I am trying to teach the discussion techniques.

not all are appropriate for each grade

Sped, ELL, Struggling Not all students are where other US students may be. We must challenge students individually instead of treat them like cattle and herd them all in the exact same way. I think the rigor is EXCELLENT it just makes sense that each state should decide which students should/can be challenged to this leve.

I believe the CCSS require students to think on a deeper level about various topics rather than individual skills.

Implementation Other The Common Core standards require a level of complexity and a faster pace than what many of my students can keep up with. Keeping up with the requirements does not leave enough time to scaffold appropriately.

Sped, ELL, Struggling As a special educator, I am concerned about being able to properly scaffold for my special education students. It is challenging to instruct them so that they gain mastery.

Other I understand and agree with the need for increased rigor; however, I am concerned about the sudden increase and expecting teachers to be able to move students across existing gaps.

Just dropping standards down from a grade or two above and saying you've increased the rigor is not helping our students to become ready for college and careers. It is only frustrating them, their families and teachers.

Students are already coming to me with reading abilities way below grade level and then are being pushed and pushed to learn something new. I can't expect them to learn the new things when they don't have the skills they needed before I get them.

What rigor, our state standards were more rigorous. Other Most

Kindergartners haven't attended pre/k

Literacy I like the close reading standards in pursuit of understanding and comprehending text!

The wording of both Math and Literacy is confusing and isn't age appropriate. Children in elementary school do not have the cognitive abilities to figure out what they are asking. It's way, way too hard!

I believe common core is well developed that it meets the needs of all learners. A student moving from one school to school state to state should and can be on the level field of learning.

It is often times not developmentally appropriate.

Great for some students who need pushed, but very frustrating for others. Children do not mature at the same rate.

Students deserve the opportunity to think and process information at a more rigorous level.

The increased rigor of the standards has been very beneficial for our students. Because they were created from top down, our elementary standards have much better progressions and teachers have learned to measure these standards with more confidence.

Math Abstract thinking in the brain development according to research data is lacking in most 31 and 14 year olds. This causes issues with some of the Math standards.

As a mother, I am please with the rigor of the common core state standards. I am mortified to think that other states and countries will be pushing their kids while AR dumbs down the CCSS to make it easier for the kids. I believe that if we raise the standards, they will meet the standard we set for them.

Please see my comment to question #3 below.

Other I feel the standards are still too broad and / or vague in the Science Area. The key concepts need to be more specific and less broad. The studnets are easily confused by the amount of disconnected material they are asked to learn.

I have seen great improvements in my students' levels in the (relatively) short time we have been using the new standards.

Implementation I am a literacy coach for K-3. Even though, teachers know that they need to increase the rigor, I still find that it's not being done consistently throughout our school or grade levels.

Math is not what it should be. Students are not learning to problem solve, they are learning to complete steps to earn a grade.

This is a loaded question. The increased difficulty of the work is not increased rigor. It is just changing teaching to a ridiculous way of doing things that are hard for students, teachers, and parents to understand.

Implementation Highly satisfied. The rigor in common core is not the problem. It is the implementation of the ideas that is the problem.

Math I believe that the common core standards especially in math confuses students more than help them.

Literacy There are gaps in the ccss and areas that are not explicitly addressed such as grammar skills and handwriting in literacy. As an educator, it is a challenge to insure that the student is receiving a well rounded education and the foundation skills of communication to ensure that the student is prepared at the highest level.

CCSS focuses on skills and that is fantastic! They are real life skills that apply to the real world.

No I believe that students are already being required to learn entirely too much at an early age. These rigor standards are taking the fun out education.

Very satisfied. These standards are our only hope of raising the bar for education in Arkansas. The previous standards were a joke, and most of the reactions against the standards that I've heard are based in fear that the Common Core will be too hard. Please, make it hard!

Students in the state of Arkansas must have this rigor if we are going to compete at a national and global level.

Students and faculty rise to the expectations and demands of the task. Students in Arkansas are just as intelligent and capable as students in any and all other U.S. educational programs.

Implementation There is rigor but is it being implemented appropriately across the state? Are there guidelines on how to slowly build up to the expectations? Some districts are just throwing their kids in the deep end and expecting great scores. That is not fair to students nor staff.

Other Doesn't seem rigorous enough. Students hardly ever had homework or needed to study for test. Still had high a's. Haven't gotten back standardized testing yet, but am certain they will be lower than expected. I believe there to be grade inflation in school grades.

Going back in time to less rigorous standards developed by our state government would be a big mistake.

Literacy Students I had this past school year in middle school were much more advanced in their writing and argumentation skills than those from previous years.

Implementation Schools must not compromise the rigor The way the standards are written has increased rigor in the classroom.

Math WOORIED ABOUT PURPORTRD AND REPORTED ODD CONFUSING AND JUST PLAIN WRONG WAY TO TEACH COMMON CORE WEIRD MATH..2+2=5???

Sped, ELL, Struggling Higher rigor is beneficial and achievable by most. My concerns are about the developmentally appropriateness of the standards in the younger grades, and unrealistic expectations for students with major/severe cognitive delays having the same performance expectations.

Kindergarten and 1st can be more rigorous in terms of problem solving. There is good research that shows Kindergarten and first grade students are very capable of solving multiplication and division story problems. Solving these problem types using grouping strategies provide solid foundations and understandings of place value.

Increased rigor is the key. Parents stress over grades, and not what their children are learning!

I teach in a high poverty school. Our kids can learn these concepts. I see it happen in classrooms every day. All kids are capable of learning these concepts, with a highly qualified and trained teacher leading the way. Lowering our expectations will not be beneficial.

As an educator I do believe we should have rigorous standards in order to prepare our students for the 21st century. The standards better prepare our students for the rigorous work of college and career.

After months of research as a concerned citizen, tax payer, family member, and future parent I've come to firmly believe that common core standards don't promote the essential skill of critical thinking or allowing students to find different ways of solving one issue or problem. I feel as if common core robs our children and future leaders of free and critical thinking and multiple ways to solve problems and puts them at a disadvantage in the global market and economy. I was lucky enough to be taught as an individual and my teachers skills, effectiveness, and jobs were not based upon one students unwillingness to learn. This allowed me to succeed and think for myself which contributed to my successful completion of a college degree and has allowed me to become a nurse.

Local Curriculum I agree that students need more rigor, but am concerned about the teaching methods. Other The rigor is camouflaged in vague language.

Other I like how students are held at a higher accountability. However, parents are concerned with the workload, which is something that is expected.

These are the best standards we've had I my 36 years as an educator... fewer, clearer, higher... Real and relevant without focusing on crap that doesn't matter.

These standards are much more rigorous than the previous Arkansas state frameworks. If we go backwards, we are doing a disservice to our children.

Arkansas General Feedback

<i>The developmental appropriateness of the Common Core State Standards</i>	Number	Percent
Satisfied	520	43.01%
Concerned	673	55.67%
N/A	16	1.32%

It doesn't meet my students in special education

----in most areas

Example: In Statistics in grade 6th, students are asked to find the "Mean absolute deviation" and "interquartile range". This does not seem age appropriate since they will NEVER use it in a real world case.

See above comment...I'll paste below as well. CCSS asks students to learn/master concepts that their brains aren't cognitively ready for. Math is a perfect example of this...a first grader can master addition/subtraction, but not adding/subtracting by decomposing numbers or making a ten. Adults rarely use these strategies and asking a 6-7 year old to learn them is not age appropriate.

Math that is taught, parents do not understand what the child is doing.

Each classroom contains students with varied backgrounds; some students come into kindergarten with no previous school experience. They come into school not knowing their letters or numbers, yet we expect them to have mastered certain phonics skills or recognition of high frequency words. The CCSS are appropriate for students with supportive home environments and extensive background knowledge, but seems to have very high expectations of possibly underprivileged students that make leap and bounds developmentally and academically, but do not master certain skills by the end of their grade levels. It is also inappropriate, according to research, to assess students below third grade!

Grouping for ability would help both students and teachers for all grades. We have such dis- similar abilities across the board since this change in elementary grades

The students are not developmentally ready age wise for some of these standards.

Students are generally not developmental ready for some of the standards of Common Core. I feel that some of the standards are not developmental appropriate for some/majority of elementary k-2 students.

I hold a bachelor's degree in Early Childhood/Elementary Education and a master's degree in Early Childhood Education. I believe that early childhood education has been lost. We are taking these children in K- 2 (5 years old to 8 years old) making them sit for long periods of time. These kids need recess and physical activity. I believe we are having more discipline issues and diagnosis of ADD and ADHD because they are forced to sit for extended periods of time to fit everything in and their bodies are not developmentally ready for this.

The standards are good, but too broad. The same standards are used at multiple grade levels. They need to be more specific. There should be guidelines for each grade level to achieve each individual standard that covers multiple grades.

Too many abstract concepts are expected of students in grades Kindergarten, First and Second. Abstract thinking is only emerging at the second grade level resulting in frustration and feelings of incompetence.

A student's development has not been considered. CCSS has eliminated social, physical, and mental aspect of the school day. Academic has become the sole focus. The assessment level expected for children at such a young age is unrealistic.

There are some standards that I feel students need more background to understand. I believe that as an educator we should be able to teach certain skills in depth before moving on to a new standard.

I don't feel like students at the kindergarten level have the capabilities to fully understand or complete work due to developmental levels. I

feel there are many areas where the skills are not developmentally appropriate.

Some standards are not developmentally appropriate for elementary age students.

developmentally not appropriate for these kids

There are some standards that are a little intense for first grade that I feel like are overwhelming.

Minor changes needed

It really seems high for a lot of students.

Not all standards are developmentally appropriate as I stated earlier.

I feel like there are still several students that have learning "gaps" due to previous standards which makes it difficult for them feel success.

I teach resource classes. I have enjoyed teaching math with numerical and word problems. I also like the way each standard is connected to another. I am amazed at the progress my students have made over the past three years.

Considering you have skipped the "teach the kids how to accomplish the goal" stage and skipped to the "try to teach the kids how to think differently" stage which is usually reserved for colleges, no I do not think it is appropriate

The standards are developmentally inappropriate and many childhood psychologists have stated this.

The idea is good.

It doesn't take into account what a child begins school with, do they already know letters and sounds or do they still mix letters and numbers.

Some standards (particularly math) seem inappropriate for younger students.

Bring back just simple math problem solving.

I feel that our youth will be in serious trouble with the new standards. My fourth grader may be lost as we are struggling just to learn basic math.

VERY concerned. It is as if developmental stages of the brain was not considered. CCSS pushes down standards that student brains are not capable of mastering.

Help other kids that learn differently, but don't let other kids suffer through common core

Common Core is far far too complicated and defies common sense.

Common core dumbs students so they cannot think for themselves. My kids cry, not understanding.

scrap it and start over.

all kids aren't developmentally ready to read at 5 or 6! Stop pushing our kids so young. You are making their first impression of school terrible! They will read when they are developmentally ready.

Once again.... It is a flawed program. It is evil!

Bring back books. No more online everything. They need books to touch, reread, look at examples. So do the parents to know what they are learning

I don't believe that anyone will ever prove to me that these awful horrible math problems help my child to compete with other children in other parts of the world.

The long term effects would be worth the effort but education will never find a long term program everyone can agree on.

Too much for younger elementary kids

Although at first glance they seem too hard, the children are able to comply and exceed the expectations.

Granted, it would help if some of our younger students had an extra year to mature cognitively to be able to do more complex thinking and work. We see quite a variance in this ability in fourth grade-but a lot of them are able to do very rigorous and complex work!

While I think it's important to challenge the students, a "one size fits all" educational experience is not appropriate teaching. Each child learns and processes the information differently. A child shouldn't be punished for not learning a certain way. Common Core does that. It's a narrow learning experience, which is detrimental for student to learn how to think for themselves and process the information.

CCSS is not appropriate and is very taxing to these little minds.

The developmental appropriateness of the CCS seems on the surface to be appropriate; however, how it is interpreted and implemented and assessed may be where the "developmental appropriateness" is not appropriate.

For example, kindergarteners are needing to come to school already knowing lots of math concepts in order to be able to end K on track to begin first grade. This is completely unrealistic as it depends on parental support that just isn't there in many many cases. So we're setting ourselves up for failure and widening the gap between the lower and higher achieving kids.

The standards are tough, but they're a target worth shooting for.

The standards are neither appropriate for all students developmental, socioeconomic, and cultural needs and backgrounds.

The lack of flexibility to serve all students, impoverished, ethnically diverse, and academically challenged students

The standards are neither appropriate nor are they inclusive of all students' development.

I don't think teachers/administrators/parents/students were involved enough in the process of the creation of the CCSS.

Some of the standards are difficult for many students in the alternative learning environment to achieve.

Concerned that the expectations for Kinder are intense. Especially when many of our students are not exposed to preschool curriculum for academics and social behaviors.

The standards are not appropriate for all students.

The rate of developmentally appropriate truly depends on each child.

Some of the expectations are above 2nd grade developmental levels (ie: synthesis, higher level inferring, analysis, higher order summarizing).

(See above)

same as above

Some of the suggested standards are clearly not developmentally appropriate for the early grades.

Some of the standards are not appropriate for younger students. While I love the standards because I feel they push students further with their learning, some standards are too much at that age level.

If Pre-K was available for every child within our district, I feel the appropriateness would be okay. Right now, pre-k is government funded so not all children receive that opportunity and with them, the rigor is very high and hard for some to achieve.

If all students coming in were given the availability to have prek in my district then I would not have any concerns.

Some of it does not seem developmentally appropriate.

Concerned mostly with younger grades, where foundational skills are taught (k-3)

K-2 standards are too stressful for this age group! Common Core Math leaves the students lacking foundational knowledge of basic math facts when they get to upper grade levels.

Kindergarten is now what used to be first grade, which is developmentally inappropriate. Children are expected to sit still and learn for longer stretches of time.

It is not developmentally appropriate.

The math standards are not appropriate for the stage of development.

My child hates it

We have gotten to the point where teachers are only teaching "the test". Get back to the basics.

The standards expect a young elementary student to have the ability to reason at the level of a junior or senior high student's ability.

I am sure that developmental appropriateness was not even considered.

Child psychologists, doctors, educators and parents have all been on the record, telling you that these standards are inappropriate. The people telling you this aren't getting money for the implementation of common core, unlike the people saying it is great.

The fraction work required in third and fourth grade concern me, I do not feel that this age group is developmentally ready for this work required.

I feel in kindergarten we are too worried at getting them proficient on standards we don't have time to teach important stuff like tying your shoe, knowing your phone number, etc.

I have yet to see anything in 2 years that improved my daughters skills. There is no evidence that it helps kids excel. I feel our previous Smart Core curriculum allowed kids to excel much further.

same as above

My children can understand what I teach them but are confused when I try to explain common core. I strongly feel that common core is holding my children back. I

think it is ok to have standards as guidelines but the teacher should be able to determine how he/she teaches those standards.

My kids should be doing more advanced work than they are doing now.

In one Algebra II question. My child was asked "if a farmer had 13 chickens and 72 feet, how many goats does he have? 1) A farmer would never ask such a stupid question 2.) What if the farmer had other types of animals? 3.) IT'S NOT ALGEBRA!

The directions and the language used is beyond a child's ability to understand in most K-4 The directions are impossible for most parents to understand.

Some students end up feeling inadequate and left out

They are not Developmentally Appropriate.

teachers cant teach it with a collage education

I am not informed enough to determine the effectiveness.

I'm working to bring my students up to these expectations.

Good golly it's a train wreck!!!

The higher order thinking skills that are required are not developmentally appropriate for the age level of the students. By moving to higher level thinking in everything, many foundational skills have been missed.

Dissatisfied

too high too young. A lot of what I have seen isn't brain developmentally appropriate. If parents don't begin to teach "think for yourself" or "analyze", we have to have time to teach this- not assume they know how.

I am a special education teacher, and let's face it, everyone is not going to become a rocket scientist. Why do we need to make our students feel bad about themselves and their disabilities forcing them to take tests that have no relevance on their lives or learning things like the Pythagorean theorem when some of these students will be deemed successful if they can bag groceries at the local supermarket due to their developmental problems.

See above.

The standards are confusing and frustrating to the children. In the end they are not learning mathematics.

the student is too overwhelmed

I am concerned about what I have read about very young children being exposed to "adult" topics such as homosexuality. If this is true, it should be changed.

Again, the standards should be posted for community review and approval.

Many of the standards are beyond the developmental ability of the students. Not enough emphasis on basic skills.

IT is not developmentally appropriate to have little kids, as young as kindergarten and through 5th grade, stuffed in big chairs using big keyboards and mouses their bodies don't fit in, wearing big head phones that dont' fit their heads, demanding they stare at screens to "test". It is not developmentally appropriate to take away daily art, music and physical activity. Nor is it developmentally appropriate to stress these children out about the tests over and over all year every year.

See above comment- not developmentally appropriate- especially for younger grades.

As an English teacher for ELA, I feel that for the most part, 5th grade ELA standards are developmentally appropriate. I am certified in Pre-K-8, however, and having taught in several 1st grade classes under Common Core, I have to express my concern. The K & 1 standards for ELA are not developmentally appropriate. Some of them are perfect, for example: "RL.K.1 - With prompting and support, ask and answer questions about key details in a text" A kindergarten student should be able to listen to a text and answer basic questions about the text. Other standards, such as RL.K.4 (Ask and answer questions about unknown words in a text) are not developmentally appropriate for most kindergarten students. Students are just beginning to learn their letters and numbers, (and in all instances of K & 1 I have taught, students are just learning the English language, even if that is their native language, because it is not being taught to them appropriately at home). If you are learning how to read, using sight words and phonics, there are some things you should be able to do, such as look for picture clues. When we as adults learn a foreign language, we often look for clues based on semantics and prior knowledge to fill in the blanks for missing words. This is not only a higher-level thinking skill, it is only made possible through the prior knowledge of a language and structure that we already have. For students with no structure or knowledge of how language works, expecting them to jump straight into higher level thinking only serves to either confuse them, frustrate them, or leave them behind, where we then have to resort to programs like RTI to help bring them back up to grade level in the future. A stronger base now (in K & 1) would go a long way towards ensuring that my students are ready to tackle 5th grade standards when they arrive with me.

Overall I'm satisfied. I think some of the "catch up" that has been done is a little much at times.

I see this as another way to put all students in a group together. The maturity level of our kids should not only be respected, but protected in school. I do not think our schools do this enough.

See #2. If chores are effectively taught foundational building blocks, they don't need to learn algebra as kindergartener's; they will have the foundation available for when they are developmentally prepared to think abstractly.

My son is not able to grasp the concepts presented with 4th grade common core.

Gaps. There should never be gaps. Can our seventh graders label the states on US map? The answer is no. One size does NOT fit all, either.

Language used in math is more advanced than language used in reading/literacy for same grade. That is ridiculous.

It is based upon the ramblings of educated idiots with no practical application.

I was very concerned when my child was taught to identify words by sight rather than using phonic skills to sound the word out. These skills were taught to him at home and have allowed him to excel and become an excellent reader that is able to use his skill to identify any word. The math portion of the standards has been a different road also, as I have had to adjust and Google ways to assist my children with studying.

There is so much misleading & subliminal information, I don't know where to start. (this opinion is from reading CC teachers manuals)

Get rid of common core !!!!!!!!!!!!!

Children have different abilities, interests and ways in which they learn.

It's been proved by Dr's and psychiatrists that the brain has to be developmentally ready before trying to learn certain cognitive skills. Eg: math is now dropped to a lower grade level all because they want most to take calculus before graduation. So most kids will struggle with Algebra in 8th and so on.

Greek mythology is not age appropriate for 3rd graders. I have 3 children and my 2 youngest both studied extensively Greek gods/goddesses and mythology in 3rd grade. The teachers at our elem school chose to teach mythology as a standards requirement. My son was assigned to do a research project on Cronus, son of Titan, who cut up and ate all of his babies. Once again, other kids in our district who lived across town were studying Charlotte's Web and Winn Dixie. I'd rather my kid do a report on a talking pig, thank you very much.

Common Core needs to go

This is especially true for younger children. Play is still the best work for them.

I'm happy to send many videos of child psychologists who stand firmly that this is causing damage to our children in the elementary years especially.

Some standards do not seem developmentally appropriate, especially in the area of upper elementary math.

Very concerned about this issue. Very frustrating for many students.

My degree in early childhood education, along with experience with my own children, informs me that CC is completely inappropriate developmentally. In fact, it looks to be the opposite in direction of cognition.

Same as above

Particular concern with the math segments

Does not take into account children with disabilities

The standards are not developed using common sense. They tend to be well ahead of the educational year. For example, last years PARCC test had questions on it that 6th graders hadn't seen in the curriculum yet. They were questions associated with 7th grade subjects.

the work that my children are bringing home is developmentally appropriate

The standards are developmentally appropriate. The ways they are implemented may not be DAP but it's not the standards.

In K-2 I believe the standards are sometimes not developmentally appropriate. However, I realize the rigor in higher grades.

Need to keep cursive writing.

Not appropriate at all

Completely not developmentally appropriate!

I don't believe some of the math standards are appropriate for the elementary students.

Common Core is not developed for students to succeed rather than to offer students the most difficult ways to solve equations.

See above. My biggest concern with CCSS. We have so many children starting K with nothing. K used to be the place where you came to learn. Now you better already know so much before you get there. Preschool helps but it isn't the answer. You can't expect a child to do something that isn't appropriate. We need to focus more on social skills at a young age.

Utterly ridiculous! Particularly in math and language.

Children are getting behind because it is too fast paced.

Not every student wants to become a researcher in all subject areas. Some want to be welders, farmers, athletes, politicians, teachers, engineers. Why would we expect all of these different personalities to excel in all subject areas? Everyone should be encouraged to excel in their areas of interest, while not being punished (with remediation) if they do poorly on a test that is very poorly written and thought out, while still maintaining a basic understanding of the other subject areas.

As a person who has worked with children and studied developmental psychology, the standards are clearly not developmentally appropriate. One-size does not fit all and to try to force children into preconceived molds is abusive.

Completely inappropriate at the youngest levels.

Common core pushes non-appropriate material on children and families.

Need better leadership to appropriately implement well.

Bring back old fashion math as younger adults today DO NOT know how to make change if the registers are down.

get rid of it

It seems like too much is being expected too soon.

We feel it is not developmentally appropriate for gen ed or sped

I don't think the students are ready for the rigor.

I feel like the standards are NOT developmentally appropriate at the younger grades. We are expecting too much, too soon. We have also done away with play time and rest time, both of which are so important for our younger students.

Some sections of the standards are too rigorous.

I feel it is harder for the children to understand and get the concept of it. I am an accountant and I have trouble figuring it so how do you expect my 4th and 1st grader to understand it.

Standards are too advanced for assigned grade levels.

Some skills like counting money was all moved to 2nd grade. I feel that it would help if it were introduced in earlier grades and then counting taught in 2nd.

We need to be able to build a strong foundation in all aspects of a child's life. They need time to practice before moving on.

I do think that the ELA standards should have more room for Fiction and a greater emphasis on the classics. Push those tech/spec standards to Sci/His. English teachers are no more reading teachers than History or Science teachers. If you want ELA standards to be focused on reading comprehension (which is required for every course in all honesty), then you really need to require actual Reading classes - with teachers who have degrees in Secondary Reading (Harding University has a fantastic program). English teachers, like History and Science teachers, majored in their subject matter. They don't take collegiate coursework geared to understanding how a student learns to read - especially those students who are so behind that they truly need a specialized reading teacher.

As far as my grade level, I am satisfied. I think some people are dissatisfied because of some of the exemplar texts that have been "suggested", but I don't believe that all those texts have to be used. There could be substitutions that teach the same concepts.

It's not due to holes in curriculum and not enough time for basics.

I have concerns developmentally with some goals but as a whole I am satisfied.

Based on high expectations these are GREAT

Isolated objectives may need some adjustment, but rare.

I understand we need to keep up with the world but kids in this area kids are hungry. They come from extreme poverty and are held to the same standard as students from affluence. Many are also ESL and held to the same standard as English-only kids. We can push and push and push but if they are not developmentally ready, we'll just fall more and more behind and have more drop-outs because the curriculum gets too difficult. I know I wouldn't want to continue if people kept telling me that I failed. There is a reason why so many states have dropped the CCSS.

Our minds mature at different levels. It is very hard for a student who is just learning the material to apply it in depth. This usually comes after you are very comfortable with the material. The standards do not allow time for comfort. There are still a lot of things that teachers must cover in a years time. Especially if the class the student takes has little vertical alignment.

CCSS are not developmentally appropriate. The math is asking 4th graders to cover too much. It is not only a mile deep, it is a mile wide too. The literacy is asking students to compare too many texts and understand vocabulary they are just not prepared for.

The amount of Writing required during one sitting is not age appropriate. Especially with only electronic texts available limiting the students so that they may not write on, nor compare side by side the information they are to compare, analyze, etc. Also the typing requirements for these test questions to be proficient would require someone with rather skilled typing speed.

There are many standards that the students are simply NOT ready to master at this age.

We feel that not all the standards are developmentally appropriate in the elementary level.

Testing and Math for grades 1 and 2 is too much. It needs to be simplified and will help the student and the teacher who has too much on her plate.

At times, the CCSS can be too advanced.

I don't think that expectations at the first grade level are always appropriate for the students.

The focus, specifically on theme and abstract concepts like this, is not developmentally appropriate for under 7th grade in my experience. Main idea would be a better goal for them there.

Mathematics

Kindergarten concerned about developmental appropriateness.

especially at kindergarten level

Slow down through 8th grade. Put algebra back to 9th.

I believe some students are not ready for some of the reading and writing CCSS.

implementation of alignment is not being followed

I have heard that in for K-2 cases some of the standards may be very challenging, but that does not mean our children are not capable of rising to them. More information needed to make a decision one way or another.

I am satisfied with the secondary English standards, which I teach.

They need to start with what the students know and build onto that.

none

Dump Common Core

I believe that some of the concepts are taught at too young of an age; an age that is not developmentally appropriate.

I think they are very appropriate!

the standards ARE developmentally appropriate

Students are not developmentally prepared....

The students are not ready for some of the standards yet because they are not developmentally there.

not sure if it fits all students

Most concern is at the K-3 level. There are some standards that are not well-aligned with the developmental cognitive abilities of small children. It is fine to introduce and model those standards for elementary students, but unrealistic to expect mastery. Specific Example: CCSS.ELA-LITERACY.RI.1.8 Identify the reasons an author gives to support points in a text. Asking students to identify reasons that an author chooses specific supporting points is difficult for 1st graders. It requires the brain to be cognitively able to make hypothetical or intangible assessments of the thinking of others. Piaget's 4 stages of cognitive development show children to be in the Concrete Stage of cognitive development from around age 7 until age 11. In the Concrete Stage, children are able to understand, manipulate, and explain the concrete (tangible) things in the world around them.

The mathematics standards at times are not developmentally appropriate and are sequenced in a nonsensical order.

Fill that students I get aren't ready, hoping that years of implementation will help.

I love the rigorous standards, but my one concern is the strong push to have kindergarten students reading, when research supports a broader span for this developmental milestone.

When the CCSS rolled out, certain subject matter skipped a grade level, which makes certain topics that were not taught at a specific grade level now taught (e.g., six grade math now taught at a fifth grade level).

I had concerns at first but after implementing them in my classroom--the students love the units and are doing great with the expectations and vocabulary.

Standards build on itself

I find it odd that the educators who were supposedly involved in creating these standards didn't support the final version of them before they were published.

However, I am concerned with the moving of 7th grade math standards down to 6th grade. Students are not given enough time and opportunities before moving on to another standard which in turn creates a surface coverage of some very difficult concepts. This has created gaps in learning which negatively impacts learning and understanding for the next grade level. Fractions and decimals being at the top of my concern. You couple this with the increased rigor to which concepts are to be taught and we have an even greater problem.

CCSS are developmentally appropriate when considering pedagogy and grade level connections.

I do not think that it is a complete plan and not well planned.

I think the students who begin in Kindergarten with the standards are more likely to succeed throughout all grades more so than those students who began learning from the standards in the middle of schooling.

I worry about the math. My gut feeling as that we are spending a lot of time explaining the why at such an early age that students simply need to hone skills. Developmentally I think we have it wrong. Piaget's studies reflect that middle school students are functioning in a concrete operational and are not ready for more abstract and theoretical concepts until 11+. While I agree with the tying of math to the real world and increasing the rigor, I'm worried that too much time may be spent on the struggle with the operations and algebraic thinking that students are not solidifying their math skills for later in life.

It is my concern, with 15 years in the Special Education Field as a teacher, with direct contact with students all day each day...that grade level standards are most times way too difficult for students of that age. Some of the high functioning students can do the work, however those who are not as high functioning have great difficulty and become stressed and frustrated.

very inappopriate, I am asking 5 year olds to do things they are NOT ready to do. So basicly I am teaching them they are too dumb to do school before they ever start. I can teach them to drive a car and shoot a gun too, doesn't mean I should

As an educator, parent, and grandparent, I have found that students are able to stretch themselves to meet the standards we set for them.

I teach kindergarten. My students arise to the challenge. If I, as the teacher, organize and plan lessons that engage their thinking and allow them to have ownership of their learning they succeed. Students meet what they are expected to meet.

expectations do not match well with child developmental levels

At my level, I believe the students will be prepared once they are getting taught this way from Kindergarten. The problem is I am afraid the standards are so much the same from year to year, the students will eventually come to me bored with some concepts.

I don't believe they are developmentally appropriate,

I do not feel that the majority of the Common Core Standards are developmentally appropriate for my third grade students.

Fail!

Standards don't appear to provide scaffolding for lower performing students.

Students don't seem to be improving.

Still a lot of holes

Very inappropriate in the lower grades

They do not appear to be synced with child growth and development. Asking children to do more than they are developmentally capable of doing sets them up for failure.

I do believe that skills are taught at too early of an age.

It's hard to judge developmental appropriateness when we're still in the gap years, so teachers are still having to back fill on what Common Core thinks should already have been taught.

The 3-5 grade band is appropriate developmentally. This is the only experience I have.

Some standards are asking a majority students to think in ways they are not developmentally ready for.

not all are appropriate for each grade

If students are deficient when they begin, it seems they are continually feeling inadequate then they give up and I think it would create a higher drop out rate then currently.

When first implementing the standards the students struggled a little with higher level of rigor, however, as the teachers became more comfortable and knowledgeable about the new standards the students began meeting the higher expectations.

In a perfect world, every student would be on the appropriate grade level when each student gets to my grade. However, every student is not on grade level and when almost every reading task required by the state standards is at grade level, many students are not engaged, because it is too far over their heads. Again, there was not appropriate time to scaffold.

As a special educator, I am concerned about being able to properly teach my special education students so that they gain mastery of concepts.

The Common Core Standards lead students to college readiness. However, not all students have the intellectual capacity for college level post-secondary education. Many will desire to go into work and technical areas. At the high school level, where I teach, the level of skill expected is above where some students are able to reach.

CCSS is aligned well with expectations for success in college and/or the workplace.

I teach special ed and it is above their level. Also, multi-step problems in 2nd grade are too hard.

Entirely too hard.

Too much is pushed down too low. Students do not have the maturity level needed.

Sometimes the rigor seems to be grossly under and sometimes it seems to be somewhat over the developmentally appropriate level for math students

Especially in math, these standards are at a too high level thinking for children. They are not developmentally prepared for these standards.

The standards are vague.

Doesn't think about what level our children come to as at and with language issues.

Students have responded well!

The wording of both Math and Literacy is confusing and isn't age appropriate. Children in elementary school do not have the cognitive abilities to figure out what they are asking. It's way, way too hard!

I teach high school and am very satisfied there but have concerns for lower grades.

I am concerned any time every student of a certain grade level is expected to progress at the same rate.

The students have proven that they can work at this level. The work they have produced has been amazing.

Teachers' beliefs of developmental appropriateness have been put to the test and they have realized that without ever giving a student the opportunity to try more rigorous tasks, teachers never knew what their students were capable of mastering. Each day that these come into question, teachers are given the opportunity to go back to the standards and reread for clarification. When they immerse themselves in the standards and collaborate with their peers on the behaviors that students must demonstrate in order to reach these standards, they gain a deeper understanding of what truly is appropriate for students and are learning that for years we have short changed some of our best and brightest students because the bar was not high enough. These standards also made much more clear how to better differentiate for our students to better meet each individual's needs.

I feel that anyone who reads the standards of mathematical practice and the content standards would want their own children to learn what has been set forth in each grade. The progressions are beautiful and the depth of teaching encouraged rather than a large amount of skills is appreciated from the standpoint of a parent, teacher, and school leader.

My preschoolers were beyond what they were learning in Kindergarten. They had covered most of the standards in Pre-K. Most daycares and preschools are doing kindergarten readiness. I know there is a handful of kids who lack what they need, but teachers need to differentiate to meet children's needs.

There are some standards that are being introduced too quickly for abstract thought processes (around the 9th grade).

Supporting documents, such as "Learning Trajectories in Mathematics", published by the Consortium for Policy Research in Education provide great information and explanations as to why certain standards appear in certain grades.

Some seem a bit high right now, but as the whole system starts using these standards, the level of the students should come up.

As a literacy coach for K-3, I'm not sure that pushing students into a rigorous curriculum at these ages is appropriate. We need to focus on building a solid basic foundation upon which rigorous content can be built upon beginning in 4th grade. The old saying is that K-3 students are learning to read...after that they are reading to learn! (I think that's where close reading, looking for textual evidence, analyzing text types, etc. should come into play.)

The scaffolding seems in place to incrementally gain knowledge based on age/grade levels that are appropriate.

What I am seeing especially in second grade students do not have the foundational skills nor the understanding to complete the skills expected.

There are skills that are introduced to lower grade levels that need more scaffolding that indicated. Some students have gaps in their learning due to the time frame of implementation of ccss and the changes in when certain skills are taught. Also, some skills are introduced at a time when students do not have the capacity to completely master the concepts but will not have the opportunity to cover the material again.

I am an English teacher and I love the ELA standards and the way they build upon each other from year to year. As a parent, I am concerned with the interpretation of the Math standards and how they are being taught in several different districts.

As an educator, it is our job to scaffold the learning to help students master the standards. However, I hear from teachers and parents describing what I believe to be legitimate concerns about some of the appropriateness of the skills needed to master the standards in the various grade levels. There are also some gaps that not filled by the standards, for example fluency in subtraction. Third grade teachers are left filling in this gap because it hasn't been adequately addressed in the standards in the primary grades.

These are based on research. The old standards were not.

If we are to compete on a global level we must have high standards that match what is done in other parts of the world.

Most are developmentally appropriate, although a few seem too difficult for developmental levels of students.

Each level prepares students to ultimately be prepared for the challenges and demands of a completed experience in Arkansas public schools. I experience and knowledge of the intellectual, social, physical, and emotional development of K-12 students and CCSS meet the appropriateness test!

The developmental appropriateness is on target IF schools implement slowly. It is going to take time to get students ready for this type of task production. I

had to re-teach almost every bit of Algebra to my daughters in 8th grade. The method of teaching is confusing.

As long as teachers choose primary and secondary source documents that are age appropriate in readability levels, there should be no problems. The writing is appropriate at the level I teach.

I'm only qualified to comment on secondary math.

The development is not finished! We have a product that is a changing set of criteria. It should be always changing to meet the needs of students in the world today with the rigorous expectations for the world tomorrow.

I can only speak for grades 6-7, but I have found the math standards for these grade levels to be developmentally appropriate.

I do have some concerns with developmental appropriateness of the standards. Having said that I believe that once our students have had all of the preceding years' standards prior to attaining my grade level - junior high - some of my trepidation may end.

Increasing rigor isn't the solution. Children are so far behind in basic skills this will only increase the achievement gap.

Kindergarteners are not developmentally ready for the CC expectations.

Developmental appropriateness, especially at the lower levels, does not seem to match what we know about children's growth and abilities.

The only "grammar" standards I have specifically deal with pronouns in the 6th grade. I know this is not the only "grammar" skill they need to be taught, but it is the only one specifically outlined. This concerns me because my students are terrible spellers. There is something not working correctly when students misspell common words. However, there are no spelling standards with common core.

Expectations. Finally a way to defend against the "My kids can't do this!" If others can, why can't we? Are our kids dumber, slower? I think not! Quality education gives kids options in their life instead of dooming them to poverty. You can't mandate excellence. You motivate excellence with engaging content, quality instructional delivery, and considering the whole child, not just a test score.

Arkansas General Feedback

<i>Your local school's implementation of the Common Core State Standards</i>	Number	Percent
Satisfied	719	59.47%
Concerned	429	35.48%
N/A	61	5.05%

Satisfied that we have implemented to best of our understanding.

As far as implementing CCSS I think our school is doing a good job. We teach to CCSS and correlate our lessons to the standards. I just think that the fact that we are having to follow standards that aren't age appropriate is crazy, but necessary if we want to be compliant with the state.

There is way too much testing for students. Every other week computer labs are testing! Students and teachers are tired of all the testing and data they must go through! More paperwork!

Concerned with the scope and sequence of the skills being taught in relation to the developmental stages of the students.

we are implementing the standards but i still think it is not appropriate for this level

The change is so rapid. I feel that even I have trouble keeping up with the changes.

Per our school district, they were only following the state's mandate.

The school I work for required us to begin teaching CCSS before we were required by the state to do so. We have been ahead of our surrounding schools for quite a while now. (I do not work for Kirby)

My school district has purchased new Common Core books for me to use. I love the way they are laid out with the common core standards and the order the material is presented.

I am concerned about ANY school's implementing ANY aspects of Common Core!

NO communication, NO heads up, NO anything and I am an overly involved parent in the school. I found out about it when I saw strange looking math the first week of first grade.

I feel our teachers are doing a great job

The schools should take their time to implement the change.

As I stated previously there has really been no communication.

I do NOT want common core in Arkansas.

What implementation other then just doing and not showing until they understand it.

I remember being in school and the government pushing for students to take higher math and science class so we could stay competitive in the world. Now it seems of no concern. Just a lot of busy work. Turning a simple two step problem into a 15 step procedure. Our kids can't read or write and the cause is this common core crap!!!!

There is not sufficient understanding of how children develop understanding of the standards at the administration level that makes decisions about curriculum and pacing. The pacing guides mandated by the powers that be completely undermine the classroom teachers' opportunity to actively respond to the learners in the classroom in providing what is needed. The CCSS are mastery goals that are to be mastered by the END OF THE SCHOOL YEAR. Some are to be worked on continuously ALL year. Pacing guides are one size fits all; classrooms are not. General guidelines for quarterly expectations could be helpful. Standards based grading systems that recognize that mastery is not required until the end of the year are also critical in understanding and communicating students' progress toward mastery.

There was none

above reasons!!! And also no parent input!! They don't want parents in the classrooms at all.

They are doing the best they can with the decisions that have been handed down to them.

My school has done a great job implementing, but having to implement it is the problem.

It's ridiculous

They are doing as they are told by the state but I truly feel they don't know how to even teach it. So so sad!

We try our best but we stay so short staffed and overloaded with other duties that have nothing to do with classroom instruction.

I don't think teachers are properly trained

I felt like at each grade level that I was associated with (K-5) to date I can see that the standards have been implemented and I can see the results of the implementation.

We have spent years writing district-wide curriculum based on Common Core. We continue to make adjustments based on state expectations. Our teachers have made the switch to Common Core and we need to give it time to see the results. I do not feel like we have given the students and teachers enough time to adjust and see the results.

My school is a school of advantage-only 10% free or reduced lunch, and only 2% ELL-so we do not struggle with as many hindrances to education as some schools do. We are a 2nd time winner of Nat'l Blue Ribbon School recognition. We work hard and very professionally to design the best integrated curriculum for our students. We have designed learning experiences that use motivating technology and collaboration for students to explore and demonstrate their learning.

Our district embraced the opportunity to implement the CCS.

We do not have the staffing or resources to re-write curriculum. Our district has worked very hard to write our curriculum to match the standards, and it will be difficult to re-write with our resources and staffing being cut.

It's when Common Core became synonymous with PARCC that we had problems.

I have concern about administration of the common core in the sense that I feel that local administrator's may take a severely literal take on the common core especially focusing on the Gates Maps examples using as facts verses simple examples.

At my school, our eighth graders are reading the same material as juniors at other comparable school districts. We are not allowed to adjust a bad curriculum.

I am only concerned with the fact that we have texts dictated to us. Common Core does not prescribe texts, but our district does. There are instances when aligned texts have benefits, but I think the teachers should have more flexibility in deciding on what texts are best to use for their classroom to teach specified skills.

Too lock-step in my district. We've lost the ability to make changes from teacher to teacher.

I teach at Fayetteville Public Schools in Fayetteville, Arkansas. My school's implementation of CCSS has been done well, but we also implement good teaching practice and differentiation in SPITE of CCSS.

Our district, unfortunately, were more concerned with the modules created by PARCC than the standards. The standards are goo.

Not enough time given to the development of the lessons. Those creating them needed more resources and time.

I feel our school district's implementation of Common Core is too restrictive and doesn't allow for much teacher teaching individuality.

I feel that our school's implementation is too controlled/restricted in our abilities to teach state standards.

Not enough time given in order to develop curriculum.

Our district has worked very hard to implement the Common Core Standards and to prepare teachers to present them.

Fayetteville wrote lessons that are rather disjointed

It appeared my school wanted to be at the front of the pack. So they pulled teachers out for many days to "write curriculum." Many are not qualified for this. So my kids have substitute teachers lots of days, then will experience home grown shoddy curriculum. Even those asked to write it don't think it is good. Major problem.

i won't answer!

Teachers haven't been able to fully explain the 3,2,1 grading scale. Parents do not receive help in teaching new math concepts.

Very good in literacy

I

Our school does not use CC aligned curriculum.

We do the best anyone can.

I pulled my son after 6th grade & enrolled him in a private school with no CCSS. I pulled my daughter after 4th grade, homeschooled her for 5th to catch her up in math & enrolled her in private school for 6th. I was the PTO president when she was in 3rd & 4th grade. I was always very active in their public school.

Need more instructional support. More unilateral language across the grade levels. Common indicators of achievement per grade level. Common benchmarks or expectations before going to the next grade.

I am not happy that when I have expressed concern about CC that I am met with extreme defense and resistance.

They did not give the parents any choice or information prior to implementation. It was necessary to train the teachers to teach them.

Our local school does an excellent job of what they are forced to do.

We opted out, this is horrible for teachers and children.

Teaches tell me they hate it. There are no instruction sheets or books....no examples to help your kids with.

The schools are controlled by the districts. The school administration can only do what they are told. With the lack of communication from ADE to school districts, there are MAJOR gaps in communication in all aspects.

Too many students per class for teaches to give one on one attention as is needed for common core learning.

Our teachers are so stressed!!! They are going to retire because they hate the high stakes testing and they cannot properly teach.

Forced. My child has no real alternative (i.e. Smart Core), but to accept an inferior system because her school had already accepted the monies and spent it on a new gym and tornado shelter.

there is one excuse after another. Wastes money. Our county schools and our tax dollars purchased iPads for every child last year - now they are gone. Five weeks into school we are purchasing chrome notebooks. Our children do not have enough books. Teachers are not prepared to teach. Teachers are giving out the test "review" the night before the test and testing the children on it the next day. teachers are padding grades with "non work" or curricula type work so that children can earn an extra 50-100 pts so a child's scores are NOT education based. Unacceptable.

We withdrew our child from public school due to these issues

ELEM. GRADES ARE BEING TAUGHT STANDARDS THAT DO NOT INCLUDE BASIC LIFE SKILLS REQUIRED FOR DAILY LIVING. THIS, THEREFORE, PUTS STUDENTS AT DISADVANTAGE LATER BECAUSE THEY CAN NOT COMPLETE BASIC MATH/READING/PHONETIC SKILLS

Dover Elementary is an excellent school. They will do what they are told to do. My concern is not with the school district but with what the schools are being asked to do.

I don't think all are implementing it with fidelity and I feel there should be ongoing PD.

Was not happy how it was implemented.... The teachers, children and parents were all frustrated.

Dissatisfied, they do the best they can with what they've got to work with.

We're trying, but it isn't working too well.

Teachers are still not completely comfortable with how to address the standards within lessons and how to approach the critical thinking level needed to fully implement Common Core

We are still struggling with continuity and letting go of so much material when we have so many ESL students who don't have a basic grasp of grammar.

None of the parents want this garbage. It is being shoved down our throats. Our children are confused and frustrated.

Common Core became a tool used by administrators to dictate uniformity of instructional strategies instead of needs of students

I have not been working for many years, and I have not heard teachers commenting about the standards, but I have heard parents complain about them. The parents I spoke to are

Not enough training

Curriculum is only recently being aligned with Standards in District. Charters are fully aligned, but with varying degrees of success.

There is nothing whatsoever good about CC - and educational plan designed and sold by non-educators, and pushed on our district. I'm very disappointed that Arkansas sold it's children out to get a few more bucks from the government. I'm very disappointed that ARkansas let the feds take over our local education.

The implementation overall started out very secretively, with no input from teachers or parents and had already been used for a few years before parents even knew what was going on. The teachers need to have input that is respected and seriously considered.

While the school I teach at implements Common Core in a very satisfactory way, my "local" school-the one my children will someday attend, does not implement it well. Each school has their own take on how it should look, and most rely specifically on the "units" provided the first year Common Core was introduced. They do not look at the standards as a whole, or consider what their students need based on the data they collect. Some classrooms and teachers succeed more than others, as successful, quality teachers will still implement DDI and adjust the lessons as necessary in order to meet the needs of all students while pushing them beyond the standards, but these teachers are few and far between. To my knowledge, only 1 piece of information was ever sent home to parents about Common Core, and it is not discussed in meetings, PTA, or anywhere else unless specifically asked by a parent. (And usually then the parent is given a quick, easy answer and everyone moves on). Common Core is a dirty word in our local schools, and no one talks about it as a community, other than for parents to complain about it with each other or on Facebook. It seems to me, as a teacher, that we need to be answering parent questions and getting their support with whatever standards we use, but in order to do that, first all schools, administration, and teachers must be on the same page and know what the standards really are.

Overall I've been pleased, especially for my 5th grader.

We do not attend out local B&M school.

The public was never told about the CC standards until after the fact. The ADE and our schools were "bought" before the Standards were reviewed in their entirety- shame on you for not doing your job for the sake of the almighty \$\$\$

My attends Lakeside in Hot Springs, which is ranked the 2nd best in the state of AR. Her stress level for a 4th grader is horrible. Too much nonsense class work and homework that I can't help her with bc it does not make sense.

Our district has to be the trend setter. E en if it means our kids suffer. Teacher morale is at an all time low.

Teachers are having to spend most of their time bringing up the rear so they are not pummeled for any low scores. Guess who gets left behind? Brighter students. The teachers can't address their needs. Separate classes by abilities so teachers can address a kids' needs. Stop the pc bs of worrying about "feelings" and give each child the instruction they need. Stop keeping every kid at the same level of the less fortunate kids that don't have support at home. Give those less fortunate kids special attention and get them caught up. CC just puts them further behind and drags the rest with them.

I am concerned they have adopted this trash.

While we enjoy the school, the implementation has been difficult. One child of mine excels learning a certain way, while the other does not, and vice versa. I have concerns with one falling behind due to a lack of flexibility in the implementation. This is a shared concern as almost 40 children have transferred from the district this year,oo most citing such concerns.

They follow it blindly & most teachers don't understand what they are "teaching", & that's if they are interactive with the class.

It should not be in schools.

I do not support Common Core.

Isn't it the same across the board

NEEDS TO GO

As best I can tell from several districts and at all levels of administration they were kept in the dark by the ADE and the teachers given very limited choice in curricula to meet these standards. Limited choice is not what we expect in a democracy.

Again with the math

POOR implementation. Very flawed program. Teachers I know hate CC but are forced to use it. Those who can are retiring because they consider CC a form of child abuse.

They did what they were instructed to do.

Same as above

Our school needs to get back to common sense standards, rather than common core. The test scores will come back up when we get back to basic teaching.

I'm not concerned but I would be more satisfied if they would provide more information. To their credit, I did not attend the informational meeting, but I was not provided enough advanced notice for the meeting

Concerned that local teachers don't know how to teach it.

The school does the best they can, with their hands tied by our government...

I am unsure what those standards are

Teachers are either unwilling or unable to help students who are falling behind, and can't or won't tell parents how to help their children.

Should never have been implemented.

Too varied. Some teachers are drinking the common core kool-aid, while others accomplish the level of understanding needed using traditional methods. Fires which classes the students are more successful in and come away with a better overall understanding of the subject? The traditional style classes. But then these students again are punished because they have not mastered the faulty learning methods required to succeed on the common core testing.

Terrible. This is explained below.

I don't blame them. They seem to be working it as they've been instructed.

They could do a better job. Instruction is vague and little help is offered if there is something the student is struggling with.

REMOVE COMMON CORE FROM ARKANSAS SCHOOLS!!

I think all districts have implemented in the wrong order. Jumping a band of grades 3-8 was wrong.

Last years' PARRC testing was a disaster. Our schools were not ready for its' implementation and our students weren't ready or prepared.

eStem was already teaching at higher levels so easy transition. However, they are changing to more workbook driven traditional instruction and it worries me.

get it out of our schools

My child has been enrolled into a private christian school because of the way public education has become. Way to much government.

It seems the school is more concerned with scoring well on a test than making sure students actually comprehend the material.

The standards only include skills and do not address the importance of the content needed to actually learn

They are implementing CCSS with Literacy coaches that monitor CCSS implementation to make sure teachers are doing their job & strictly adhering to CCSS. Micromanagement.

i don't think the the federal government needs to tell us what to teach our kids

I feel it is harder for the children to understand and get the concept of it. I am a accountant and I have trouble figuring it so how do you expect my 4th and 1st grader to understand it.

We were one of the pilot schools and have adapted quite nicely to these standards.

Student's self-esteem has been adversely affected due to such high expectations, along with increased frustration and anxiety. Many skills are not developmentally appropriate.

We are concerned about the standards that have been added to our math standards. These standards are too high for many students.

My school actually started working on transitioning into common core before the "deadline" to begin using the standards so we were ready and more educated about them.

Way too many teachers in my district have struggled to switch from AR Standards to the Common Core. I do think it gets better each year, however there is still a mindset that needs to be changed with a lot of teachers.

I wish this was a scale. There is not a consistent implementation "Old teachers" who are resistant to change are simply not changing to meet the standards.

But need to step up the level of rigor to meet the standards.

We've been doing our best but it's very difficult to keep up with the constant change. PLEASE pick a relevant curriculum and a relevant test.

Units have been built around the standards.

Our school district, in my opinion, was more concerned with being one of the first districts to implement the Common Core Standards instead of making sure all of the teachers were comfortable and confident in how the new curriculum would be taught. The teachers did not know what was going on and my children are the ones that suffered because of it.

In its usual fashion, Conway jumped in as far ahead of the game as they could get, therefore, wasting time and money on things that changed as the standards were clarified. Teachers have been threatened with being written up if they aren't on the right lesson on the right day.

There was not enough scaffolding before implementation. It has created huge gaps in learning.

We daily implement the CCSS.

Too much testing. Do not need to use in Math until grade 4 or 5.

From what I can tell, most teachers, especially at the lower level, are providing one option for problem solving in mathematics, and this just isn't what Common Core math standards are getting at. The students need to be trained to be problem solvers, and they aren't going to be able to look at all angles of a problem with only one method in their pocket. I think teachers have misunderstood that particular methods taught in PD are in addition to traditional methods as well.

I think a lot of people misread the standards.

Teachers need ongoing training.

teachers were not trained enough before implementation

Implemented too quickly, creating gaps.

only those who have voluntarily attended workshops are truly aware

Our teachers are working diligently to teach all essential material.

Great work

Our district has given us every opportunity to study, analyze and understand these standards allowing for successful implementation.

They want us to teach material to students that is not developmentally appropriate.

none

Dump Common Core

I believe that we have done as well as we can with the implementation of the standards.

That is all we use along with NGSS.

Based on reviews of student work samples, I have not seen implementation of these rigorous standards. Our kindergartner recently brought home a worksheet on which he had colored the letter 'C.'

we received strong support and training as it rolled out in elementary school.

Not only my school, my the district I work for has helped tremendously in implementing the CC standards. We have lots of resources available.

Staff is concerned how well we are implementing the curriculum because we are not sure what they are looking for.

Fayetteville did a great job of implementing the standards.

Our district has done an outstanding job of equipping us as educators with tools and understanding of the standards.

We have fully embraced it and we have spent years of effort implementing it.

We have embraced these as a district and have been supported with the transition by our administrators.

In the 22 districts, in which I work, there is substantial evidence, from my work with teachers, that implementation has been spotty, at best.

Every school my children have been a part of has put forth great efforts into making the transition. I think with a balanced approach, however the 5th and 6th grade math years have been very difficult. My son labored with this in 5th grade in one school district and 6th grade in another. Both times, teachers put considerable energy into the curriculum, and even though he is a high performing student, it has been very challenging. So much so that I have questioned the validity of the standards for the age group.

Its been rocky at times. Getting better. Lots of things got tossed out at first cause "its not in CC" Higher ups are startign to come back to reality! (yes Kindergarten still NEEDS big books, yes 2nd grades STILL need to practice writing dates correctly, among others)

Satisfied at elementary & middle school level but concerned at the high school level.

Rogers has been proactive by giving the teachers a framework to start. We used the Units suggested by a committee from Common Core. Committees made changes in the structure of implementing the standards as we saw necessary. Changes each year were painful but necessary. This was the first year there were no major changes. Our students are successful and are getting an education that will prepare them for Junior High, High School, and life. I would hate to see us loose this. This is my 28th year of teaching. Common Core is the best curriculum we have had.

I think our school district has done the best they can with the limited tools available to implement these standards.

Rote application is totally unrealistic and VERY poor educational practice.

See all of the above concerns...

Elementary had plenty of time and training to implement. Secondary did not, so those teachers and students were somewhat adversely affected.

Too much testing not enough teaching

Teacher ambiguity

I feel that my local school is struggling with the meaning of certain standards.

Since the removal of our local school board, updates about implementation have not been shared in our community.

As an educator, I am not included in the process

They just handed us the standards.

Should have been phased in more slowly but is starting to work out.

I wish we had done this a few years earlier.

There were pockets of teachers that did a good job and others that need more help. I think that all teachers across the state would like more support especially in the area of resources.

We are on the right path, but still have room to grow. I am concerned that we may get off target because of everything else going on at the same time.

We did it FULL ON!

Our school has struggled with implementation, but we have fully implemented all Standards.

While I know there are certainly areas that can always use improvement, our local school district worked to insure that all teachers received training regarding Common Core State Standards and proper implementation of those standards.

I believe we've done the best we could with what we were told to do by people that don't have a clue what we are dealing with on a daily basis.

It should have been implemented class by class, not in chunks as mandated by the state.

Mostly satisfied - pockets where implementation is not occurring with fidelity.

Wish they had just said cover these standards week 1, week 2, so teachers aren't having to find so much on their own

We began immediately reviewing, unpacking, deciding what that standard looked like in the classroom!

Change is hard but once teachers can wrap their mind around the standards, full implementation is in process

I feel that the implementation could be better and more equitable across all classes.

Our teachers have worked hard to understand and teach the CCSS. They continue to collaborate to improve instruction and learning.

I wish that this could have said very satisfied. I am very pleased with the work our district did to prepare teachers and walk with them as they began their implementation. The learning curve has been steep but worth it for the knowledge that teachers have gained as well as the benefits for our students.

I am very concerned with the level of implementation of the standards. Teachers are struggling to move out of the checklist mode they were in with the Arkansas standards and the ability of taking a standard and teaching it deep. Reading standards 4-9 are pretty much skipped in the majority of schools. Standards 7-9 in writing are also ignored by many.

I would have liked a bit more guidance and support with materials and example lesson plans.

We are not vertically aligned like we should be for the students not to have gaps in their learning especially after they leave 3rd grade.

Concerned because of the difference in testing from lower elementary and upper elementary. I would like to see a uniformed testing system used.

This is a difficult question. I teach College level Freshman Composition I & II to high school juniors and seniors. We deal with common core standards in order to satisfy the high school side of our job, but we are always looking to move our students to a higher academic level so that they meet and exceed the college requirements.

I believe that the school is implementing the skills well but what is expected of the students is not grade level appropriate.

As a school, we are continually reviewing the standards and breaking them down to find the gaps and strengthen the alignments both vertically and horizontally.

Being a parent but also being an Administrator puts me in an interesting situation when it comes to implementation of the CCSS. My children have attended two different campuses and the implementation was there but the teachers ability to communicate the standards was difficult at times. I would do my best to just be a parent when I met with my kids teachers but I found myself explaining standards to teachers many times. Teachers really do need more focused conversations on the following two questions. What the standards look like? How do I know when my students have met the standard? The conversations that happen when those questions are answered helps the teacher understand the standard more and allows them to communicate more effectively with parents.

I think the schools are trying, but I'm not sure how feasible some of the Standards are for the schools to succeed at this.

See above math concern. I know this is something that must be handles on a district basis, but maybe some unification from the ADE on the math standards could help with that. Wishful thinking maybe.

Schools are not putting 100% into implementation because they are expecting it to disappear like PARCC did. We train and prepare then the slate is wiped clean!

I think the most beneficial aspect of implementation was the support I received from the Cabot School District. As a teacher in the district, I was provided with excellent professional development and subject specific training on how to implement the CCSS with activities and lesson plans that could immediately be implemented in my classroom. I felt supported by both my building administration and district administration. They allowed opportunities for me to meet with other grade level teachers to horizontally align my activities to support the grade level curriculum. Additionally, opportunities were provided for subject area teachers to meet and discuss how implementation would look like at each grade and how to best prepare our students for the next grade level in that content area.

Implemented as suggested by the Arkansas Education Department, we found that the standards are layered and workable in K-12. We request that Arkansas continues to use CCSS with the expectation that time will bring strength to our curriculum choices, instructional strategies and to our use of formative and summative assessments in planning for the future.

Have nothingn to compare it to.

Sample Literacy units were implemented as curriculum without regard to how that content fit inside the larger grade level curriculum (how it fit with SS and Science) making support and integration impossible.

I believe our teachers have put in the time and effort to do justice to the Common Core State Standards. I am more familiar with the Literacy standards, and like what I have seen my students accomplish.

Since we have sixth graders moved to the next grade who can't read, write or do basic arithmetic you bet I'm concerned!

Teachers, administrators, specialists and TOSA's have all made great efforts to present, train and implement the common core. We have not taken this task lightly.

Our district (Springdale) provides great support to our teachers through professional development, the use of district staff who write and curate curriculum, and instructional facilitators who help teachers each day in buildings across our district. I believe this is one reason the standards have been implemented so well in our district.

I applaud my school district for the swift implementation of the Common Core State Standards. Our teachers have created thought provoking lessons to facilitate inquiry from our students. Our students are learning to think!

Springdale Public Schools implemented the CCSS seamlessly.

I can't understand my son's math homework. The methods they are expected to do basic division, for example, are ridiculous. I had to spend two hours on the internet just to figure out what they wanted. Division should be taught the old fashioned way first, then show different methods.

We have worked very hard to implement the CCSS for Math.

As a literacy teacher, I really have no guidelines. I have my standards, but I struggle daily with how to fit everything in. I do not have an outline as to which standards should be taught in what order and that is of concern to me.

Too many never even tried to implement. The minimum performance people are rewarded...AGAIN. The early adopters, problem-solvers, worker bees just got slapped down AGAIN. Some districts have done a great job...look at their reward.

There was a lag behind in CCSS implementation due to the ACTAAP testing that was still in place.

Arkansas General Feedback

<i>Your local school's choice of curriculum (books, materials, resources and lesson plans used in instruction) related to the Common Core State Standards</i>	Number	Percent
Satisfied	590	48.80%
Concerned	541	44.75%
N/A	78	6.45%

believe it would be better to have text books not all students have computers at home to complete their work.

I am not aware of any new curriculum at my school.

Very concerned.

Again, I think my school is doing the best it can in implementing CCSS through lesson plans, books and curriculum. I just think that standards aren't age appropriate.

Confusing! One group has one idea about how to incorporate and another group says something different.

We teach to the standard - all lessons are teacher developed without the support of a re

Materials are appropriate but not enough time in the daily schedule to cover all of the standards...overwhelmed

The materials are appropriate, however there is not enough time in the daily schedule to actual cover all the information that is required by the standards. Student's overload.

In my district, I believe that Literacy is on track for the most part. However, I believe that math has struggled considerably finding the right curriculum especially in K-2.

There have way too many changes from year to year in the programs, materials and resources being utilized.

The independent text levels expected for students to read, comprehend, and respond to is not achievable for a majority of the student population. Engage NY is fast paced and without the proper background knowledge or experience, students do not have the time and opportunity to build the background knowledge needed.

I feel like the NY Engage Math curriculum is not necessarily the best resource for students in kindergarten. Some of it is age appropriated, but I feel like all the worksheets can be overwhelming and students are not engaged when we complete them.

I think that our Language and Math is not developmentally appropriate for first graders.

curriculum is too difficult

Main concern is with math curriculum. I think that many things our kids are not developmentally ready for

I feel that Common Core Standards are on the right track. I am pleased with many of the changes. I just think it is happening very fast. I believe in rigor, but I also believe in doing a good job with the standards. Clear understanding for all teachers and progress for students is more important to me than rigor only.

Local school's choice? There is no choice

The difference between what my students are able to understand and explain now and what my students 5 and 10 years ago could do is significant.

If this is truly "Common Core" and we are all supposed to be on the same page, why are we not ALL using the same materials with the same plans, and the same pacing guides? Why does everyone have to reinvent the wheel? There are still huge gaps between schools, and it is easy to see as students from across the state move in and out of our districts.

The pacing guides are not realistic for math because they are moving too fast

I love the Newmark learning. Common Core books I have to teach my resource Math Classes.

The standards are not the problem; poor curriculum choices are giving the common core standards a bad name. Teachers are scrambling to develop their own curricula as materials that claim to be "common core" are obviously not.

The choice of Engage NY math was terribly unwise.

The lack of not sending homework home. I don't feel that I'm able to be hands on with my child due to this.

There is no communication. The teachers take offense when we ask any questions regarding the teaching.

Spelling needs be taught in school again. The true history of our country needs to be taught.

I do not want Common Core in Arkansas. Common core has altered proven concepts in teaching that has been around over 150 years.

I have never seen any, it is like Common core is a hugh secret.

should be re written by teachers and educators not by business people and politically correct leaders.

They DON'T USE BOOKS!!!!

As more understanding of common core is developed there will be better alignment between standards and curriculum, but we aren't there yet.

Not sure yet. My daughter is in 1st grade

They are doing the best they can with the decisions that have been handed down to them.

Again. It's not the school's issue. It's the program.

It does not make sense and it is not explained to parents for them to help their child

We have no resources from our school or public funding for anything. Our technology barely works and they want to push computer science? Really?

Some of the curriculum choices seem disjointed when we chose not to adopt a textbook in some classes. Parents have a difficult time figuring out how to help their children because of the lack of resources (textbooks) to use as references.

Teachers and instructional facilitators have spent countless hours writing curriculum over the last few years. Relevant and rigorous texts were chosen for our students and lesson plans were written.

I'm not fond of the math program in our district, but I feel that teachers should be using a variety of resources in order to provide the best education of our students.

We just need more money, of course!! As textbook adoption goes away, we find ourselves needing funds for paper copies, iPad access, subscriptions to digital resources, etc. Our technology integration specialist has helped us sketch out curriculum maps and we've tweaked them to fit our students' needs and interests.

I would like textbook adoptions for each subject in elementary school. Our district has put together different articles and materials but there is not money for copies or extra supplies. Students and parents need books as a reference. Teachers need textbooks as a guide to ensure that standards are taught and mastered.

We began implementing the CCS standards a few years ago. The curriculum was redeveloped (including a selection of resources, texts, etc.) to align with the CCS, and common assessments were created as well. My concern is that I feel our district selected texts and created a curriculum too soon. If we had implemented the CCS first for a year or two and used common assessments, we would have been able to have data on which standards should be addressed and which texts would be the best to address the CCS.

We have worked over the past few years to increase our books, materials, lesson plans. If the standards are rewritten, we will have to begin again, and realign all of these again, taking away time from actual instruction.

This is where autonomy under the standards are still important. The standards are a guide, not a pre-written curriculum. This is another point of miscommunication and uncertainty among a lot of educators, parents, and people in government alike. As long as we're moving toward meeting the standards, we can approach it in our own ways.

I have huge concerns of the curriculum at my local district. There is extremely limited autonomy for the English educators, and once a curriculum is set it is very difficult to change it.

VERY concerned

The curriculum was very random and chosen too quickly. It was overloaded and was too challenging to get through all of what was expected.

At some grade levels, the texts do not represent enough diversity.

Too much nonfiction! We lost our study of actual canonical literature in 8th and 9th grade.

Our district's curriculum design for ELA in second grade is not teacher friendly and it often leaves teachers without the freedom to teach what is best for their students and in a order that makes sense.

Random, quickly chosen, too much nonfiction, overloaded, created rapid fire instruction

We have spend 21 million dollars on PARCC and Pearson. As a result, we do not have the funds to provide the materials. This past year, I spent over 2,000 dollars of my own money to buy materials and an iPad for my own classroom use.

We have no funds to provide material due to PARCC

I think that we made some odd text selections based on some misunderstood requirements of Common Core.

I like most of what we teach, but not all of it. I think students need an opportunity to read something that is FOR them (Young Adult literature).

Our quarterly texts do not engage most learners because a few are not relevant to their lives (Tipping Point, Animal Farm - no knowledge of historical significance, Fahrenheit 451)

Many books do not seem to be developmentally appropriate

Most of the choices are very good - sometimes a bigger of variety of resources would be helpful.

The district curriculum is not teacher friendly and extremely time consuming.

We need more resources for Social studies and science units.

The district curriculum is not teacher friendly.

Not enough time/resources/funding

don't have any NEED HELP HERE

The school I teach at has adequate resources, but the school my daughter attends is lacking and teachers have to search on their own for most resources

With lesson sharing on the web, etc., it is as though teachers are "shopping for lessons" instead of delivering proven, structured, well laid out ones. The result is a disjointed mess. It is hard to help your child when you cannot look at a textbook, flip through to see where we are headed, etc. bring textbooks back, please.

Funding has been spent on technology instead of books! Teachers curriculum developers as well as instructors!

Reading/ writing has been good. Math has been complicated. Too many strategies have been thrown at my daughter and she struggles to learn when there isn't enough repetition.

I am extremely concerned about the PARCC testing and protecting our children's privacy. I also believe that we are testing our children too much and taking too much instructional time away in the classroom.

We do not use Common Core.

As an educator I spend hours searching for ways to teach the standards because we don't have resources in the schools that do this.

There are NO books and it needs to be. The book gives more than an example!

Need more resources for science.

Too much deletion of History, too much political correctness. Our country has had a less than perfect past. Deal with it and learn from it don't ignore and try to erase it.

All the curriculum is being written by one company. It appears to have a hidden agenda, to dumb down our children and fill them full of liberal ideas.

They want to believe that common core has the best interests of students in mind, so they trust the suggestions. Which prove to be NOT in the students best interests.

Everything about common core is hidden, people aren't even allowed to see what their kids are doing anymore.

Just work sheets with no examples.

Purchased new math and Literacy, we use them as "one of many resources". Would be nice not to have to dig and search for resources

Because our local school uses Common Core standards we travel many miles per day to transport our child to a private school that in no way utilizes Common Core.

Again, books are not age appropriate... 6th graders are reading pornographic type material... One book in particular talks about being "nekkid" (this is how they spell naked in the book) and "dirty magazines". Not acceptable!

My children's teachers are well supplied with books, ipad apps, and materials but kids are still struggling.

The textbooks are not great. The math books are so hard to follow. The literature books are so heavily gear toward trying to reduce racism. Which is fine but it is too much. Where is George Washington and Abraham Lincoln?

I feel left out of the loop in all the classes. It is frustrating not knowing what they are being taught.

I do not like the Common Core Math textbook we are using. We are using Singapore Math. My youngest child has gone through the system with Common Core. It makes simple math concepts hard. Legislators need to look at the problems the kids are doing and the way they are working them. There is no reason to make something so easy so complex.

The books are pretty and very expensive. They are totally packed with useless material. I never believed in book burning before but now I do.

We do not have books? The children do not have books that refer to when doing homework or studying. Yet we have a budget and have allocated tax money to books.

Very little parent communication and pitiful grading system

Parents rarely see the books. The books for literature are highly immoral.

BOOKS ARE NO LONGER USED IN MATH CLASSES. PARENTS ARE NO LONGER ABLE TO WORK WITH STUDENTS TO ASSIST IN LEARNING/COMPLETING ASSIGNMENTS. THERE ARE NO EXPLANATIONS TO HELP PARENTS HELP KIDS.

i am not qualified to answer this question.

I'm not sure if its theater owls, the training with the resources, or the teachers but I don't feel CC is being supported.

My text book sets at both schools are falling apart and may be from the 1980's. I could use some new books or other literature sources to show art exemplars.

Not using books. Find it very time consuming searching for appropriate materials.

N/A

I am concerned about some of the books my son will be reading.... Again stuff that he should be learning at home not in school. You will take religion out, but yet they will read books that talk about sex. I have seen papers on Islam, not here, or at least not yet.... And that is a religion.

We rely heavily on supplemental resources in literacy, science, and social studies. It would be very beneficial to have a common curriculum.

It is very confusing for teachers and students.

None of the parents want this garbage. It is being shoved down our throats. Our children are confused and frustrated.

We had to find our own resources

We do schooling at home because of the Common Core Standards.

Teachers are spending hours at night learning how to teach the next day's lesson plans

What choice? They only get to choose now what the federal gov't says in CC. There is no freedom of choice left, you all sold out to the feds at our expense.

They are doing the best they can.

They don't have text books. How do you learn with out books?

Don't know

See question #4. Local schools have purchased "kits" and teach from those. Some of the suggested books are great, but they need to be supplemented with other materials.

I think this is improving. I didn't like the sense that teachers were out there seemingly finding their own methods, etc. I get a better sense of preparation from them now.

We do not attend our local school. We are enrolled in ARVA, and we love the K12 curriculum.

Teaching to the test. No life skills. No common sense lessons. Lesson plans? Teaching should be an art and teachers need a bit more freedom to TEACH. Stop the testing and dictating what should be taught. One size does NOT fit all.

What books? I only see worksheets.

Once again, I am concerned they are using this trash.

The instructions need to be clear for learners to excel. My child should come home with knowledge and confidence to do work, not asking me what to do because they don't understand what it is saying.

No math books to teach with or for the parents to use & learn how to teach their kids this craziness where $2+2$ isn't 4.

The math is made more difficult than necessary. There are always number talks but no one can be told the strategy they used doesn't make sense. The Journey's book seems limiting. The teachers don't fully seem to grasp what is happening so if a student takes a problem to a more advanced level they are often told they are wrong. The testing being timed, and structured the way it is doesn't seem to align with the critical thinking structure and long math that they are being taught.

lots of socialist language & guiding thought processes.

Common core is indoctrination and is destroying Americas children.

worksheets isn't sufficient learning material. Where are text books? Kids come home expected to do homework without any real directions, examples, or recourse to look for answers. Thank God for google. We've had to google more than not for 'how' to do something.

I've got 3 kids in this district and the curriculum has never been aligned across the district. The 5 elementary schools in the district desperately need to align the curriculum for many reasons, mainly so kids who transfer schools within the district can have continuity, so teachers can share and develop enriching lesson plans, and so all the schools (k-12) can cover more academic ground without needless repetition. For example, all 4th grade teachers in the district should choose the same historical non-fiction to teach so a child who attends one school is learning the same thing that the other 4th graders in the same district are learning across town. That alleviates the problem of my child's school choosing to study The Diary of Ann Frank in 4th grade while a child across town is learning about the accomplishments of Amelia Earhart. This is a situation where the curriculum choice of Nazi Germany and Ann Frank is both age-inappropriate and it is also required reading for 8th graders, which will be repeated to the same kids when they are actually old enough to understand it.

Needs to go

Yes let us spend needless amount of tax payer money switching text books and everything else needed to satisfy the Federal government and how they want to teach our kids. Millions of dollars will be lost and wasted.

There is no choice when basically one provider (Pearson - a british company no less) controls 90% of the market. That is certainly not the free market or capitalism at work now is it?

There seems to be no consistency with implementation methods of literacy and the math books are used only by some teachers and not at all by others.

Books are finally getting to the teachers but it is spotty.

Same as above

Limited supplies.

Our school doesn't have books. They do all of the instruction on Ipads, This doesn't allow for parental oversight or assistance.

Since I was not at the school's info meeting I will need to go in and ask for what was presented as far as curriculum goes. I've been satisfied with it based on what my children bring home and by the weekly newsletters I get from the teachers

We do not have anything for Reading or English.

This school goes by their orders from you, I hold the government responsible

Students don't have textbooks to bring home so parents have no idea what their child is being taught.

Several books not appropriate for age level.

Teacher friends spend Way too much time searching for materials to use to teach the standards.

When comparing textbooks written in recent years versus those on the exact same subject matter, written 20 plus years ago, clearly there is a problem with book companies attempting to rewrite history and indoctrinate a very Anti-American, Anti-Christian view. History is history and should never need to be rewritten.

No books; no cursive writing being taught!!

No textbooks.....seriously? How are parents to help their children?

My child doesn't have a book to go by, and I cannot help her without proper information.

If common core is not a curriculum, why are the books called common core? Teach the kids real math, real English, real history, real science. Spend the money on something that will last a lifetime with the kids, not indoctrination through books.

2 years ago when my children's school implemented the standards, the majority of my child's 4th grade class was making D's and F's in math. After seeing that my child's teacher could do nothing to solve the problem, I contacted the Arkansas Dept of Educ to express my concerns and was told to talk my school's administration about the curriculum materials. I tried doing this and was ignored. The curriculum was not changed; however, my child's class was given extra chances to pass their tests with teacher assistance. My child still suffered a lot of confusion over what she was being taught and it negatively impacted her self-esteem and confidence. Other parents seemed to be expressing their concerns also but I think they were also ignored but the children started receiving passing grades on their tests. I felt like my child not only lost an entire critical year of math but couldn't remember what she learned the previous year because of lack of continuity and practice.

I haven't seen really inappropriate material here in the elementary level, but math methods do not work. But that's just the CC method.

They rely a lot on programs supplied by the Internet and give little instruction on how to do the work.

I am paying taxes and have not had a child at home for 25 years...my grandchildren go to school in Conway, their parents pay taxes and yet children are not supplied books to facilitate the parent assisting the child with this non-intuitive waste of time....adopted why?

Most of the curriculum chosen is what has parents / students in a tizzy. The standards aren't the problem, the choice of curriculum is.

Some classes were teaching from handouts instead of the necessary books. How can this be good for students?

Was excellent. Deteriorating now though.

No books at times poorly copied papers

IT IS A JOKE!!!

git get it out of our schools

It's very sad that cursive isn't taught any longer.

There is a lack of curriculum that we are given to teach our common core standards.

They are implementing CCSS with exemplar texts & lots of Nonfiction. The Caldecott's have been thrown to the side. Where is the Children's selection in K-3???

We do not have books or resources bought by our district to provide help for parents at home to see what is going on in the classroom.

I think our district has been responsive to concerns that have been expressed by considering various resources for implementing the CCSS.

I feel it is harder for the children to understand and get the concept of it. I am an accountant and I have trouble figuring it so how do you expect my 4th and 1st grader to understand it.

Too many requirements have caused the teacher's weekly lesson plans from writing the lengthy, required plans versus actual teaching the lesson.

We are trying Eureka Math and working with OG phonics. We will see how it goes and then give our opinion.

We keep buying materials, then the curriculum changes and we have to start over. Teachers are not able to reach a high level of proficiency in teaching these standards because we are having to change what we teach each year. Our building administration does their best to provide materials to go along with the changing curriculum.

Resources are fine, but there are no books or materials used as a whole in conjunction with CCSS.

There is an ABSOLUTE DEARTH of decent materials for Mathematics in High school. Even the best of what is available falls short by a long shot.

I have been able to use the texts and plans I feel are appropriate as long as I am sure to cover all the standards and make note of some of the changes I have made. I actually feel that in some areas my students are getting more than what is actually required in the standards because of the way I organize my lessons.

Our school has developed our own literacy curriculum using the standards because when we began using the standards there was no curriculum that was completely aligned that could be purchased. We have received some Professional Development in regard to teaching students to use higher level thinking skills. Since implementation it has seemed as if it was the responsibility of the teachers to figure out how to align with the standards.

Too much is left to the individual teacher to search out and find, and teachers are doing this but we as a state should supply more of the resources to them. We lack unity and fidelity in the implementation because of varied interpretation what materials meet the objectives.

Units have been built including all the materials and lesson plan ideas. Our team has spent a lot of time developing lesson plans around them.

We feel totally incompetent in the area of science and where to go as far as what standards to teach and what will be tested.

I didn't even know we had resource options.

There is not one set of books or a "program" that can address the needs of the CCSS. Each grade is different and each class is different. I know there have been complaints about curricula schools are using. That's an individual school problem and not a state problem. It is my belief (as a parent who loved math and a former 7th grade math teacher) that the parents don't understand the way it is done because they weren't taught that way, NOT because it's a bad strategy. As a 7th grade math teacher, I taught the deeper skills and understanding (before common core told me I needed to). These ideas are not novel they're what we should've been doing all along. Kids need to have the number sense in order to apply math skills at any level. That number sense can be built in a variety of ways, which is what we are trying to teach our students.

The materials really do not match the rigor, so our school has not adopted books for math

Again, books and smart boards were purchased in bulk for classrooms without much thought as to what the future might hold.

We do not have enough resources for literacy, especially. We are constantly having to search for new resources. Also, the math resources are not rigorous enough for word problems. Finding enough problems for practice and enough variety is difficult.

Teachers are still having to find or create additional materials especially in the elementary level.

I do not know what they are.

Our resources are still so new that we haven't had enough time to evaluate them.

See comment above.

It takes too long to have to search and find lessons, then prepare them. Teachers need some type of guide to follow such as Engage New York. Not a textbook. This concern is mainly a time factor for teachers. They are capable of doing this but time is an issue.

When you are finished improving, you are done; so we always need to be concerned about our school's choice of curriculum.

Materials were not available when we first started implementing. So, no.

Need money to buy hands on manipulatives.

I am not really concerned with our curriculum but know other curriculums that I think would be more appropriate for our standards. For example, Open Court for Language/Phonics would be more beneficial for our kindergarten and lower grade students. I also would like a math curriculum that included more hands-on activities and the worksheets that went in line with the manipulatives.

I would like for a different math curriculum.

math books are not appropriate or effective, Science books have not been purchased in 8 years

Our teachers and instructional facilitators have spent endless hours developing the curriculum to make sure our students are thinking and understanding at high levels.

Haven't gotten a new book in 8 years. Still waiting on Next Generation

Aside from the Use of Eureka mathematics, I am unaware of any particular resources that are being used that are different from previous years. I

wouldn't say 100% concerned, more that this is an area that we need more support, specifically in math.

They have us test new material to see if our students will learn better and improve test scores. However, the next year they teach something different.

Any thing other than literature, i.e., textbooks, is not available. We are expected to develop our own materials or hunt for free stuff on the internet. Insane.

none

Dump Common Core

Lack of money prevents the school I where I teach (West Fork) from buying the resources we need.

I am not yet familiar enough with curricular and instructional materials and supplies to determine a position.

I feel that the desire to have a book is causing the upper grades to chose less than desirable material

I wish our district provided Reading and Literacy workbooks. This could help students be able to practice much needed skills

Things wrer bought to help us but, the sellers of materials were not truthful about alingment with CC.

The local schools do not have many resources and parents seem confused about the standards.

At my school, we don't have the resources we need. We are literally buying our own curriculum from online sources.

Our curriculum is written on Common Core and all materials and supplies are based on the CC standards.

I have many teachers that would love to have a book for teaching math and science. As an instructional facilitator, I have gathered many resources for them. Teachers have also gathered some quality resources as well that are common core aligned. Our district math specialist has also helped in this process. However, I have heard many of my teachers express their desire for a common core aligned textbook. With the next generation science standards rolling out next year, there is an even bigger cry for help in teaching the content.

Especially concerned that my daughter's school has not adopted textbooks in many core classes.

I see pockets of alignment, but still have not seen a true alignment of curriculum and standards so far.

Textbooks are not the main source of curriculum anymore but do still act as a great resource for literacy/ social studies/ science integration. There are many internet sources that are great to access to teach the common core state standards.

I have seen two different resources used. Neither seem to help support the curriculum as much as the teachers or me as a parent would like to see in the area of homework.

I feel as though my district needs to implement a comprehensive curriculum.

The district has put together ample resources for teachers to use.

Very concerned over the choice of Eureka Math. I spent last year developing lessons for common core and now Eureka Math was chosen. There is not enough practice built into this program to provide fluency and mastery.

hate them hate them hate them. So restricted to using prescribed series of books that I am not allowed to use my professional judgement of what is best for my students

Our district has provided curriculum units for teachers through a rigorous writing process that involved district leaders, curriculum specialists, administrators, and teachers. These units have been revised each year as teachers have provided input after teaching the lessons to their students.

Rogers has worked hard to put literature and material in out hands. Professional Development in planning and assessments have empowered teachers to lead their students to success.

They are getting better each year as more resources are purchased/ provided. However, resources were very scarce the first year or two.

Teachers are under supplied, relying too much on copyright violation by photocopy, which is essentially mandated by management.

Decision makers are not adequately skilled to make these decisions.

Because math adoption came about during first implementation year, publishers basically slapped CCSS on slightly modified programs already in existence. Teachers then had to spend a lot of time searching and supplementing.

Still work in progress

Teachers must spend valuable time searching internet for resources

Our curriculum map is not really aligned with common core. It claims to be but it just follows the textbook.

I'm not concerned with Common Core itself, here, but I am concerned that schools seem to be scrambling for the materials to teach Common Core, instead of focusing on the teaching.

It is slowly improving.

It seems that curriculum has been revamped and revamped again. Let's stick to using one or two sets of materials for awhile.

Some of the resources we are using are good, but a lot of the time teachers have to search for appropriate resources to fill a need.

no curriculum ,in progress

I'm not sure I like the math curriculum, but I know teachers do have some choice to do what is best for their students.

I just saw how students became frustrated and gave up! It is disheartening. I don't believe in "dumbing down" the curriculum instead we should treat students as individuals with the capacity to learn at different paces and levels. We should expect them all to end up at the same level, just maybe at different times!

Would always welcome more resources. I feel like as a teacher I am looking online or other places for resources that are not across the board resources and may be using things different from other schools or teachers

Because Common Core Standards are so new, there is not one perfect set of materials to use. So there is a need to pull from multiple resources, and our local district has chosen to use several materials and resources while implementing Common Core Standards.

No funding to support the increase in vigor related to reading materials.

always could use more money for supplies

As a language teacher, it has been up to me to find appropriate texts.

We have no books or materials. We must create our own.

Somewhat satisfied - improvements need to continue to be made.

No lesson plans going

I like the algebra materials, but not the pre algebra book and resources. The pre algebra resources sequence things a little strangely and are not really diving into the standards well.

I think our district is working very hard toward building a curriculum that is teacher friendly and impacting the learning.

I'm concerned because textbook companies have tried to fit the Common Core State Standards into their original textbook template. By trying to make the new standards fit into the old format, everyone suffers. Our district chose the best option available at the time; however, our kids benefit from access to the Internet more than the purchased textbook.

We have been very careful to select appropriate materials for our students. If parents have questions or concerns they are addressed and considered when planning units for the future.

Planning ahead was the key to the resources that we were able to not just purchase but also prepare ourselves. Teachers have gained a tremendous amount of curriculum knowledge because they were not so dependent on prepackaged materials. The collaboration of learning together was priceless.

So pleased that Engage NY/Eureka math was selected for the math curriculum!

It's not the district's fault that the book companies have not come out with materials faster than they have. If we stay the course with CCSS we will start to see everyone come together and resources will be available.

We have many resources. Sometimes I think we have too many for teachers to focus on using each one effectively. Again, I think students should get back to the basics in K-3.

We have nothing for the new Social Studies and Science curriculum.

We don't have books for the most part.

We use college texts.

Our schools always need additional funding to get to where they need to be.

"Aligned to common core" isn't the same as being based/built for mastering the common core. All of the change happened so fast. I'm tired of building the plane we're already flying.

Being that our school is divided up into three different campus, I believe that the school district needs to have the same curriculum.

As we move forward in the use of technology and as publishing houses lag in appropriate inclusion of CCSS, we have been challenged to find and select instructional materials and resources to exemplify the integrity of CCSS...however, faculty and administrators are committed to continue the quest!

We need more to help teachers in this area

My only concern is that as we transition to new state exams, we are also transitioning between state standards. That is going to make a giant mess of scores and expectations. Our scores are not going to be a true reflection of the fantastic work going on in our district. This is not a one year transition!

They essentially do not have a curriculum since they are mostly given handouts by teachers. Nothing to refer to for extra help or work or explanation. I

think their needs to be a textbook for specific common core texts.

I think part of the misunderstanding around the CCSS is coming from the way textbook companies have published their materials.

We have had the opportunity to work together in Professional Learning Communities to build our curriculum. These has been great for both teachers and students.

How are kids supposed to learn basic skills when they are allowed and even forced to use calculators and tablets to do all the work and research for them?

Springdale has invested in district level staff to write and curate curriculum. The curriculum is a resource to our teachers and allows them to spend their time focused on learning the standards instead of searching for lessons/materials each day.

Our district has purchased many new resources to aid teachers as we teach the new standards.

Much of Springdale's curriculum is written by members of the district since there are not adequate resources available.

Again, I should be able to see some sort of textbook or something to help my son with homework. Don't give homework if you can't give some sort of reference for parents to help.

We need further collaboration.

We use Eureka Math. (aka EngageNY)

I do not have any sort of textbook/materials to teach with. I have to pull things off of the internet daily.

No real direction from the state department. They don't like this, they don't like that, but they have NO other suggestions let alone solutions. Very few people have a clue about the role of standards, content, instruction, assessment, and accountability. Stupid decisions made by people who do not know.

We have largely implemented a problem based curriculum.

I think teachers should be encouraged to use multiple resources so that students see a variety of instructional strategies and tools.

Do you have any other comments or concerns?

I feel some of the common core standards are high and with this being said, I is truly hard to modify a students IEP to meet the demands of some standards. I also, understand that the testing is targeted towards them however, in the classroom and classes they have to take for credit it's a daily struggle to help my students succeed in their class.

no

Very pleased our state initially chose to adopt Common Core standards. Very frustrated we might be moving away from that so quickly.

I believe CCSS is a good program and the material can help students reach their goals. The delivery methods are my concern. We have too many variations on how a student can be taught. Too many students are 'passed' on through the grades regardless of being able to master a required standards for their grades. Students should not be able to advance to the next grade level until they can pass the required testing. The concern is having a 21 year old in class with a teenager. We need to focus on making sure students can master a level of education before we move them on....

no

Yes. CCSS increases in difficulty as you go through the grades, essentially leaving parents unable to help their children. I teach first grade and even some of my parents just don't understand what I am teaching them because they didn't learn this way. My own children are a little older and while I am able to help my daughter, since I have an education background, other parents aren't so fortunate. Trying to explain to my daughter why one math problem takes 5 steps to solve when it can really be solved in 2 is tiring...and I can't say it's because she'll use in real life because she won't. We take the easiest way to solve problems in the real world.

None at this time.

Too much paper work for teachers. It's hard to teach when you are constantly doing paperwork.

The general Arkansas public listens to the politicians and Arkansas somehow feels our old Arkansas made Benchmarks were superior and that is So UNTRUE! AR Benchmarks tests were a catastrophe.

The standards are ok but I feel overwhelmed due to not having enough time in the day to cover the required standards.

The Common Core Standards are appropriate in certain areas, however the time to implement, tends to be the issue.

Incorporate the science and social studies standards into the reading standards instead of them being separate.

Instructional facilitators need a scope and sequence for the standards indicating at what level concepts are introduced, taught, and where mastery is expected.

Educational Consideration General Negative School districts should be provided more background knowledge so that educators can implement Common Core State Standards. Early childhood educators and students must be considered when these standards are written. The assumption that students have the background knowledge necessary to master all of these standards should be discussed deeply before they are written. Some students are able to grasp new material the first time they see it, but other students have not been exposed to these skill. This requires more teaching time and implementation.

The primary concern that I have is that we are expecting children who are not developmentally ready to read and comprehend skills above their level. We can't continue to push more and more academic learning skills downward. Where has understanding psychological development of young learners gone?

General Con Some concerns about kindergarten curriculum in general. Are we asking children to do things that are not developmentally appropriate. Research shows other countries that still have social environments at a young age address needs which lead to more advanced learners is later years. In other words in the

formative years, young children learn social skills, communicating, how to problem solve with others. We still get young children who are at a oral fixation stage, and we are expecting a lot academically. I am concerned about stress levels of elementary aged students as well. Do they develop a love of school as a young learner or a dread because it is just more "work" (concern as a parent & educator).

Implementation Testing The programs that have been developed to implement the Common Core Standards are an over complicated way to teach these standards. The assessments also test these standards in a way that makes it more difficult and confusing than what they need to be.

Educational Consideration Implementation My overall concern is the age appropriateness and the pace in which our children are required to master skills. I work with K-2 students.

none

General Con i still feel that the common core standards are not appropriate for this level No

Educational Consideration I am concerned about the pace and age appropriateness of CCSS. I work with K-2 students who are identified as special education students.

Educational Consideration I teach kindergarten so I can't answer on behalf of other grades. I do wish standards would stop changing so much. It feels as if once I start to feel comfortable with something it gets completely revamped. A new set of standards always results in teaching that isn't quite as up to par as it would have been otherwise since the teachers are learning themselves as they teach.

no

No

General Positive I feel that just a few changes are necessary. I feel that there are many good things about the common core. I don't feel we should throw the whole thing out. I feel we should just calm down some and take a good look at the students of Arkansas. I tend to look at students as individuals. I believe common core attempts this with RTI but it has to be reasonable. It is true that there are only so many hours in the day and elementary children can only pay attention for so long. They do get tired. I think goals should be student based and Common Core does this, but I think it could be a bit more realistic when setting goals for young children and teachers.

General Con Completely against every aspect of common core. Doesn't

hold each child responsible for participation in groups

General Con Literacy Math The standards are still very broad and somewhat vague. Some standards in high school, such as the number "I" are ridiculous. No high school student needs to be taking theoretical mathematics! Only math majors, and possibly engineers would need to take a math course in theoretical math. First graders do not need to know what personal possessive pronouns are if they cannot read on grade level, nor do they need to understand the scientific process if they cannot read! Without the ability to read, the rest is unnecessary!

Testing The requirement for portfolio testing for cognitively impaired students is a waste of instruction time. These students need functional skills not to know that the earth's core is made of iron or the parts of a chicken egg

No

Educational Consideration General Positive Please don't change the standards and make me have to rewrite all my materials.

Educational Consideration General Con I'm very concerned about all these tests that are taking away from the teachers teaching in class. I dislike all these teachers workshops during the school days due to teachers being out of class.

Educational Consideration General Positive We do not need to change the standards. We need parents to understand the standards!

General Con On a related note, I'm also concerned that common core will lead to absolutely no fast food employee will be able to count back correct change without using 30 steps.

General Con Too many to note in this box. no

Educational Consideration When high school teachers began implementing the standards, many did not consider the scaffolding students would need in order to reach the standard. With the implementation of any new standards, high school teachers (any teacher beyond Kindergarten) must be aware that their students may not have the prior knowledge and background to meet the standard without scaffolding.

General Con Local Curriculum I have trouble trying to help my children with their homework because of how it's being taught. The way it's being taught now is just dumbing down children.

Educational Consideration Math Karen Lamoreaux ...Sandy Sele McDonald I agree with you 100%! As a 6th grade math teacher I can honestly say....let's get back to teaching the basics in elementary. In 6th grade I start off teaching Ratios and Rates but guess what...my kids cannot fluently add, subtract, multiply and divide because they do not have their basic math facts memorized. No, this is not all of them but there are way too many!!! They cannot concentrate on learning the different methods to solve ratio and rates because they are trying to count on their fingers. For example: I gave 5 minutes for my Pre AP students to complete this timed test on the multiplication facts for 3's please note their are not any 11's or 12's on this sheet and look at the scores. We have got to get back to teaching the basics and give me more time with my students in the classroom to give them time for repetition and discussing and working out problems through presentations. Let's stop trying to cover so many different concepts and focus on mastering addition in first grade and introduce subtraction then master subtraction in second grade and introduce multiplication. Third grade master multiplication and introduce division. Fourth grade master division and fifth grade place value and fractions. If we can have these skills with our students we could really move forward. Ratio and Rates would follow fractions from fifth grade perfectly and give us plenty of time to continue working on fractions including decimals and percents and ratios and rates. We need MORE TIME in the classroom with our students also we need to use manipulatives (concrete) because they are not mentally ready for only abstract. They have to build the bridge and their brains are not ready for only abstract learning. 45 minutes is NOT enough time! So many do not have any help once they get home due to parent (s)working evenings. Lots of single parent homes and grandparents raising grandchildren.

General Con They should do away with the CCS and stick to more standards that suites each individual's learning style.

General Con Why has something passed that so much of the state is against? The Common Core Standards are so complex and only make the learning process more difficult. Education should help people and not make it more difficult.

Local Curriculum I have four children ranging from 17 years to 6 years old. The school work has changed so much that it is a struggle to help my children with homework. I don't know a whole lot about this common core stuff, but I do know...I can't teach what I don't know. And their stuff doesn't make sense.

Other Prayer and the pledge should be allowed in school.

Other Our public schools should be organized and run on a local level. There should not be any Federal Government involvement at all.

General Con Common Core has NO place in Arkansas' educational system!!!

General Con Common Core is phony, untested, unproven, expensive & unnecessary, we owe our children better. When even those that common core chose as experts in Math & LA would not sign off on it WHY would our governor ignore this and move forward. If common core is on the up & up, why did the FERPA laws have to be changed in 2012 to reduce parents rights. When a 16 yr. old student (Pat Richardson) can expose to a joint session how money is driving the common core initiative, WHY can't our legislatures figure it out. Our children and their education have become secondary. It's now all about Money & Control.

General Con Get rid of common core, kids have no idea how to make change. Go back to the basics first do it until they understand. Common core teaches kids nothing, except to drop out of school and hate school.

General Con Math It take students from 1st grade to 12th grade hours to complete homework after school! Parents/Grandparents are unaware who to assist the children. We all end up crying or yelling with this math homework!

General Con Math The process of solving math problems is a waste of time. There is nothing wrong with memorizing times tables and learning long division. Education decisions should not come from the Federal level of government. States and individual districts should be able to tailor curriculum according to their environment. One size never fits all.

Other Should reflect U.S. values.

Implementation One of the most critical parts of introducing new standards is for district and state leaders to devote time and money to the professional development needed to developing classroom teachers' understanding of the standards, including the depth of understanding required of both students and teachers, and the changes in teaching practices required to bring them to life for students. Old ways of educating students that focus on memorizing and regurgitating information without understanding of foundational concepts will not work if we want students to develop deep understanding of content and the ability to think critically. For some teachers, our best teachers, this is not a difficult transition because it's what they already did even before the standards required it. For others it requires a complete mindset change about the act of teaching, which some are unwilling, or unable, to accomplish, and certainly won't accomplish without significant support.

Educational Consideration Inclusive! Need folks in AP, regular, Special Education, Alternative Education and mental health as representatives. Not administration but the ones that work with the students on daily bases.

Local Curriculum Our children need to be taught history like the pilgrims and the mayflower, and also learn geography when they are young. They need to do science projects... Hands on fun activities like learn about how buoyancy affects objects. Instead, they do literacy and math nearly all day long!!!! No wonder my daughter hates school!

General Con Yes! Go back to what works. I started school in 1970 and was reading out of newspapers by the middle of the year. That was 1st grade. I didn't know how to spell name at the beginning of the year! No Common Core Then!!!!

General Con Math I am ready for this program to go away so that teachers are able to teach like they were taught to, instead of all this nonsense. This program prides itself on showing kids that everyone can do it a different way. But it actually only allows the common core way. My child gets punished with wrong answers because he is capable of doing math in his head. Since he can't give an explanation of why he knows the answer, he's wrong. That is WRONG.

General Con Math I think the common core way is stupid and it don't make any sense as to why you would want to do math that way!!

General Con Math Please do away with common core! These children that have always been honor roll students, feel like failures because they can't do and understand the work and now aren't making the honor roll. Maybe if you implemented this in kindergarten and that is all they knew it might be different. But how they got threw into last year was so sad! And this year is even worse. Again, please do away with the common core. Our presidents, leaders, doctors, lawyers, teachers, accountants, etc were raised up with the "old school math" and we have all turned out just fine.

General Con Literacy Math i would like to know why my 8th grader can hardly read or write cursive. and also my daughter struggles so much more with math than ever before. i really dont understand the logic of common core. my mind would have possibly been more at ease if i were better informed.

General Con Math It's more like an art class than math with all of the drawings they have to do to work out a simple math problem and is very confusing to teach this to a child that is terrified to go to school because of math.

Educational Consideration The lower socioeconomic schools get nothing when it comes to funding and resources and that is our future workforce. It's time to find the funding and get these kids on the right direction of their success.

Implementation Inconsistency of implementation across schools/districts

Educational Consideration General Positive I have serious concerns about changing the course yet again. If the state never sticks with a program for longer than 3 years we are never going to see growth. All standards go through review and I think the state should follow the review process already in place for standards review. I know many parents have voiced concerns regarding the testing, but the past year seemed to me as the least stressful testing year my children have ever encountered.

Educational Consideration If you do re-word the standards a little, PLEASE leave the numbers the same. So much work has gone into our curriculum and to change the numbers would wreak unnecessary havoc on our curriculum and teachers. If the standards aren't changing much, there is no need to change the numbering system just to be changing the numbering system. Please keep these consistent.

General Positive Please do not change the ccss. We are just getting somethings in place. I can't Imagen changing now.

Other Though not have experienced it personally, I have read stories about the indoctrination of Islam embedded in Common Core. This is of very great concern to me !!!

General Positive I am concerned that all of my hard work to implement the CC Standards will be disregarded for political reasons. If Arkansas is going to create a strong education system, we can not change our expectations every time there is a new government. We should never lower our standards, but instead provide assistance to bring all students and districts up to meet our high standards!

General Positive Other I am very concerned about the falsehoods and conspiracy theories being fueled by social media and "fair and balanced" news outlets. It is insulting and discouraging in light of how many hours we put into this work, and how earnestly and sincerely my fellow educators and I approach our work in education of young children and future citizens.

General Positive Overall, I am impressed with the standards and want to continue to teach them and educate parents about them.

Educational Consideration General Positive I like how CCSS spirals curriculum and teachers are still allowed flexibility in how they teach/deliver the curriculum.

Implementation Local Curriculum Other If we are going to implement a program it needs to be one all children can be successful in completing. CCSS is not a curriculum that is structured for children that may be dyslexic or have another disability. All children learn at different paces. If it takes a child a couple of weeks longer to grasp the concepts in math, with all the multiple steps well too bad. The curriculum moves at its a fast pace, you get it or you do not get it. We cannot continue to look at our children as they are robots. That is to say they do not all learn at the same pace or in the same way. My son's fourth grade teacher told me, "My A students in math struggle and are frustrated with CCSS." What does this say for students that may be average or have a learning disability? There needs to be a better way for children to learn. Their standards should not be so high they are taking meds for anxiety. I hope if and when the CCSS is rewritten it will be written from an educators standpoint, not from someone who is not in the educational field just thinking they know best. Our teachers know the backgrounds of these students day in and day out. They know what they can handle. Make a curriculum that will allow the teachers and to be successful. Some of our children come to school, this will be the only meals they receive for the day, the only love and encouragement from adults. We need to start seeing the whole of the person and not just the textbook. Base a teachers success on what she

teaches a child on behavior and care. Test scores are just numbers, that is not the child. I hope much good will come from revamping our curriculum! Thank you for giving parents a voice in this matter.

Local Curriculum I would like to have more materials that are designed to meet Common Core rigor

General Positive Testing Again, I think the most important thing to do first is make it CLEAR that the CCSS are not the same as PARCC testing. We can keep the CCSS (even if slightly revised or amended) and move away from PARCC to more valid and relevant assessments. The CCSS provides a common guide while allowing for autonomy in getting there.

Implementation Not with the common core, but sometimes with administrator understanding and attempted implementation, which actually makes things more difficult for teachers.

Implementation I am mostly concerned with how my district is implementing Common Core. The volume/length of grade level and above text and of district summative assessments is too much.

Educational Consideration I hope that the new standards are easier to interpret and understand.

Testing THE TIME SPENT TESTING WAS RIDICULOUS!!!!

Educational Consideration I think if the state wants our students to be technology savvy and truly use technology on higher levels than there needs needs to be a state mandate for a certified technology teacher at every elementary school. Computer lab needs to be just as important as art, music, library, and PE.

Educational Consideration Please note the number of concepts covered in one year is too large. Please note that the most successful international schools cover fewer concepts at a much deeper level.

General Con I wonder who will read my comments and concerns. I am interested in knowing what private schools are teaching wealthy students whose parents can afford to send them to schools that still teach Latin and a range of canonical and non-fiction works. My guess is that wealthy students are being prepared to be leaders, and our public school students are being prepared to be drones.

General Positive Testing Mainly disliked PARCC assessment. CCSS are fine.

none at this time

General Positive Don't re-write everything

no

Educational Consideration Any changes to the standards will hopefully be communicated well with us.

Educational Consideration General Positive I feel that we need to keep the common core standards as they are. The standards are already so broad for us to modify them for our students. We need to keep them for more than a couple of years in order to see the effectiveness of them over the course of a long period of time.

Educational Consideration Until we have a core curriculum technology teacher, we cannot implement or maintain rigorous technological standards.

Educational Consideration We really need certified, full-time technology specialists that works with our students. This needs to be incorporated into our encore schedule.

Educational Consideration We need a certified full-time computer tech person, and the students need to have at least 1 hour of technology a week. It needs to be part of all of elementary's encore schedule

Educational Consideration There are a lot of changes as soon as we develop the units and therefore we are not able to have deep lessons/units.

Educational Consideration A certified full-time technology person would be an excellent resource to have within each school building!

Local Curriculum I am not sure about the future of the teaching profession if after going to school to learn how to teach, a new teacher is basically given a script to follow. What makes great teachers, the kind I remember from school, is the individual style.

Educational Consideration If the implementation of technology is intended to be increased throughout the schools, it would be helpful to have a certified tech teacher full-time within every school.

General Positive I love the fewer standards and being able to go deeper with the instruction I am expected to provide students. I feel that the opportunity with fewer standards gives students a chance to continually revisit the standards throughout the year, working toward mastering.

Testing Why must we take the ITBS considering the fact that it does not relate to the Common Core State Standards?

General Positive Implementation common core is working in districts where the teachers are provided guidance and instruction. I am able to teach a higher level of understanding which lays a strong foundation for future achievement at higher levels. It is not the standards that need to be changed it is the individual districts understanding of the common core that needs to be addressed.

Educational Consideration General Positive Implementation common core is working in the districts that are providing the necessary materials and training needed. Another change in curriculum will cost too much money and set the schools back.

General Positive I am completely satisfied with the standards.

General Positive Common Core Standards are guiding teachers to provide a solid foundation for critical thinking skills. Leave them alone.

General Positive I believe that in the districts that have fully implemented the CCS they are working. I don't feel that Arkansas needs separate standards.

General Positive I think the Common Core provides students with a rigorous and appropriate curriculum.

n/a

Implementation Rollout should have been started with kindergarten, then the next year fold in 1st, and so on. Not fair to dump kids who are older into standards in which they did not have the previous years' foundation. More than just wrong, it seems like an injustice. I'm not happy with my kids being "gap kids" as they were calling the older CCSS kids.

Educational Consideration Math Common Core Standards include mathematics methodologies that unnecessarily complicate and confuse students.

Implementation Local Curriculum The paperwork is overwhelming.

Educational Consideration I feel like in K-4 it is more about the quantity of standards and not necessarily going into the quality of each standard. Children need more repetition at this age to learn.

Other Getting schools to follow children's 504s. As a parent like many I am tired of fighting the school and having meeting after meeting when the school should just do what they are suppose to do!

General Con Literacy The school system needs to start teaching the basics again. My 8th grader does not know her nouns, verbs, adjectives, etc. this was not touched on at all and now in 8th grade she's expected to know this. This is language that she should have started learning in 3rd grade along with cursive writing. She doesn't even know her times tables. I hate this common core curriculum

General Con Please take it away.. our children are paying the piece for our states bad decision..

General Con I is ridiculous that when my son comes to me for help and I have no idea what to say to help him The old way of learning was just fine for over my 40+ years . In the real world Common Core math is just not real ... Nobody uses it or will ever use it . Maybe before you change our whole basic system of learning you might wanna confer with some parents . It doesn't matter what some political jackass has said about how much smarter it will make our kids it just doesn't work in the real world . I would hope you would want to teach our kids how to excel not how to waste time learning something you will never use in real life situations .

Educational Consideration Concern--negative perception of some regarding CCSS

General Con Math Alternative ways need to be found. My 3rd grader struggles with multi-step problems. By the time the teacher is explaining the 3rd, 4th step, he is left wondering what step 2 was and how to do it. He is not disabled by any means as he is a nearly straight A student, reading well above his grade. We are left struggling on homework that we cannot explain the way he has been taught at school. Tears are commonly shed over simple (old school way) math problems. When shown how to borrow and carry on ONE problem, he finished a worksheet without a problem. No need to draw 74 blocks, etc. Parents want to help their children, but can't with Common Core. My child cannot even explain how he is supposed to do things. Please remove it before we have a group of youngsters who cannot even do basic math.

General Con Math A major concern of mine was that my 4th grader was expected to do math in a way that I had no idea how to explain it to her. Unnecessary & confusing.

General Con I want to know why you are eliminating The true American History! And why did you allow this stupid MATH. My father was a mathematician and he is turning over in his grave right now. Always take the simplest way to get to answer of a problem. There R always two ways to get to the solution. And I had to memorize my time tables. My calculator was a pencil eraser and paper and my brain! Yes I am over sixty and still can say my time tables. I can count change in my head to make sure I am getting the correct amount back! Now you are asking me to go back to school to learn my abc, reading, writing and arithmetic to help my 5 year old granddaughter. Wait one minute. I am self taught computer person. Oh my. Could this kids do 300 employees pay checks on a spread sheet manually. I can. May be I should start writing my checks in new math. Bank nor businesses will not cash them. And oh yes, I refuse to throw away Huckleberry Finn book. And who said to rewrite the Diary of Anne Frank? Furthermore, bullying happened to me when I was in school, and all thru my life. Even bullied by employers but the system of EeOC doesn't count nor Labor board. So in summary, the Indians weren't here in America before Columbus discovered it, one and one is not two and I am not allowed to read classic books. Hmmm frankly my dear, I don't give a ---- go back to old school with Lincoln logs and how to cut a snowflake out of paper.

General Con Lies - revisionist history - raising kids to be a bunch of button pushers and nothing more

Educational Consideration Testing More correlation between Common Core and the end of year assessments we will be giving.

General Con Standards overall are a good thing, but common core standards are ridiculous. Allow teachers to voice their concerns without fear of losing their jobs. Allow parents to be concerned and ask questions without being treated like idiots. These are still our children NOT the schools and NOT the states!!

General Con The basics of the years past worked well for our nation. The old math and science got us on the moon and way ahead of other nations. The reason to change is not understood unless it is simply to lower our level of education and bring us down to third world countries that are working to bring their level up to ours.

General Con Get rid of it

Educational Consideration General Con I am homeschooling one child to avoid common core. He would be on .4th grade but is far ahead of most of his peers. We can not afford private school any more. My 6th grader is in public school and struggling due to common core. She attended private school in K-5. Her education this year is far inferior to the private schools we attended. Please stop common core. We are dumbing down our education. Additionally, AP classes mean nothing anymore. Any parent can sign a form and put their child in an AP class and keep them there with a failing grade. I am at a complete loss in understanding this. My daughters AP classes are being dumbed down to teach to the children who should not be in ap classes based upon their star scores or former failing grades. It makes no sense.

General Con We will not put our child back in public school due to our issues and concerns.

General Con We can do better. We can teach our kids more without pushing them to suicide or turning them away from God.

General Con We specifically left public school and now attend private school because of the Common Core standards. It took our kids 1 year to catch up to the kids in the private school. The kids in our private school were ahead of our children in math and grammar. We go to St. John's Catholic School, but it only goes to 8th grade, so we are very concerned about our kids going back to common core in high school. We hope it will be gone by then.

What is the point of all this common core

General Con we need more focus on teaching to the child, not teaching to the tests. more charter schools. school choice. less focus on certificates and more focus on ability to get through to children. There are highly qualified people who don't have certificates that can teach children, and there are highly unqualified teachers with certificates that cannot teach children. It should be easier to terminate a bad teacher. There is no time to waste.

Educational Consideration General Con I feel the curriculum has been too much for lower elementary students. Does not give enough opportunity for practice before moving on to something else. Students don't learn basics.

General Con I feel most of these standards are not age appropriate.

General Con Common Core makes things ridiculously over complicated and was too difficult.

General Con Common core should be done away with immediately!

Other I have concerns about our educational structure and what effects it will have on our children and their futures.

General Con I feel that the common core method is very difficult! I am a college graduate, and I have difficulty helping my child with his homework!

Educational Consideration Implementation I'm not sure a teacher knows how to teach to a standard. They still want to teach skill based instruction. We also need more time to go deeper but our curriculum maps don't allow that. Also some grade levels have a lot to cover but others less.

Educational Consideration General Positive I think the common core standards are good. The rigor is appropriate, however, I feel the way it was rolled out in the grades wasn't good. To chunk grades together means there will be gaps in student's education. Also, I think the state should give money to schools in order to teach parents how/why things are being taught.

No

no

N/A

No

Other It would be nice for the media to portray a more positive look about what is presented in the classroom. We are concerned about the amount of time and money that are being invested into changing the name of Common Core when the standards are remaining the same.

General Con Math I just know for the past couple of years, my granddaughter does not know her time tables and she is now in 6th grade and struggled in math. She and her mother (my daughter) would both literally be in tears trying to do her homework. My daughter said she didn't understand it in order to help with the homework. She asked the teacher to explain it to her and she couldn't!! How frustrating. I have seen the concept of it and certainly don't understand how this benefits at all. It's time consuming and unproductive compared to how it's been taught for centuries. Not to mention that parents, guardians, grandparents can be little or no help when it comes to homework or understanding how it works. ESPECIALLY if the teacher can't even explain. Anyway, this has been my own personal experience. Horrible.

General Con Very detrimental to learning. General

Con Get rid of common core.

Other I really feel that special education students should be held to a different standard than the ones that are currently in place. We need them to be able to function as much as possible on their own. We have a huge number of autistic adults coming to join the adult population soon. We have to start thinking about what we can do to create an environment that allows them to be productive in some way, otherwise they are going to be a huge drain on the economy. The only way for this to happen is to focus on functional goals for these students, not necessarily all academic.

General Positive The common core standards are rigorous but when given the opportunity, a vast majority of students rise to the occasion to learn the skills needed to achieve.

General Con There are no studies that prove that this is a set of standards that will lead to more students being college or career ready. None. Just because it sounds logical to introduce harder or more rigorous standards does not mean that the expected result of academically proficient students will be achieved. Before we determine that a grade level should be doing a certain skill, we should determine WHY we feel the need to introduce it at a certain level. Student progress is never a perfect line, and older students can master more concepts than younger students. Make sure that what is being asked of a student is developmentally appropriate, especially at the earliest grades. Frustrated and failing students cease to try...and that may be the most damaging outcome possible. I am afraid we're losing an entire generation of male students due to their frustration with developmentally inappropriate standards in Kindergarten and 1st grade.

General Con None of the parents want this garbage. It is being shoved down our throats. Our children are confused and frustrated.

Educational Consideration As I stated before, much of what I know about CCSS is from concerned parents whose children have sometimes been in tears due to the lessons they are asked to do. This should never happen. We need to look at each part of CCSS and revise them so that children are challenged, but at the same time are made to feel comfortable with the material and the outcome.

Testing I'm concerned that our students are learning to take standardized tests, and not actually learning to think for themselves in life situations. Common Core doesn't seem to be teaching them how to fix problems, or work them out, but just how one answer is "more right" than another.

Educational Consideration General Con The Common Core Standards are too vague and require you to teach many more skills that are not in the standard for the students to be successful.

Educational Consideration Standards must be rigorous and nationally comparable, with nationally measurable performance.

Educational Consideration To much put on 1st grade kids

Educational Consideration Implementation Though we took a lot of time to implement the standards, there was still a lot of questions that everyone had and still everyone is not on the same page about how things are done. I know that people need to kind of put their own spin on the teaching to fit the needs of their students, but some things do need to be uniform and those are the things that we need to know about especially if we are going to be evaluated on what we are doing and compared to other teachers.

General Con Other The state of Arkansas needs to REPEAL common core and put control of our education back in state and local hands. The DofE needs to bring back art, bring back music, bring back creativity and real learning, not just shoving benign facts down their throats. The people who designed this have no knowledge of how children grow and learn. Test scores do NOT prove knowledge, and teaching to the test is NOT TEACHING.

General Con I see the frustration of the teachers, students, and parents in my community over the common core standards and it concerns me. My child is not in school yet but how am I going to assist them with their homework if I don't even understand what they are doing?

Local Curriculum Primarily, I'm not happy with the background for the common core standards. The biggest problem is the text books that are designed to teach common core.

General Con We don't need common core. It is a ridiculous waste of tax payer money. My k-

12 student is in first grade.

General Con Implementation My sons favorite subject was math and he made excellent grades before the switch over to common core now he hates math and is failing it. Also when they first switched over my son would cry everyday because he didn't want to go to school because he no longer understood it. Not only that I really don't think that the teachers really understand it much either, so how can they teach something that don't really know a lot about themselves. They teachers are still trying to learn it themselves. It is the worse thing ever. My sons math teacher told me that almost all of her students are failing all the test. That should tell you something. Please get rid of common core!!

General Con These standards don't need to just be modified a little bit and renamed. Please don't patronize the people of Arkansas by doing that. They need to be thrown away and completely new standards put in place- standards that allow the teachers to teach and explore ideas with their students. In general, standards limit the teacher and don't allow them to spend a little more time here and there on topics that really spark the interest of the students or to go into much depth with their students because they have to hurry to complete the next standard. This only ties their hands and instead of helping the children love to learn, it makes them dread it. They aren't developing an attitude of learning and education as enjoyable and a way of life, but something to be tolerated and truded through. If you look at the history of American education, the more the government has dictated what should be taught and how it should be taught, the worse our schools have been. The literacy rates have gotten worse and worse over the course of time- even though there have been more standards. You can't put children in a box and expect them to all the the same with these standards. They are individuals and must be treated as individuals. The standards need to be less detailed to give room for individuality and for students to find their talents and interests and to be given opportunity to love to learn.

General Con As the parent of a 5th grader and a 9th grader, I've watched common core come into existence and ruin the way children are taught. Not today.

Educational Consideration Implementation I teach history at a high school and the new standards are a pipe dream if they believe young children in elementary school and middle school will retain what they have learned all the way to college where they will have to use it in humanities courses. By not having high school World and US History courses cover this material as we have in the past is a mistake and will harm our students chances when applying for and attending schools of higher education.

General Positive I like that we are trying to implement a set of standards across the board. I think helping to equip the teachers to teach said standards is a vital part of the process.

General Con I work as a business Analyst with computer systems for a large Fortune 500 company and I can comfortably say that I would be laughed at and maybe even reprimanded for trying to use common core in my occupation.

General Con Our students need their wings back. They were taken away years ago. Students do not have the same learning styles, learn at the same pace, or are self motivated. The Curriculum needs to allow teachers to slow down for the students that need a little more time, motivated those who need to get out of their "learning safe zone" ,and give the other students the opportunity to continue forward. It was very selfish to say that all students can be at the same level at the same time, and give the lesson in a one sizes fix all way. If you do not allow the teachers to teach the student the way they learn best, give them the time they need ,and encourage those that need to go beyond. If not we will have students get bored finding a nice comfortable place to sit, and there they will stay. And that helps no one .

General Con I will say that if something isn't done I will Home School. This is his first year so we will see how it goes.

General Con The CC standards are wrong and you all should be aware off that by now. I know myself and many others who have written our officials with concerns, take note!!

General Con Yes I do. Why do the kids have to worry all of the time if they don't get their work done. My daughter freaks out on tests bc they are so long and ridiculous. I would love to come in and sit down with the board and show them her homework and have then explain to me as to why they have to learn things (that were easier to understand back in the day) the way they do now.

Other Let the teachers do their jobs and test them to see if they are qualified to teach our children.

Other If in fact Islamic teaching is included this is wrong no religious teaching should be included

General Con Very disillusioned with teaching and public education. Why don't you get teachers, still in the trenches, and let THEM decide what to teach, how to implement curriculum and stop testing the students into oblivion. Common Core could be a valuable asset if it had been implemented correctly. Stop legislating the education of our children. Stop dictating to educators and let them teach their content. Unhappy students. Unhappy teachers. Legislators who blame the educators for everything under the sun. Stop blaming. Start letting the teachers teach. One size does not fit all.

Don't rebrand Common Core.

General Con $2+2=4$. There is not an alternate, and when students don't know simple math, or what a division sign is in high school, you don't change to fit their ineptness. You teach the facts. When writing, you don't accept words spelled wrong, incorrect punctuation, or incoherent ramblings, because text language and slang have been accepted and proper English has fallen to laziness. Get a backbone, and stand up to the Federal government. States should decide their curriculum.

General Con Common Core is not an appropriate way to measure success or learning!

General Con I have many concerns that my children are an experiment and that in a few years everything will change again, but they only get one education. The idea that everyone school in the US has the same standards is ideal, but that is all it is. Students in another school in our same district have a wide variation on these standards are being taught and the order they are being taught in. Please consider all the children you are experimenting on and their futures when you make decisions regarding education.

General Con Common Core is a threat. It is not within the federal governments powers to manage education, it is reserved to the states & peoples. please watch these videos; <https://www.youtube.com/watch?v=epo2oWoL7ZE> <https://www.billwhittle.com/mr-virtual-president/your-government-education>

General Con Math Common core math is more confusing than helpful. General

Con Get rid of common core !!!!!!!!!!!!!!!!!!!!!!!

General Con Myself and every parent I know hates Common Core!! Get rid of it!!

General Con Testing Get rid of common core. We will refuse to participate in all common core assessments.

General Con Implementation I feel there is a complete lack of information.What little there appears to be is negative.

General Negative Math Other I have talked to many teachers who do not like Common Core because they say that it suppresses creativity and does not respect differences in abilities and learning styles. I am also concerned about the confusing methods used to "teach" mathematics. I have read that Common Core curriculum encourages children to question gender fluidity and actively encourages them to question their gender. Social issues should be left up to the parents and family to discuss--not public school educators.

General Con Other My child has an IEP and I thought that under the rights of IDEA curriculum had to be backed by proven scientific data. Since common core is a new, how has it been that it has been scientifically proven to work.

Implementation Yes, I have a ton of concerns. As a parent, I feel like I'm watching a train wreck in slow motion when it comes to my kids' public education. I have no problem with the standards. If I decided to homeschool, I would use the exact same standards. I would just implement them differently. There are people who are employed by the district to do this as their job. I think I could have aligned the curriculum in 2 weeks for free.

General Con Implementation We need to get rid of common core! The lack of control that we would have over our child's education is concerning! I am highly concerned that the federal government feels the need to step over state guidelines. I like being able to have a choice, if I do not like my child's current curriculum I can change to another district, with common core, there are no options. If we did go with common core, and something was wrong, say like in the text book or in way of solving problems, it would take YEARS, for it to be changed correctly. I can just see all the memo's now, revised this, revised that.. Right now if I disagree with something that is being taught, I have a voice! And as a tax payer I expect that voice to be heard, with common core, that will never happen.

General Con Since these are OUR Children and OUR Tax Dollars the parents deserve a much larger & equal voice in the development of the standards & curriculum choices that will be affecting our children & families.

General Con Other Student privacy is a major concern. I also feel the teacher evaluations are very unfair. I will also say you will not get very many survey replies because it is not anonymous. This reflects an attempt by the ADE to gather only positive comments.

Educational Consideration I personally feel that there is a minimalistic attempt to address the real academic needs and correctly convey that to parents as well as educators.

General Con Please. Abolish Common Core. One of my granddaughters failed 4th grade all because of this ridiculous government induced program. I do not teach in the district that I live in. Answers reflect where I teach.

General Con Common core is not developmentally appropriate for children of the same age. It is causing those students who are struggling to fall further behind!

General Positive I do not think we should do away with the CCSS simply because they have not been politically popular. I've done a side-by-side comparison of what Arkansas implemented before and I think these are better for our students.

General Con THIS HAS TO CHANGE!!

General Con The problems that need your attention, our government fails miserably, our kids are our responsibility , my best suggestion is to raise your own kids, and leave my children to me and do your job

General Con Implementation I am lucky enough to live in a wonderful state where I can homeschool my children freely and we do not use common core. However, every other parent and teacher I know constantly complains (some even in tears) about how difficult this curriculum is to help their students and children with. The children just aren't grasping it and it frustrates the people teaching and helping them because they don't understand it either. How can teachers who were taught something else teach a curriculum that they do not know or understand?

General Con I do not believe "common core" is the correct path to educating our children.

General Con The faster you get rid of CCSS the faster our kids will start learning again!!!

General Con The department of education doesn't listen to parents.

No other comments at this time.

Educational Consideration I believe in the idea of having consistent standards across districts and maybe even states. But these may be a little too much. And if all states don't participate, what's the point?

Literacy I teach 10th-12th grade. My honor students are unable to read and wrote in cursive. There is a major problem in the school system. This should be a requirement.

General Con Common Core is a way to legitimize efforts.....you can seriously make an "A" just for effort. There have always been smart/gifted students, and there have always been slow students..... standards will not change that and striving to dumb down the entire process will help no one.

Math Don't like the new methods of teaching simple math.

General Con Local Curriculum Other The math methods and the selection on reading materials cause me concern. I feel like I have to spend huge amounts of time to stay on top of what the school is doing. Lack of trust. School, state, federal.

General Con Find something that works.

General Con Math Common Core needs to change back to common sense. I think it is very frustrating for the children and parents. I am educated in college math, and I struggle to help my child with math.

General Con Why are we trying to force every child to become "great" through such ridiculous standards? Every child can be great at something as they will learn going through their life with real world experiences, without being told whether they measure up to their peers every year. Teach them personal responsibility through real world lessons, quite locking them into a mental box with these ridiculous standards. The teachers, administration and parents in each local school/district should have the ability to hold each other accountable, without being forced into standards. I would rather Arkansas never receive another federal dollar of funding, and follow a traditional teaching method, with parents and administrators partnering together to get the curriculum right, than to waste one more minute being concerned about a standardized test, so that we can compare our kids to other states/countries. I've visited all over the world. I've seen the education systems. Do you think Asia products such great students because they follow common core? Of course not. They would laugh this curriculum/standards right to the garbage. They teach personal responsibility and discipline, in relation to learning.

General Con I believe Common Core should be completely done away with.

General Con Overall, the way the Common Core standards were implemented were totalitarian and cruel to children and concerned teachers and parents.

General Con Literacy Math Testing I am worried about my children's education. I have a high schooler that cannot read/write in cursive and an elementary student that uses common core math. I'm worried about the long term effects of what I feel is an "experiment". Why have there not been classes for parents to educate them on this method? The most concerning to me is the pressure for the teachers to teach to the testing that is required. It has really changed our education system.

General Con Literacy I do not like common core. One reason is that students that are in classes that normally do not require writing have to write senseless papers. Arkansas needs to look at the top state in education and do what they are doing so our students are well equipped for their futures.

General Con As a concerned grandparent of school age children I believe common core should be removed from AR schools.

General Con Where are the taxes going if children must pay for their lunch, supplies etc and no books are provided by the schools - what good are fancy buildings if children coming out if school can not write cursive, speak correctly, or balance a checkbook? How does common core provide the basis of life in the real world?

Implementation COMMON CORE WOULD BE FINE IF STARTED AT KINDERGARTEN LEVEL THROUGH 2ND GRADE BUT FOR STUDENTS THAT STARTED LATER WITHOUT THE BASIS FOR IT HAS CAUSED SERIOUS ISSUES!!!

General Positive I wish parents and politicians would actually set foot in a classroom while common core is being taught that way everyone would have a better understanding of what CC really does for children. The problem is that some schools have not implemented it properly. Plus schools need to work harder at communicating with parents. Stop believing everything you hear on the news and what you read on facebook! It is very frustrating as an educator to see other people in other professions trying to tell me what to do in my own classroom. I'm a professional. I know what kids need.

Other We don't have the leadership capacity to implement higher standards appropriately. I know for a fact there are districts that know ADE can't really make them do anything. ADE needs more teeth.

Other Please consider school vouchers!

General Con why add more steps to $2+2=4$? It takes longer & not good on timed tests. Literacy

Also need to bring back PHONICS so kids of today can learn to spell!!!!!!

General Con Math I am unable to help my child with her math homework. Up until this year, she attended a private school that did not use common core standards & she had no trouble. I worry that I am not able to help her anymore.

General Con Should never have been implemented in the first place!!!

General Con I am involved with education on a parental level and work level. I step back and look at all included. Common Core is ridiculously over complicating education as a whole.

General Con It should be removed

General Positive The Harmony Grove Schools in my community are doing a great job of educating our students.

Educational Consideration General Positive I think the common core standards are fine. Teachers need more understanding and parents need more education. CCSS are working fine but teachers are seeing strategies listed and believing those strategies have to be done all the time. They do not understand that they are choices a student can use. Student success is much higher under CCSS than any other standards we have used.

none

no

To many changes and we cannot settle on one that works.

Educational Consideration Don't change the numbering system.

Educational Consideration Testing The students are held to two standards. The common core ELA standards are the focus of instruction, but the ACT Aspire Summative Assessments are based on the ACT College and Career Readiness Standards. There is a disconnect between what is taught and what is assessed. We suggest that the state uses only the ACT Readiness standards.

General Positive Implementation The Common Core Standards have been easy to implement.

No

General Positive The Common Core Standards are rigorous and are what our students need to be successful in college or career.

Thank you for listening.

General Positive why change something that is not broke.

Educational Consideration Testing We have always had standards, however it is not the standards but the clarity of what the standards are versus the test.

none

Other Special Education needs to be addressed in the CCSS

Other Yes. Accountability for upholding these standards needs to be under local control.

Implementation Our small school implemented common core even though it was a burden to our size school, yet larger schools made excuses as to why it was impossible. I believe larger schools were just looking for an excuse not to do the work.

Implementation I think that many people feel that you MUST follow the units or examples set from Gates. I believe that you can teach the standards using many different approaches and curriculums.

Educational Consideration If the rigor of the common core standards are reduced back to the lower tiers of Blooms The achievement gap will expand rapidly.

General Positive I think the Common Core Standards have been a great benefit to Arkansas students. I think if we were to completely abandon them and go back to old Arkansas standards that we would be setting our state and our students up for failure. We need to be developing students who will go on to be leaders of companies and leaders of our country. If we cannot achieve this then companies will leave Arkansas and go elsewhere to find more competent workers. As a state we need to embrace technology and change so that we can help students be successful in 21st Century jobs!

Implementation I believe that the schools & districts are not given time to implement work with things long enough before having to change to something else.

Educational Consideration General Con Too much to prepare and too much information to present.

Educational Consideration Implementation Every school needs more instructional support!!!! The standards are not enough to help many teachers who have not had formal (college or professional development) to learn how to teach outside of a textbook. Many teachers simply don't have the knowledge of how to assess student learn and adjust teaching.

Testing PLEASE look at growth over the year rather than one single test on a single day. I know there are some days I wouldn't look proficient at my job and I would sure hate to be observed and have my future determined based on that one day, rather than what I have done over the entire year.

General Positive Local Curriculum We have finally gotten all of the necessary materials to teacher the curriculum. I would hate to see these standards change and we have to purchase new materials.

General Positive I am finally figuring out the common core I would like to keep these the same before trying to learn to teach something new.

General Positive We like the CCSS and would love to leave them alone and keep teaching with what works.

Literacy Local Curriculum Conway school district stopped giving spelling tests when Common Core was implemented which was a HUGE mistake!! My son was in 5th grade when Common Core was implemented and my daughter was in 2nd. My son had spelling tests all through elementary (K-4), however, my daughter did not have them after 2nd grade because it "did not align with the Common Core Standards." My son is great at spelling...my daughter is not. Bring back spelling tests!!!!

General Positive Please don't get rid of Common Core. It is LEAPS AND BOUNDS better than the old Arkansas frameworks and gets us back to teaching the thinking behind the skills instead of just teaching skills for memory.

Educational Consideration General Positive I am not against Common Core. I do believe our students need to be more career ready, but the expectations are too high and the pacing is too quick. So many of the standards are very broad and I think they need to be broken down into smaller chunks as well as moved into different grade levels. The unknowns about the testing and accountability weighs on us heavily. I believe in accountability, but I think a lot of times, we forget about the whole child in this process.

Educational Consideration General Positive Local Curriculum I think CCSS has done a great deal to improve education in the state. I think students are thinking more deeply and students are more focused on the details associated with writing and reading. I have witnessed students increase their writing skills tremendously by focusing on writing across the disciplines. We implemented LDC, which has helped us tremendously. Our ACT scores for the 2015 graduates were higher in every subtest than they've ever been that we know of. We were able to find data which went back to 2001 and, despite the group of kids we had (which we thought were not the highest group), they were higher than the state and national average. I attribute this to a couple different things, one being the implementation of the CCSS in the last 3 years. I think, as with anything, the standards could probably be improved, but I would like to see minor tweaks, instead of huge changes. I think overall the standards are good and the reasons behind the push to do away with the standards are politically motivated and not best for our students. The standards allow for differentiation of curriculum for all learners and the schools who are doing that are seeing positive results. You cannot put curriculum in a box and say this is what we are going to teach on this day and this is how we're going to teach it. Good teachers will vary their instruction and plan differentiated activities for various levels of learning. We need to address the issues in the schools who have curricular issues and not punish the whole state because some have complaints about the curricula and materials SOME schools are using. I beg you to take an honest look at the standards and let us have some continuity instead of changing what we've been working so hard to refine.

General Con We really need to differentiate classes for students that struggle with learning. Students are not all the same and some are expected to learn with high level students when their physical make up doesn't allow them to think like average and high level students. We really are throwing our low average and low students to the wolves. If they can't retain or they struggle with math and reading after years of RTI, why are high schools putting them in ACT prep classrooms. They could be

successful with common math and lower level literacy classes. Instead of providing them success, teachers are either failing them, dumbing the curriculum down, or inflating grades to make them pass. This is not helping our colleges, our career fields, nor our state scores. Employers are sick of students who can't do math, but educators have to hand them a calculator to help them do upper level math to try to pass. Then we say they can go to college when they can't multiply, compute positive and negative numbers, or fractions. It seems like the system is setting struggling students up for failure. The education system is not a melting pot because mental capacity is based upon physical make up not an idea. Students are born how they are born, and no one can change that. I am not saying they shouldn't be educated, but expecting everyone to take college based classes is definitely asking too much.

General Positive I believe my daughters are able to read and write better and are able to apply mathematical concepts as opposed to just doing a problem. I think it's really helped them in their ability to analyze and problem solve.

none at this time

Educational Consideration It is impossible to cover everything to the depth that the standards are asking. It makes teaching very difficult because there are not enough hours in the day to cover everything.

Testing The entire testing being given via electronic stations hinders the process of the test taking for the students.

Other Need feedback from educators and public before implementing standards. What happened to the town meetings? Business does not understand education. Children are not eggs who need to be graded and placed. Each child is different and their needs need to be met by a teacher who is not pushed to the breaking point.

Other Yes, there is no differentiation going on. I have children that are being held back in math courses due to the fact that they are in 6th grade and this is all we offer (however, the student is scoring 12th grade level math skills). Also, there seems to be more of a need of help for teachers who have high functioning Autistic students in their classrooms.

General Con We need to stop trying to fit every child into this Jello mold and teach to the student's deficiencies. You can only push so hard before they start shutting down.

Educational Consideration I feel that with the increase of expectations, it may require all or most students to receive extra assistance in some way to help them reach that expectation so that they are on track with the grade level skill requirements.

Not at this time-

General Con I am concerned about some of the expectations aligning with students being developmentally appropriate to complete certain tasks, in K and 1 for example.

General Con I am concerned as a teacher with the amount of preparation, alignment, and ongoing professional development that has been done so far. Seems like a waste of time and money.

General Positive Testing I don't have any issues with the standards themselves really, and I believe that we need to raise our standards in Arkansas in order to compete nationally. However, what I do have an issue with is how often our students are tested. I have to test so much that it takes away from crucial instructional time that I could be raising our students' knowledge.

NO

Other Take the political background out of doing what is best to move American education forward.

General Positive I feel our education system is moving forward. We just need to continue to evaluate and make changes as we learn.

General Positive Common core standards have the potential to improve education in arkansas and we do not need to change every other year.

None

no

I don't feel parents are given the tools ie textbooks sent home, to help the students at home.

I truly feel the CCSS are helping our students reach to high levels and are getting them college and career ready.

no

n/a

I am concerned that the standards will be changed again without the opportunity to see whether they are making a difference to our students - my kids - they have only been implemented for a few years and that is too early to see any differences. Teachers will have only just began to really understand the fundamentals and therefore be able to appropriately support our children. Unfortunately with another change in the state assessments we have no long term data to judge students' progress. I am also concerned this will continue because the ACT Aspire assessments do not specifically test the common core standards my kids are being taught in their classrooms.

no

I do not have any concerns about the Common Core State Standards. I think they are far more appropriate than the former Arkansas State Frameworks.

I like the Standards just as they are with no more changes.

I have the concern that we are now understanding the full purpose of the Common Core standards and we feel the need to change it once again. I believe the standards have rigor, are developmentally appropriate, and push our students to the next level.

I think we should keep the current common core standards. With proper understanding and training, there is no need for another change.

I am concerned that a lack of understanding is why many within and outside of our profession are drawing back from the CCSS. These standards push our students to achieve what is necessary to be successful in the 21st century. These standards are not a curriculum or a guide of how but what to teach. This misconception is causing a lot of the problem. As a teacher in a district that has taken on a growth mindset in respect to these standards, I have seen first hand how my students can rise to the occasion and successfully master what Common Core asks of them. I think the standards are extremely well thought out and work together to build deeper understanding.

n/a

none

NO

Many teachers feel overwhelmed because they are adding the common core standards on top of the book units and guided books that they are already teaching. It isn't really a problem with common core as much as it is a problem with how it is being included. Many districts, after purchasing book sets, feel they need to be used even when that book is not the best source to teach the standards that need addressed.

Dump Common Core. The grading scale for Arkansas is saddening. A student can miss 40% of a test and still pass that test. A student can fail all courses in an Arkansas elementary school and if that student's parent doesn't want his/her child to remain in the same class, that student will not remain-he/she will be placed in the next grade. I call all of this "The Dumbing Down" of American children.

no

My comment is that if I do have a concern it will go unnoticed. Pretty much what the state department says goes.

I honestly hate to see common core go. I feel like it has been an overall benefit.

no

I am concerned that many people have determined a position on CCSS prior to knowing all the facts. For example, the standards were not developed by the federal government and/or forced upon states. Rather, governors from approximately half the states elected to adopt and implement CCSS, which were developed by educators from across the country with varied experiences and expertise.

I do not like Common Core!!!!!!

I don't think the state should cave to parents that are talking about things they do not have all the facts for. Also, we haven't been doing CC standards long enough to find out whether they need to be changed or not. You must stay with something for at least 5 years to find out its effectiveness and we have only been fully (K-12) teaching CC for a couple or three years.

No

We are pleased to see the progress our students are making under the CURRENT common core standards. Changing them at this time may cause confusion for students, teachers, and parents. It will make it difficult for students to reach proficiency.

We are pleased to see the progress are students are making under the current common core standards. Changing them at this time, may confuse parents, teachers, and students, thus making it increasingly difficult for students to reach proficiency in all subjects.

We are pleased to see the progress our students are making under the current common core standards. Changing them at this time may confuse parents, teachers, and students.

We are pleased to see the progress our students are making under the current Common Core Standards. Changing them at this time will cause confusion among all invested parties. LEAVE THE STANDARDS ALONE!! :-)

As a parent and educator I'm concerned more about math standards than the English standards. For example my 2nd grader is learning math bonds but it seems to me that the concept may slow her down because rote memorization of certain, not al, math facts seems more efficient.

Our Arkansas standards addressed more areas which are vital skills. One area of concern is the lack of grammar instruction after upper elementary school.

I believe that CCSS should be renamed to avoid confusion with a set bureaucratic method of so-called "dictatorship" that CCSS does not do for our students. The CCSS is excellent in providing suggestions, and it helps to keep us focused on competing on a global scale.

Please keep the current Common COre standards; they are best for the future of Arkansas students.

I think a lot of the public concern regarding Common Core is based on misinformation and most of the time is based on the curriculum being used, not the standards themselves.

No

I'm concerned that we will get rid of something that is working to serve political agendas.

We are concerned of the timelines and non reflective process of cost. There is a devaluing of time and effort of educators.

I feel that the revision of the frameworks should be done by educators, not outsiders or those who know nothing about curriculum or child growth and development.

I like our standards and feel like they have increased the rigor of what we teach and has encouraged our teachers to reflect on what and how they teach. I continue to read how the standards aren't the problem but how they are taught. Well, at my school, I don't see how that could be a problem. My math teachers embrace every students' way of understanding. Therefore, they don't force students to do math one way. I really don't know where the concerns are coming from addressing how they are taught.

Educators have put a great deal of time into creating strong, meaningful units using the Common Core Standards. Every time revisions are made or recommended, it puts more work on your already overworked teachers. Dedicated teachers are leaving the field of teaching every year because the laws change requiring more and more of them each year. We value the work our teachers have done and do every day and it pains us to see them stress over the standards changing causing them more work on their end.

The thought process of presenting the curriculum before all parts were complete - testing decision - is unsettling for me and many others. All parts should have been completed before unveiling it to

We need more band width in Fort Smith to ensure that the integration of technology goes smoothly.

Until our school's administrators become more familiar with the structure of the standards and the actual pedagogical connections, we will continue to see the lackluster implementation of standards, no matter what they are named. The majority of the administrators I work with have little to no interest in the content of the standards and how to improve teachers understandings of the standards.

RTI needs to be more prevalent and reinforced in all school systems from kindergarten through grade 12 to ensure these standards are being met to the best of each individual students' abilities. These standards do set higher goals for each grade level than the Arkansas frameworks (generally) but can be met with the additional RTI and interventions.

The lack of support from our government representatives is appalling. Their lack of understanding of the CCSS is appalling.

I am not against the common core standards conceptually. I believe they may need to be reviewed by a national panel periodically, especially after implementation for reflection based on data and adjustments made as necessary. Whatever is done, I believe there needs to be a better communication plan with the general public from entities that produce and legislate this curriculum so that school districts are not the sole voice in advocating their legitimacy.

I think the Common Core Standards have been the switch that this state needed to raise the level of rigor and increase the expectations for what our students can do. The standards provide a succinct guideline of expectations for end of the year progress and allow teachers to use professional knowledge and judgement to get each student to master that standard.

no

Assessments

I appreciate the challenge CCSS provides for the students. However, the testing of the students' understanding is not meeting educator's or students' needs.

na

We have become so test obsessed we have forgotten these are CHILDREN. Yes, I want my students to learn as much as I can teach them. However, I have kindergarten babies that hate coming to school cause their is NO time for play, they are being worksheeted to death, and spend way too much time sitting and completeing paper work. THEY ARE 5. I just administered 2 online tests to 5 year olds, 57 questions each on the 4th week of school. Seriously? You want YOUR CHILD reduced to a number? I can now sort my class by there test scores. Feel free to come by my classroom, I'll tell you how behind your child is, nevermind its the 4th week of kindergarten and they have never been to school before! Really want to improve schools in Arkansas? Go spend a week in your hometown subbing, no reporters, no cameras. I'll even write your lesson plans and stay to act as aide, (though I have no aide) then go home and look at your children and grandchildren. What do you want their education to look like?

See above. CCSS would work - as most any other thoughtful set of standards might. We just don't have the fortitude to work through the issues with. ADE and politicians seek to punish the second we have low scores. Implementation of this type - again - takes years to do. We haven't even really been at this for 3 years and we are throwing it all out.

As an administrator, I know the work that teachers in our schools have invested into curriculum and lessons to provide instruction which will ensure our students are able to meet the standards. I do not believe that a major revision will honor the work that has already been done by teachers and students to meet the standards.

As a kindergarten teacher, I love Common Core but fully understand others concerns. I strongly believe that had we implemented it in kindergarten and let it stair stepped up yearly with that group, parents would not have the same view points that they do. We did a huge disservice to our students and parents (educators as well) by implementing it they way we did. So many students were not taught the skills they needed to know in order to feel successful with the Common Core Standards.

No

Go back to old way !!!!!!!

We live in Benton but reside in the Bryant School District.

My concern is that people who haven't even been in the classroom for the past several years or ever been in the classroom will make these important decisions. I am worried if things change from the rigor that we won't challenge our students. I am worried we will go backwards in education just because there is so much political pressure attached to Common Core. I pray we do what is best for students and give them the education they deserve.

As I said before the common core standard do not take in to account children with disabilities. I teach junior high and my kids struggle to know how to alphabetize, and some can only add single digit numbers

Overall, I think they are unrealistic and do not meet the needs of our students.

Listen to the teachers in the classrooms, at building, district, and state levels. Take them seriously and give them budget power to choose their own means of instruction if the district provides so little.

No

No

Common Core, as a whole, has been a good revamp of of standards. It's unfortunate that those with no interest in making certain education progresses have adopted them as their political whipping boy.

The need for qualified teachers in the classroom.

No

No

School in general.

Common core is a poorly written set of standards that is not appropriate for all students. It doesn't take into consideration the needs of all students nor the differing intellectual capacities of every student.

Everyone needs more training and understanding of why common core is important.

Students will fall between the cracks during implementation

They are ridiculous.

No

More communication to parents.

No

My concern is inconsistency from the governing body

State dept needs to listen to the class teachers. If your not a practicing teacher you have no idea what's going on.

No

The common core has thrown developmentally appropriate practices out the window !

My only concern is that the state of Arkansas is going to spend thousands of dollars to "change the name" of an existing body of standards just because they don't want to use the name "common". ANOTHER WASTE OF TAX PAYER MONEY JUST TO LINE THE POCKETS OF BUREAUCRATS WHO KNOW NOTHING ABOUT TEACHING SCHOOL!

Whether it be Common Core standards, or any other, there is a lack of breadth in foreign languages and a lack of rigor in math in the lower grades. I recently read a quoted observation that one hundred years ago, Greek and Latin were taught in the public schools; now we teach remedial English in college. That is a sad commentary on the state of education throughout the United States, not just in Arkansas. In PCSSD, Latin disappeared from the curriculum in the early 1960s. Certainly education should prepare students for their working life, but it is also necessary that students be prepared for their civic lives, as well. From my observations, this latter mission is failing.

We need the increased rigor of these standards. I would like to see more information available for parents who are confused by the standards.

expectations are too high for lower elementary kids K - 2

I am concerned about too much unnecessary change and how it will impact our teachers and students. The standards, as is, are rigorous and help us to be comparable and competitive on a national level.

None

I am a science specialist and classroom teacher. I have first hand seen the impact CCSS have made on my students over the past several years. I am amazed by the continual growth I am seeing in my students and this year I have been blown away by their ability to speak academically, solve abstract problems, persevere through difficult problems, work collaboratively, write using evidence and appropriate vocabulary...I could go on and on. All because of the hard work the teachers in the earlier grades have put in. Please, lets continue the work we are doing with CCSS it IS making a difference in learning!

Is there a way that we could show students the expectation for graduation way ahead of time (lower grades 5th) and inform them they are being prepared to pass a test in 11th grade which will allow them to know the BASIC information and would only be allowed to graduate after passing this test. Furthermore, allow them opportunity to choose a vocational speciality if they wish beginning in 9th grade but still expecting them to pass the basic expectation exam in 11th.

Overall, I am happy with the standards. The vertical alignment of them allows teachers and administrators ensure that students are mastering concepts on their level and getting prepared to move forward the next year.

Assessment of the implementation of these standards is a major issue with our school. I do not feel that the current assessments mandated by the state accurately reflect the level of implementation and commitment at our school.

Closing the gap between general and special education students is becoming increasingly challenging due to the increased rigour of themcommon core standards.

n/a

I strongly believe that as a nation we should have ONE standard for all students in our country. This is the reason I'm a strong supporter of CCSS.

see above

More transparency and realism regarding expectations of assessment since the test has changed so frequently.

No.

The coops have provided information and training; however, it is responsibility of the schools and parents to take advantage of the opportunities to be informed.

Concerned with the math standards in k-4 grades. Also the whole language approach. Students are not exposed enough to the rules (grammar). Also, disagree with the way spelling is taught.

CCSS are too vague. Leaves too much room for teachers to interpret skills differently from one another. Students still need basic instruction in grammar, handwriting and cursive!

I am not against the standards. As a matter of fact, I think that would be great - if they were developmentally appropriate.

There are many gaps and problems with knowledge base due to the process of implementation.

I hope that we don't throw out the CCSS because of people who speak out against them in ignorance.

I believe those against common core are not educated about it or are misled by horror stories they hear. Most people I speak with about common core truly don't have an issue with common core we find out but are really concerned about flawed assessments being given. They BELIEVE common core IS the assessment.

Our old state standards were more specific and held students to a high standard of rigor and relevance.

Would like to not test K!

I think that we should go back to teaching the basics. Kids today don't master multiplication or spelling. They are forced to have to learn technology so that they can take a test. Technology is great, don't get me wrong but when teachers have to teach technology AND all of the Common Core curriculum there isn't enough time in the day to do anything effectively.

Yes, it is rigorous. Maybe too much so. Students are falling farther behind.

That schools are not required to choose and purchase a curriculum for their teachers. Leaving teachers to find their own materials to teach without organized guidance from a tested program.

The CCSS have had a positive impact on student learning. The students have responded well to the high expectations and have excelled.

Yes- I have a fear that the lack of knowledge of some school leaders, teachers, and parents concerning CCSS will persuade government officials to make a decision to switch standards. The standards need to be studied by the leaders in addition to listening stakeholders. What is best for students needs to reign supreme and if that requires educators to work harder and teach deeper, that's alright. We need to be preparing our students for their future not for the life we have lived.

Please don't change the standards. We teachers have spent copious amounts of time, energy, and money implementing the CCSS for the last FIVE years. It's absurd that you would change course now. They are solid learning goals for kids. Stay the course. Let us get good at something before we throw them out.

My biggest concern is that we'll fall victim to the false propaganda and scrap the new standards. Instead, educate the public. The standards are rigorous and developmentally appropriate. They should remain as is.

A great deal of time and research went into the development of these standards. I am concerned about discussions of changing the standards before adequate time has been given to implement them and see the results.

I am concerned that we allow coaches to teach our children. All they wish to do is coach. Very little teaching in classrooms. Coaching needs to be a classified hired position where they are only required to coach. It shouldn't even require a teaching license. Maybe another type of degree system needs to be implemented for athletics in college.

Compared to the old state standards, which were ridiculously low for each grade level and were far too numerous, Common Core gives me more freedom to teach in depth skills and knowledge about my content.

Glad we are out of the PARCC. The test was unwarranted difficult.

I love the Common Core. Much better than Arkansas' old standards!!

I would like to see K-3 students go back to utilizing the Arkansas Reading First protocol. It was excellent! Common Core and the added rigor should begin in 4th in my opinion. It's rigorous enough to build a solid foundation in phonemic awareness, phonics, and teaching students to read. They need to be allowed to enjoy classic children's literature developing a true love for reading and not listening to books with concepts that are over their heads about topics they are not ready to grasp.

I worry that Common Core State Standards is leaving a large portion of our students behind as they do not have an opportunity to successfully learn the fundamental basics in education. The rigor is in the classroom, but the students come to school without the foundations needed to get to the academic level that is required.

having nothing for the Science and social studies curriculum.

ELA Standards Revision Team

Name	School District or Institution	School	Current Teaching Assignment
Vickie Beene	Nashville	Nashville Elementary	Literacy Specialist
Amy Becker	Hamburg School District	Noble/Allbritton Elementary	4th Grade
Becky Whitley	Harmony Grove	Harmony Grove Elementary	5th Grade
Carol Foster	Nevada School District	Nevada High School	7th Grade, 8th Grade
Keri Hamilton	Magnolia School District	Magnolia High School	10th Grade English, 12th Grade English
Karen Harris	Fouke	Fouke High School	Literacy Specialist
Jennifer Kirkland	Rogers	Grace Hill Elementary	Literacy Facilitator K-5
Tammy Schulz	Harrisburg School District	Harrisburg Elementary School	3rd Grade
Janet Hagood	Pocahontas Public School	Alma Spikes Elementary	Kindergarten
Carolyn Rhinehart	Scranton School District	Scranton High School	9th Grade English, 12th Grade English
Jennifer Glover	McGehee School District	McGehee Elementary	6th Grade
Rebecca Perrin	Valley View Public Schools	Junior High/Senior High	Literacy Specialist, Strategic Reading and ELL services
Sandra Newton	Texarkana Arkansas School District	Trice Renaissance Magnet Elementary School	Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade
Kelsey Riley	Helena-West Helena	Central	11th Grade English, 12th Grade English
Kelly McLaughlin	Guy Perkins	Guy Perkins High School	10th Grade English, 11th Grade English, 12th Grade English, Advanced Placement Literature
Julya Gandy	Cabot Public Schools	Mountain Springs Elementary	4th Grade
Lynn Parker	Crossett School District	Crossett Middle School	Literacy Specialist
DeeDee Walker	Star City	Jimmy Brown Elementary	5th Grade
Kyla Lawrence	North Little Rock School District	Meadow Park Elementary	Literacy Coack PK-5
Paula Richardson	Harrison	Harrison Middle School	6th Grade

Debra Brown	eStem Public Charter	eStem K-12	Literacy Specialist
Regina Poteete	Nemo Vista	Nemo Vista Elementary	1st Grade
Vernita E. Lee	Pine Bluff School District	Jack Robey Junior High School	Literacy Specialist
Kathy Powers	Conway Public Schools	Carl Stuart Middle School	5th Grade
Shatrina "Trina" Williams	Bryant Schools	Bryant Middle School	7th Grade
Kathryn Robinson	Fort Smith Public Schools	Chaffin Junior High	9th Grade English
Natalie Trower Greenfield	Batesville Public Schools	Batesville Junior High School	8th Grade, 9th Grade English
Claire Dearing	Forrest City School District	Lincoln Middle Academy of Excellence	Instructional Facilitator
Tracy Dean	Pulaski County Special School District	Chenal Elementary	2nd Grade
Stephanie VanHouten	Hazen	Hazen	1st Grade
Jennifer White	Little Rock School District	Gibbs Magnet	3rd Grade
Gerri McCann	Manila	Manila High	10th Grade English, 12th Grade English
Rachel Mosier	Southside School District	Southside Middle School	4th Grade
Cori Curtis	Salem School District	Salem Elementary School	2nd Grade
Britt Humphries	Fort Smith Public Schools	Fairview	4th Grade, 5th Grade, 6th Grade, Special Education
Jill Stephens	Jasper School District	Jasper Elementary	5th Grade
Steve Snow	Searcy Schools	Searcy High	10th Grade English
Mamye Gill	Hamburg	Wilmot Elementary School	3rd Grade
C. Jordan Goodwin	El Dorado School District	El Dorado High School	10th Grade English
Kiley Henderson	Hot Springs School District	High School	10th Grade English, 11th Grade English
Dianna Flippo	Arch Ford Coop	Virtual Arkansas	9th Grade English, AP Language and Composition
Lisa Collins	Dover Public Schools	Dover Elementary	3rd Grade

Dr. Roger Guevara	Southern Arkansas University	Southern Arkansas University	Higher Education
Heidi Tolin	Smackover School District	Smackover Elementary	2nd Grade
Angela Donner	Marion School District	Marion Intermediate School	5th Grade
Teresa Holsclaw	Henderson State University		Higher Education
Tiffany Shumpert	West Memphis District	Academies of West Memphis	11th Grade English, Pre(AP)
Eric Christensen	Russellville School District	Russellville Middle School	7th Grade
Michael Warren	Prairie Grove	Prairie Grove High School	11th Grade English, 12th Grade English
Tara Nutt	Bentonville	Old High Middle School	5th Grade
Donnielle Embry	Waldron School District	Waldron High School	10th Grade English
Jeremy Kennedy	Greenbrier	Greenbrier High School	11th Grade English
Dedra Riggs	Hoxie	High School	10th Grade English, 11th Grade English
Alex Vernon	Hendrix College		Higher Education
Tonisha R. Burton	Emerson-Taylor-Bradeley	Emerson	4th Grade
Valerie Stavey	North Little Rock School District	North Little Rock High School	9th Grade Critical Reading
Carie Hogan Green	Junction City	Junction City High	9th Grade English, 11th Grade English
Elizabeth Reece	Clinton	Clinton Elementary	Kindergarten
Elizabeth Gehring	Brinkley	Brinkley High	9th Grade English, 11th Grade English
Carrie Appleberry	Dumas Public School District	Reed Elementary	3rd Grade
Susan Coles	Sheridan	Sheridan High School	12th Grade English
Jessi Thompson	Prescott Public Schools	Prescott Elementary School	Kindergarten
Ikela Frazier	Camden Fairview	Ivory	3rd Grade
Sabrina Rodgers	DeWitt Public Schools	DeWitt High School	10th Grade English
Ashley Hughes	Bismarck School District	Bismarck Elementary	Kindergarten
Mindy Williams	Mountain Home	Nelson Wilks Heron	Literacy Specialist

Tonya Williams	Division of Child Care and Early Childhood Education		Pre-K, Administration
Meredith Cox	Springdale School District	Professional Development Center	K-5 Teacher on Special Assignment
Krystal Shipp	Monticello	Monticello Elementary School	Kindergarten
Gary Dwayne Inzer	Hermitage School District	Hermitage High School	8th Grade, 9th Grade English, 10th Grade English
Crystal Watson	Fayetteville Public Schools	Fayetteville High School	9th Grade English, 10th Grade English, 11th Grade English, 12th Grade English, Instructional Facilitator
Marsha Saul	Stuttgart School District	Stuttgart Junior High, Stuttgart High School	Literacy Specialist
Kelle Meeker	Siloam Springs School District	Siloam Springs High School	Literacy Specialist
Suzanne Kesterson	Cossatot River School District	Cossatot River High School	7th Grade
Michelle Hastings	Benton Public Schools	Benton High	10th Grade English, 12th Grade English
Sarah Sullivan	Fayetteville Public Schools	Root Elementary	4th Grade
Stefanie Hatcher	Paragould School District	Paragould Primary	1st Grade

Math Standards Revision Team

Name	School District or Institution	School	Current Teaching Assignment
Darla Deatherage	Mountain Home	All Schools in District	curriculum coordinator for K-12 mathematics
Carol Nichols	Ozark	Elgin B. Milton Elementary	3rd Grade
Bonnie Baggett	Bentonville	Central Administrations	5th Grade, 6th Grade, 7th Grade, 8th Grade
Ali Mangrum	Fayetteville Public Schools	Root Elementary	Kindergarten
Jana Wilson	Blytheville School District	Blytheville Elementary	Instructional Facilitator grades 3-5
scott petznick	buffalo island central	west elementary	4th Grade
Amber Rottinghaus	Lakeside (Hot Springs)	Lakeside	Kindergarten
Maribeth Revels	De Queen	De Queen Elementary School	3rd Grade, 4th Grade, 5th Grade, Math Facilitator
Ulanda Ellis	North Little Rock	Boone Park Elementary	3rd Grade
Melissa Sela	North Little Rock School District	North Little Rock Middle School	7th Grade
Paul Stambaugh	Siloam Springs School District	High School	Algebra I, Math beyond Algebra II
Claudia Avery	Hamburg School District	Noble/Allbritton	Math Instructional Facilitator K-5
Theresa Gilliam	Beebe	Beebe Junior High	
Kathy Smith	Dover Public Schools	Dover Middle School	7th Grade
Carla Farris-Lee	Jonesboro Public Schools	MicroSociety Magnet School	6th Grade
Joanne Smith	West Memphis	Academies of West Memphis	Math beyond Algebra II
ted kerley	Salem Public Schools	Salem High School	Algebra I, Algebra II, Math beyond Algebra II
Felix Maull	Conway Public Schools	Conway Junior High School	8th Grade, Geometry
Jeanne Gartman	Sheridan	Sheridan High School	Math beyond Algebra II
Linda Brown	Fouke	Paulette Middle	6th Grade

Amy Montgomery	Dardanelle School District		K-12 Math Instructional Facilitator
Kimberly A. Brown	Fort Smith	Parker Center	Secondary Math Coordinator
Cecilia Whittemore	Warren Public Schools	Warren Public Schools	Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, Algebra I, Geometry, Algebra II
Wanda C. Williams	Bearden School District	Bearden Elementary	4th Grade, 5th Grade
Tom Simmons	El Dorado Public Schools	Central Office	District Mathematics Chair
Sherri Wright	Piggott School District	Piggott Elementary	5th Grade
Amber Sloan	Texarkana Arkansas School District	North Heights Junior High	8th Grade, Algebra I, Geometry
Ouida Newton	Poyen School District	Poyen High School	AR TOY
Mindy Brinkman	Hope School District	Hope High School	Geometry, Math beyond Algebra II
Tonya Sims	El Dorado Public Schools	Barton Jr High	8th Grade
Robert Mayes	Searcy Public Schools	Searcy High School	Algebra II, Math beyond Algebra II
Maranda Seawood	Fayetteville School District	HappyHollow Elementary	1st Grade
Teresa Martin	Hamburg School District	Hamburg High School	Geometry, Math beyond Algebra II, College Algebra/College Trigonometry
Crissy Goss	Parkers Chapel	Parkers Chapel High School	Algebra II, Math beyond Algebra II
Mike Hall	Greene County Tech School District	Greene County Tech High School	Algebra II, Math beyond Algebra II, AP Calculus and Computer Science
Kerri Berry	Pulaski County Special School District	Robinson Middle	7th Grade, 8th Grade, Algebra I
James Williams	Arkadelphia	Arkadelphia High	Geometry
Sylvia Grady	Pine Bluff	Belair	5th Grade, 6th Grade
Cheryl Robbins	Harrisburg Middle School	Harrisburg	8th Grade
Robin Telford	Texarkana Arkansas School District	Trice Elementary School	4th Grade

Bernice Philpot	Mena Public Schools	Mena High School	Algebra I, Math beyond Algebra II
Kirk McDonald	Vilonia	Vilonia Middle	8th Grade, Algebra I
Vanessa Cleaver	Little Rock School District	Instructional Resource Center	K-12 Math Curriculum and Instruction
Eva	Drew Central	Drew Central Elementary	4th Grade
Susan Corn	Cabot School District	Cabot Middle School North	5th Grade
Caroline Neel	Fort Smith Public Schools	Parker Center	Supervisor of Curriculum & Federal Programs
Kisa Morman	West Memphis School District	Wonder Jr. High	7th Grade, 8th Grade, Algebra I
Connie Stave	Springdale Public Schools	George Junior High School	8th Grade, Algebra I, Sheltered ESL for the above
Joy Freel	Nashville Public Schools	Nashville Elementary	5th Grade
Victoria Lynn Fox	University of Arkansas at Monticello	UAM - School of Mathematics and Natural Sciences	Math beyond Algebra II, University Mathematics, Mathematics Education
Tammy Brown	Lincoln	Lincoln High School	Geometry, Math beyond Algebra II
Shirley Bradford	Clarksville School District	Pyron Elementary	2nd Grade
Jenifer Pedron	Centerpoint School District	Centerpoint Primary	1st Grade
Renata Bryant	Forrest City School District		K - 12
Meghan Warner	Melbourne School District	Melbourne High School	Algebra I, Geometry, Algebra II, Math beyond Algebra II
Amber Sloan	Texarkana Arkansas School District	North Heights Junior High	8th Grade, Algebra I, Geometry
Mia Bailey	Valley View	Intermediate 3-4	3rd Grade
Heather Jenkins	LRSD	Central High	Algebra I, Geometry, Algebra II, Math beyond Algebra II
Charlotte Champagne	Bentonville	Bentonville High School	Algebra II

Amy M. Evans	Hermitage School District	Hermitage Elementary School	2nd Grade
Lisa Rice	Arkansas State University		University
Joy Veazey	Brinkley	CB Partee Elementary	5th Grade
Stephen Joyner	Springdale	Hellstern Middle School	7th Grade
Stacey Stanberry	Harmony Grove School	Harmony Grove Elementary	3rd Grade
Donna Brady	Lee County School District	Whiten Preschool	Pre-K
Corey Boby	Bryant School District	Bryant High School	Geometry, AP Statistics
Amber Harwell	Bauxite School District	Pine Haven Elementary	2nd Grade
Tina Hobbs	Malvern School District	Wilson Intermediate School	Principal
Traci Davis	DeWitt	DeWitt Elementary School	1st Grade
Luke Van De Walle	KIPP Delta Public Schools		Admin

Name of School District, Coop, Charter School or other grantee	Vendor #	Center Based Slots	Home Visiting Slots	Total Slots	COLA @ \$62 PER SLOT	Text Field (Include Source of Funds & Rev Code, Program Description, school name or other text to print on payment stub up to 48 digits)
ABC CHILDRENS ACADEMY & DEVELOPMENT	100049543	310		310	19,220.00	Center-based
ACADEMY OF LEARNING INC	600000034	60		60	3,720.00	Center-based
ADAMS LINDA A (The Hunny Tree)	100083748	10		10	620.00	Center-based
ARCARE CENTER FOR ED & WELLNESS	600000238	20		20	1,240.00	Center-based
ARCH FORD EDUCATION SERVICES COOP	3152000001	20		20	1,240.00	Center-based
ARKADELPHIA PUBLIC SCHOOL DISTRICT	3100200001	80		80	4,960.00	Center-based
ARKANSAS CHILDREN'S HOSPITAL HIPPI/PAT	0600000308		360	360	22,320.00	Home Visiting
ARKANSAS RIVER ED SERVICES HIPPI/PAT	3352000001		660	660	40,920.00	Home Visiting
ARKANSAS STATE UNIVERSITY-JONESBORO	9901250001	514		514	31,868.00	Center-based
ATKINS SCHOOL DISTRICT	3580100001	40		40	2,480.00	Center-based
AUGUSTA SCHOOL DISTRICT	3740100001	60		60	3,720.00	Center-based
BARTON-LEXA SCHOOL DISTRICT	3540100001	20		20	1,240.00	Center-based
BATESVILLE SCHOOL DISTRICT/ CB/ PAT	3320100001	150	56	206	12,772.00	Center-based and Home Visiting
BEEBE PUBLIC SCHOOL	3730200001	80		80	4,960.00	Center-based
BENTON SCHOOL DISTRICT	3630200001		48	48	2,976.00	Home Visiting
BENTONVILLE SCHOOL DISTRICT	3040100001	240	27	267	16,554.00	Center-based and Home Visiting
BIGELOW ASSEMBLY OF GOD	100122691	20		20	1,240.00	Center-based
BLACK RIVER AREA DEVELOPMENT CORP	600000679	87		87	5,394.00	Center-based
BLEVINS SCHOOL DISTRICT	3290100001	15		15	930.00	Center-based
BLYTHEVILLE K CENTER PRESCHOOL	3470200001	40		40	2,480.00	Center-based
BOONEVILLE SCHOOL DISTRICT	3420100001	20		20	1,240.00	Center-based
BOST INC	600000706	30		30	1,860.00	Center-based
BOSTON MOUNTAIN EDUCATIONAL COOPERA	3722000001		300	300	18,600.00	Home Visiting
BRADFORD SCHOOL DISTRICT	3730300001	20		20	1,240.00	Center-based
BRIGHT BEGINNINGS CHILD CARE CENTER	100089382	40		40	2,480.00	Center-based
BRINKLEY SCHOOL DISTRICT	3480100001	32		32	1,984.00	Center-based
BROOKLAND SCHOOL DISTRICT	3160300001	81		81	5,022.00	Center-based
BRYANT SCHOOL DISTRICT	3630300001	75		75	4,650.00	Center-based
BUFFALO ISLAND CENTRAL SCHOOL DISTR	3160500001	30		30	1,860.00	Center-based
BUTLER VERLIN S (Mother Goose)	100047637	18		18	1,116.00	Center-based
C B KING MEMORIAL SCHOOL INC	600000764	20		20	1,240.00	Center-based
CABOT SCHOOL DISTRICT	3430400001	180		180	11,160.00	Center-based
CAMDEN FAIRVIEW SCHOOL DISTRICT	3520400001	60	135	195	12,090.00	Center-based and Home Visiting
CARACO INC	100055711	73		73	4,526.00	Center-based
CARLISLE SCHOOL DISTRICT	3430300001	40		40	2,480.00	Center-based
CARROLL COUNTY LEARNING CENTER INC	600000785	37		37	2,294.00	Center-based
CATHY JONES (Sweet Dumplings)	100135436	10		10	620.00	Center-based
CAVE CITY SCHOOL DISTRICT	3680200001	60		60	3,720.00	Center-based
CEDAR RIDGE SCHOOL DISTRICT	3321200001	80		80	4,960.00	Center-based
CENTRAL ARKANSAS DEVELOPMENT COUNCI	600000818	105		105	6,510.00	Center-based
CHARLESTON SCHOOL DISTRICT	3240200001	20		20	1,240.00	Center-based

CHRISTINE M CUNNINGHAM (Miss Christi's)	100044965	10		10	620.00	Center-based
CLARENDON SCHOOL DISTRICT	3480200001	24		24	1,488.00	Center-based
CLEVELAND COUNTY SCHOOL DISTRICT	3130500001	28		28	1,736.00	Center-based
CLINTON SCHOOL DISTRICT	3710200001	40		40	2,480.00	Center-based
COMMUNITY OUTREACH PARTNERSHIP	600000968	40		40	2,480.00	Center-based
CONCORD SCHOOL DISTRICT	3120100001	85		85	5,270.00	Center-based
CONWAY PUBLIC SCHOOLS	3230100001	180		180	11,160.00	Center-based
COUNTY LINE SCHOOL DISTRICT	3240300001	20		20	1,240.00	Center-based
CROSSETT SCHOOL DISTRICT	3020100001	80		80	4,960.00	Center-based
CROWLEYS RIDGE EDUCATIONAL SERVICE	3562000001	190		190	11,780.00	Center-based
DANVILLE SCHOOL DISTRICT	3750300001	40		40	2,480.00	Center-based
DEBBIE MAYS (Bright Beginnings FCH)	100093288	16		16	992.00	Center-based
DECATUR SCHOOL DISTRICT	3040200001	35		35	2,170.00	Center-based
DEDICATING RESOURCES TO EXCEL ALL M	600001134	20		20	1,240.00	Center-based
DEQUEEN-MENA EDUCATIONAL COOPERATIV	3672000001	791	81	872	54,064.00	Center-based and Home Visiting
DERMOTT SCHOOL DISTRICT	3090100001	10		10	620.00	Center-based
DES ARC SCHOOL DISTRICT	3590100001	20		20	1,240.00	Center-based
DEWITT SCHOOL DISTRICT	3010100001	20		20	1,240.00	Center-based
DOLLARWAY SCHOOL DISTRICT	3350200001	170		170	10,540.00	Center-based
DREW CENTRAL SCHOOL DISTRICT	3220200001	60		60	3,720.00	Center-based
DUMAS SCHOOL DISTRICT	3210400001	35		35	2,170.00	Center-based
EARLE SCHOOL DISTRICT	3180200001	32	60	92	5,704.00	Center-based and Home Visiting
EARLY HORIZONS CHILD DEVELOPMENT CE	600001190	50		50	3,100.00	Center-based
EAST END SCHOOL DISTRICT	3530100001	20		20	1,240.00	Center-based
EAST POINSETT COUNTY SCHOOL DISTRIC	3560800001	60		60	3,720.00	Center-based
ECONOMIC OPPORTUNITY AGENCY OF	600001217	74		74	4,588.00	Center-based
ELIZABETH A KNIGHT (Miss Beth's)	100180643	10		10	620.00	Center-based
EMMANUEL BIBLE FELLOWSHIP COMMUNITY	600001246	80		80	4,960.00	Center-based
ERMERS LEARNING ACADEMY INC	100055671	20		20	1,240.00	Center-based
EUREKA SPRINGS SCHOOL DISTRICT	3080200001	40		40	2,480.00	Center-based
EXPLORATION STATION THE	100145515	26		26	1,612.00	Center-based
FAMILIES & CHILDREN TOGETHER INC	600001296	200		200	12,400.00	Center-based
FAYETTEVILLE SCHOOL DISTRICT	3720300001	120		120	7,440.00	Center-based
FIFTEENTH STREET CHILD CARE DEV CTR	100050832	60		60	3,720.00	Center-based
FIRST PRESBYTERIAN CHURCH CHILD CAR	600001341	40		40	2,480.00	Center-based
FIRST STEP INC	600001342	20		20	1,240.00	Center-based
FLIPPIN SCHOOL DISTRICT	3450100001	60		60	3,720.00	Center-based
FOCUS INC	600001356	40		40	2,480.00	Center-based
FORREST CITY SCHOOL DISTRICT	3620100001	238		238	14,756.00	Center-based
FORT SMITH SCHOOL DISTRICT	3660100001	260	111	371	23,002.00	Center-based and Home Visiting
FOUKE SCHOOL DISTRICT	3460300001	59		59	3,658.00	Center-based
FRANK C STEUDLEIN LEARNING CENTER	600001387	40		40	2,480.00	Center-based
FRIENDSHIP COMMUNITY CARE INC	600001411	141		141	8,742.00	Center-based
GLEN ROSE SCHOOL DISTRICT	3300200001	26		26	1,612.00	Center-based
GRAVETTE SCHOOL DISTRICT	3040400001	50		50	3,100.00	Center-based
GREENBRIER SCHOOL DISTRICT	3230300001	60	189	249	15,438.00	Center-based and Home Visiting

GREENE CO TECH SCHOOL DISTRICT	3280700001	140		140	8,680.00	Center-based
GREENWOOD SCHOOL DISTRICT	3660200001	100		100	6,200.00	Center-based
GROWING GODS KINGDOM	100113327	110		110	6,820.00	Center-based
GURDON SCHOOL DISTRICT	3100300001	50		50	3,100.00	Center-based
GUY-PERKINS SCHOOL DISTRICT	3230400001	15		15	930.00	Center-based
HACKETT SCHOOL DISTRICT	3660300001	20		20	1,240.00	Center-based
HAMBURG SCHOOL DISTRICT	3020300001	140		140	8,680.00	Center-based
HAMPTON SCHOOL DISTRICT	3070100001	20		20	1,240.00	Center-based
HARRISON SCHOOL DISTRICT	3050300001	20		20	1,240.00	Center-based
HAZEN SCHOOL DISTRICT	3590300001	24		24	1,488.00	Center-based
HEAD OF THE CLASS CHILD CARE	100136029	40		40	2,480.00	Center-based
HEADSTART CHILD AND FAMILY SERVICES	600001542	117		117	7,254.00	Center-based
HEBER SPRINGS SCHOOL DISTRICT	3120200001		60	60	3,720.00	Home Visiting
HELPING HAND CHILD CARE OF BATESVIL	600001572	30		30	1,860.00	Center-based
HERMITAGE SCHOOL DISTRICT	3060100001	37		37	2,294.00	Center-based
HIS LITTLE LAMBS	100187692	16		16	992.00	Center-based
HOPE FOR THE YOUNG	600001606	40		40	2,480.00	Center-based
HOPE SCHOOL DISTRICT	3290300001	140		140	8,680.00	Center-based
HOT SPRINGS CHILD CARE CENTER	100153740	130		130	8,060.00	Center-based
HOT SPRINGS SCHOOL DISTRICT	3260300001	60		60	3,720.00	Center-based
HOWARD A DAWSON SOUTH CENTRAL	3102000001	465	100	565	35,030.00	Center-based and Home Visiting
HOXIE SCHOOL DISTRICT	3380400001	50		50	3,100.00	Center-based
HUNTSVILLE SCHOOL DISTRICT	3440100001	35		35	2,170.00	Center-based
IN HIS IMAGE YOUTH DEVELOPMENT CENT	600001643	170		170	10,540.00	Center-based
INSPIRED COMMUNITIES FOUNDATION	600001659		47	47	2,914.00	Home Visiting
IZARD CO CONSOLIDATED SCHOOL DISTRI	3330600001	30		30	1,860.00	Center-based
JACKSON COUNTY SCHOOL DISTRICT	3340500001	80		80	4,960.00	Center-based
JEFFERSON COMPREHENSIVE CARE SYSTEM	600001728		81	81	5,022.00	Home Visiting
JELLYBEAN JUNCTION PRESCHOOL INC	100173285	20		20	1,240.00	Center-based
JONESBORO SCHOOL DISTRICT	3160800001	80		80	4,960.00	Center-based
JURHA HOUSING AND COMMUNITY	600001783		61	61	3,782.00	Home Visiting
KID TO KID CDC	100149455	20		20	1,240.00	Center-based
KIDDIE KOLLEGE DAY CARE CENTER INC	600001799	45		45	2,790.00	Center-based
KIDS PLACE LEARNING CENTER	100135681	140	44	184	11,408.00	Center-based and Home Visiting
KIPP DELTA INC	3544070001	34		34	2,108.00	Center-based
KOSMIC KIDZ LEARNING CENTER	100166944	20		20	1,240.00	Center-based
LAKESIDE SCHOOL DISTRICT (Chicot)	3090300001	100		100	6,200.00	Center-based
LAKESIDE SCHOOL DISTRICT (Garland)	3260600001	73		73	4,526.00	Center-based
LAMAR SCHOOL DISTRICT	3360400001	60		60	3,720.00	Center-based
LANE SHALYNN (Mrs. Sha's)	100046012	10		10	620.00	Center-based
LANTZ LAURA (Happy Days)	100047535	10		10	620.00	Center-based
LAVACA SCHOOL DISTRICT	3660500001	55		55	3,410.00	Center-based
LEAP FORWARD ACADEMY INC	100191155	20		20	1,240.00	Center-based
LEE COUNTY SCHOOL DISTRICT	3390400001	80		80	4,960.00	Center-based
LIL MOTIVATORS ACADEMY CHILDCARE	100054509	20		20	1,240.00	Center-based
LINCOLN CHILD CARE CENTER INC	600001875	76		76	4,712.00	Center-based

LINCOLN SCHOOL DISTRICT 48	3720500001	40		40	2,480.00	Center-based
LITTLE ANGELS CHILDCARE OF PRESCOTT	100146733	18		18	1,116.00	Center-based
LITTLE BITTY CITY DAYCARE LLC	100171265	20		20	1,240.00	Center-based
LITTLE KIDS PRESCHOOL INC	100138748	34		34	2,108.00	Center-based
LITTLE ROCK SCHOOL DISTRICT	3600100001	1137		1137	70,494.00	Center-based
LITTLE SCHOLAR'S ACADEMY OF MAUMELL	100154198	20		20	1,240.00	Center-based
LITTLE SCHOLARS LEARNING ACADEMY AN	600001908	20		20	1,240.00	Center-based
LITTLE ZION DAY CARE & LEARNING CTR	100055243	20		20	1,240.00	Center-based
LONDON BRIDGES CHILD CARE CENTER IN	600001920	20		20	1,240.00	Center-based
LONOKE SCHOOL DISTRICT	3430100001	40		40	2,480.00	Center-based
MAGAZINE SCHOOL DISTRICT	3420200001	45		45	2,790.00	Center-based
MAGNOLIA SCHOOL DISTRICT	3140200001	120		120	7,440.00	Center-based
MAINSTREET KIDS	600001984	60		60	3,720.00	Center-based
MAMMOTH SPRING SCHOOL DISTRICT	3250100001	36		36	2,232.00	Center-based
MANILA SCHOOL DISTRICT	3471200001	40		40	2,480.00	Center-based
MANSFIELD ABC INC	600001988	60		60	3,720.00	Center-based
MARMADUKE SCHOOL DISTRICT	3280300001	28		28	1,736.00	Center-based
MARVELL SCHOOL DISTRICT	3540400001	30		30	1,860.00	Center-based
MARY A STUDEBAKER (Miss Mary's)	100053221	10		10	620.00	Center-based
MAYFLOWER SCHOOL DISTRICT	3230500001	30		30	1,860.00	Center-based
MCCRORY SCHOOL DISTRICT	3740300001	20		20	1,240.00	Center-based
MCGEHEE SCHOOL DISTRICT	3210500001	60		60	3,720.00	Center-based
MELBA J CONNELLY (Gram's House)	100055667	30		30	1,860.00	Center-based
MELBOURNE SCHOOL DISTRICT	3330200001	20		20	1,240.00	Center-based
MELISSA JENKS DONAHOE (Mrs. Melissa's)	100043000	10		10	620.00	Center-based
MIDLAND SCHOOL DISTRICT	3321100001	60		60	3,720.00	Center-based
MISSISSIPPI COUNTY ARKANSAS ECONOMI	600002076	316	36	352	21,824.00	Center-based and Home Visiting
MONTICELLO SCHOOL DISTRICT	3220300001	40		40	2,480.00	Center-based
MOUNT VERNON ENOLA SCHOOL DISTRICT	3230600001	20		20	1,240.00	Center-based
MOUNTAIN VIEW SCHOOL DISTRICT	3690100001	50		50	3,100.00	Center-based
MOUNTAINBURG SCHOOL DISTRICT	3170300001	40		40	2,480.00	Center-based
MULBERRY SCHOOL DISTRICT	3170400001	20		20	1,240.00	Center-based (Pending approval of 5 slots)
MY FIRST SCHOOL JACKSONVILLE INC	100168143	24		24	1,488.00	Center-based
NEMO VISTA SCHOOL DISTRICT	3150300001	20		20	1,240.00	Center-based
NETTLETON SCHOOL DISTRICT	3161100001	90		90	5,580.00	Center-based
NEWPORT SCHOOL DISTRICT	3340300001	102		102	6,324.00	Center-based
NORTH LITTLE ROCK SCHOOL DISTRICT	3600200001	584		584	36,208.00	Center-based
NORTHCENTRAL ARKANSAS DEVELOPMENT	600002418	40		40	2,480.00	Center-based
NORTHEAST ARKANSAS EDUCATION COOP	3382000001	252	165	417	25,854.00	Center-based and Home Visiting
OMAHA SCHOOL DISTRICT	3050400001	40		40	2,480.00	Center-based
OPEN ARMS LEARNING CENTER (Noah's Ark)	600002482	40		40	2,480.00	Center-based (Noah's Ark)
OPEN ARMS LEARNING CENTER	600002481	20		20	1,240.00	Center-based
OSCEOLA SCHOOL DISTRICT	3471300001	60		60	3,720.00	Center-based
OUACHITA INDUSTRIES INC	600002506	20		20	1,240.00	Center-based
OZARK SCHOOL DISTRICT	3240400001	40		40	2,480.00	Center-based
OZARK UNLIMITED RESOURCE EDUCATIONA	3052000001	353	275	628	38,936.00	Center-based and Home Visiting

PALESTINE WHEATLEY SCHOOL DISTRICT	3620500001	30		30	1,860.00	Center-based
PANGBURN SCHOOL DISTRICT	3730900001	27		27	1,674.00	Center-based
PARAGOULD SCHOOL DISTRICT	3280800001	126		126	7,812.00	Center-based
PARIS SCHOOL DISTRICT	3420300001	63		63	3,906.00	Center-based
PHYLLIS MOBLEY (P-Nuts Playhouse)	100040809	5		5	310.00	Center-based
PINE BLUFF SCHOOL DISTRICT	3350500001	80		80	4,960.00	Center-based
PLAY SCHOOL DAY CARE CENTER INC	600002604	125		125	7,750.00	Center-based
POCAHONTAS SCHOOL DISTRICT	3610300001	40		40	2,480.00	Center-based
PRESCOTT NEVADA COUNTY SPECIAL SERV	600002620	28		28	1,736.00	Center-based
PRISM EDUCATION CENTER	600002632	10		10	620.00	Center-based
PULASKI COUNTY SCHOOL DISTRICT	3600300001	700	135	835	51,770.00	Center-based and Home Visiting
QUALITY CHILD CARE INC	100051447	80		80	4,960.00	Center-based
RAINBOW OF CHALLENGES INC	600002680	40		40	2,480.00	Center-based
RITA NEVE (Mother's Touch)	100053989	16		16	992.00	Center-based
RIVERCREST SCHOOL DISTRICT	3470600001	38		38	2,356.00	Center-based
RIVERVIEW SCHOOL DISTRICT	3730700001	40		40	2,480.00	Center-based
ROCKET ZONE PRESCHOOL	100216052	20		20	1,240.00	Center-based
ROGERS SCHOOL DISTRICT	3040500001	280	84	364	22,568.00	Center-based and Home Visiting
ROSE BUD SCHOOL DISTRICT	3731000001	18		18	1,116.00	Center-based
RURAL EDUCATIONAL HERITAGE INC	600004096	20		20	1,240.00	Center-based
RUSSELLVILLE SCHOOL DISTRICT	3580500001	154		154	9,548.00	Center-based
SANDRA H MCNAUGHTON (Hugs N Tugs)	100182022	13		13	806.00	Center-based
SANDYS DAY CARE INC	600002778	18		18	1,116.00	Center-based
SCHOLASTIC ACADEMY INC	100117988	60		60	3,720.00	Center-based
SEARCY COUNTY SCHOOL DISTRICT	3650200001	40		40	2,480.00	Center-based
SHERIDAN SCHOOL DISTRICT	3270500001	80		80	4,960.00	Center-based
SHIRLEY J POST (Grandma's Child Care)	100097035	15		15	930.00	Center-based
SILOAM SPRINGS SCHOOL DISTRICT	3040600001	140		140	8,680.00	Center-based
SMACKOVER SCHOOL DISTRICT	3700800001	60		60	3,720.00	Center-based
SMALL WORLD PRESCHOOL OF MOUNTAIN H	600002845	80		80	4,960.00	Center-based
SOUTH ARKANSAS DEVELOPMENT CENTER F	600002876	60		60	3,720.00	Center-based
SOUTH CENTRAL SERVICE COOPERATIVE	3522000001	217		217	13,454.00	Center-based
SOUTH CONWAY COUNTY SCHOOL DISTRICT	3150700001	80		80	4,960.00	Center-based
SOUTHEAST ARKANSAS EDUCATION SERVIC	3222000001		560	560	34,720.00	Home Visiting
SOUTHSIDE CHILD DEVELOPMENT CENTER	100155246	20		20	1,240.00	Center-based
SOUTHSIDE SCHOOL DISTRICT (Bee Branch)	3710500001	20		20	1,240.00	Center-based
SOUTHSIDE SCHOOL DISTRICT	3320900001	88	85	173	10,726.00	Center-based and Home Visiting
SOUTHWEST ARKANSAS COMMUNITY DEVELO	600002930	30		30	1,860.00	Center-based
SOUTHWEST ARKANSAS DEVELOPMENT COUN	600002934		80	80	4,960.00	Home Visiting
SOUTHWEST ARKANSAS EDUCATION COOP	3292000001		139	139	8,618.00	Home Visiting
SPRINGDALE SCHOOL DISTRICT	3720700001	646		646	40,052.00	Center-based
STAR CITY SCHOOL DISTRICT	3400300001	70		70	4,340.00	Center-based
STEPPING STONE SCHOOL FOR EXCEPTION	600003016	20		20	1,240.00	Center-based
STRAIGHTWAY APOSTOLIC DELIVERANCE	600003019	20		20	1,240.00	Center-based
STUTTGART SCHOOL DISTRICT	3010400001	43		43	2,666.00	Center-based
SUNSHINE SCHOOL & DEVELOPMENT CENTE	600000650	41	27	68	4,216.00	Center-based and Home Visiting

TAYLOR KIMBERLY ANN (Mrs. Kim's)	100055013	10		10	620.00	Center-based
TENDER LOVING CARE EARLY LEARNING C	100125162	80		80	4,960.00	Center-based
TEXARKANA AR SCHOOL DISTRICT	3460500001	162		162	10,044.00	Center-based
TOUCHED BY AN ANGEL LEARNING CENTER	600003166	20		20	1,240.00	Center-based
TRUMANN SCHOOL DISTRICT	3560500001	80		80	4,960.00	Center-based
TWO RIVERS SCHOOL DISTRICT	3751000001	78		78	4,836.00	Center-based
U OF A COMMUNITY COLLEGE AT MORRILT	9906890001	10		10	620.00	Center-based
UNIVERSITY OF ARKANSAS AT PINE BLUF	9901600011	29		29	1,798.00	Center-based
VALLEY VIEW SCHOOL DISTRICT	3161200001	60		60	3,720.00	Center-based
VAN BUREN SCHOOL DISTRICT	3170500001	80		80	4,960.00	Center-based
VILONIA SCHOOL DISTRICT	3230700001	90		90	5,580.00	Center-based
WALDRON SCHOOL DISTRICT	3640100001	107		107	6,634.00	Center-based
WARREN SCHOOL DISTRICT (SEACBEC)	3060200003	120		120	7,440.00	Center-based
WEST MEMPHIS SCHOOL DISTRICT	3180300001	90	150	240	14,880.00	Center-based and Home Visiting
WEST SIDE SCHOOL DISTRICT (Greers Ferry)	3120400001		27	27	1,674.00	Home Visiting
WESTERN ARKANSAS CHILD DEVELOPMENT	600003401	301	83	384	23,808.00	Center-based and Home Visiting
WESTERN YELL COUNTY SCHOOL DISTRICT	3750900001	30		30	1,860.00	Center-based
WESTSIDE CONSOLIDATED SCHOOL DISTRI	3160200001	35		35	2,170.00	Center-based
WESTSIDE SCHOOL DISTRICT	3360600001	20		20	1,240.00	Center-based
WHITE COUNTY CENTRAL SCHOOL DISTRIC	3730400001	40		40	2,480.00	Center-based
WHITE RIVER PRESCHOOL	600003448	20		20	1,240.00	Center-based
WILBUR D MILLS EDUCATION SERVICE CO	3732000001		791	791	49,042.00	Home Visiting
WONDERVIEW SCHOOL DISTRICT	3150500001	20		20	1,240.00	Center-based
WYNNE COMMUNITY ENLIGHTENMENT AND	600003500	45		45	2,790.00	Center-based
		19006	5057	24063	1,491,906.00	

Hector School District
LEA #5803
Pope County

Classified in Fiscal Distress: May 8, 2014

Fiscal Distress Indicators and Additional Concerns:

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

District Profile:	2011-12	2012-13	2013-14	2014-15*
Superintendent	Walt Davis	Walt Davis	Walt Davis	Walt Davis
4 QTR ADM	608	608	590	575
Assessment	33,086,195	32,925,167	33,512,578	33,742,587
Total Mills	44.50	44.50	44.50	44.50
Total Debt Bond/Non Bond	4,755,000	4,645,000	4,846,185	4,496,388
Per Pupil Expenditures	10,014	9,850	10,043	NA
Personnel-Non-Fed Certified FTE	57.52	55.30	54.72	50.48
Personnel-Non-Fed Certified Clsm FTE	52.49	50.30	50.57	46.57
Avg Salary-Non-Fed Cert Clsm FTE	41,537	42,114	42,660	42,507
Avg Salary-Non-Fed Cert FTE	43,307	43,900	44,330	44,243
Net Legal Balance (Excl Cat & QZAB)	977,649	582,323	445,268	680,983

* Prior to Annual Statistical Report (ASR) publication for 2014-15.

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

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

District Actions:

The District has completed the following objectives, as part of their Fiscal Distress Improvement Plan:

2014-2015

- Reduced 4 licensed employees through RIF and attrition
- Reduced 3 non-licensed employees through RIF and attrition
- Eliminated disability benefit
- Reduced expenses through reduction of payrolls
- Reduced transportation expense
- Implemented an on-campus Alternative Learning Environment
- Reallocated Federal Program Coordinator stipend

Hector School District
LEA # 5803
Pope County

Comments:

The District was classified in Fiscal Distress on May 8, 2014. The District completed their first full year of fiscal distress on June 30, 2015.

On October 6, 2015, the District was notified via letter by the Department of Education Fiscal Services and Support Unit that the District has completed all objectives of the Fiscal Distress Improvement Plan and could petition for removal from Fiscal Distress status.

On October 14, 2015, the District requested removal from Fiscal Distress status via letter to Commissioner Key and The Arkansas State Board of Education.

**Arkansas Department of Education
Hector School District
Unrestricted Financial Report**

FY16 as of September 30, 2015			
Beginning Balance <u>7/1/2015</u>			Ending Balance <u>9/30/2015</u>
	Revenue	Expenditures	
662,296	745,372	676,223	731,444
FY16 Budget			
Beginning Balance <u>7/1/2015</u>			Projected Balance <u>6/30/2016</u>
	Revenue	Expenditures	
662,296	4,618,003	4,418,920	861,379
FY15			
Beginning Balance <u>7/1/2014</u>			Ending Balance <u>6/30/2015</u>
	Revenue	Expenditures	
423,602	4,953,299	4,714,605	662,296
FY14			
Beginning Balance <u>7/1/2013</u>			Ending Balance <u>6/30/2014</u>
	Revenue	Expenditures	
563,906	5,017,184	5,157,488	423,602
FY13			
Beginning Balance <u>7/1/2012</u>			Ending Balance <u>6/30/2013</u>
	Revenue	Expenditures	
977,649	5,006,382	5,420,125	563,906

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

**Arkansas Department of Education
Hector School District
Unrestricted Financial Revenue Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 9/30/2015	Variance in FY16 Budget and FY16 YTD
11110	PROPERTY TAXES-CURRENT	875,591	879,176	904,886	900,000	192,104	(707,896)
11120	PROPERTY TAX-JAN-JUNE	408,776	425,614	467,531	450,000	0	(450,000)
11140	PROPERTY TAXES DELINQUENT	95,312	96,696	76,303	80,000	9,793	(70,207)
11150	EXCESS COMMISSION	45,053	44,510	41,379	35,000	13	(34,987)
11160	LAND REDEMP-IN STATE SALE	8,049	41,891	11,096	15,000	765	(14,235)
11500	COLLECTOR UNAPPORTIONED	278	208	282	300	0	(300)
13120	SUMMER SCHOOL	250	300	250	300	150	(150)
14240	FEES FROM VOCATIONAL ED	13,600	14,045	16,694	0	0	0
15100	INTEREST ON INVESTMENTS	1,373	1,291	1,141	1,000	216	(784)
19120	OTHER RENT-LAND OWNED LEA	1	1	1	1	0	(1)
19130	LEA BUILDGS & FACILITIES	2,200	2,600	2,175	10,200	1,900	(8,300)
19200	PRIVATE CONTRIBUTIONS	600	1,000	1,700	1,500	900	(600)
19300	SALES OF SUPPLIES & MATER	0	25,790	13,343	0	0	0
19510	OTHER LEA WITHIN STATE	8,026	7,369	7,369	7,369	0	(7,369)
19800	REFUNDS OF PRIOR YR EXPEN	187	812	653	0	0	0
19900	MISC REV FR LOCAL SOURCES	13,731	4,870	2,127	2,000	0	(2,000)
21200	SEVERANCE TAX	271	348	268	200	66	(134)
31101	STATE FOUNDATION FUNDING	2,765,960	2,877,382	2,882,619	2,832,646	515,026	(2,317,620)
31460	DECLINING ENROLLMENT	23,000	8,343	49,071	50,071	0	(50,071)
31620	INCENTIVE FUNDING	26,973	17,982	8,991	0	0	0
32250	PROF QUALITY ENHANCEMENT	2,800	0	0	0	0	0
32260	AR GAME AND FISH	376	419	556	0	0	0
32310	LEA SPECIAL ED SUPERVISOR	2,444	2,236	2,255	0	0	0

**Arkansas Department of Education
Hector School District
Unrestricted Financial Revenue Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 9/30/2015	Variance in FY16 Budget and FY16 YTD
32314	SPEC ED EXT SCHL YR	0	0	0	1,480	444	(1,036)
32355	CATASTROPHIC LOSS FUNDING	13,605	21,582	27,698	20,000	0	(20,000)
32361	GIFTED AND TALENT AP	100	100	0	0	0	0
32480	CAREER NEW PROGRAM	63,414	0	0	0	0	0
32901	ACT 120 TOBACCO EXCISE TAX	0	30,000	0	0	0	0
32912	GENERAL FACILITIES	5,282	3,521	1,761	0	0	0
32915	DEBT SERVICE SUPPLEMENT	47,526	48,576	46,062	46,361	23,181	(23,180)
32931	BROADBAND GRANT PROG	0	0	4,588	0	0	0
41300	REV IN LIEU OF TAXES	0	240,276	0	0	0	0
42100	FOREST RESERVE	180,248	189,965	159,849	150,000	0	(150,000)
42300	MINERAL LEASES	12,480	6,088	2,450	2,000	0	(2,000)
51999	AUDIT ADJUSTMENT	0	33	0	0	0	0
52900	INDIRECT COST REIMB	8,929	0	9,669	10,000	0	(10,000)
53100	SALE OF EQUIPMENT	4,125	0	0	0	0	0
53400	COMPEN-LOSS FIXED ASSETS	22,559	20,475	29,789	575	575	0
53500	COMPEN-LOSS NON -FIXED ASSETS	10,817	0	0	0	0	0
56300	SPECIAL ITEMS	3,438	3,682	2,496	2,000	239	(1,761)
56400	EXTRAORDINARY ITEMS	339,008	0	178,246	0	0	0
Total Revenue		5,006,382	5,017,184	4,953,299	4,618,003	745,372	(3,872,631)

**Arkansas Department of Education
Hector School District
Unrestricted Financial Expenditure Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 9/30/2015	Variance in FY16 Budget and FY16 YTD
61110	CERT SALARY	2,293,588	2,328,301	2,092,269	2,041,808	255,048	1,786,760
61120	CLS SALARY	513,507	508,290	499,779	502,975	78,087	424,888
61210	TEMP-CERTIFIED	2,800	0	500	1,000	1,000	0
61220	TEMP-CLASSIFIED	34,612	12,045	69	0	0	0
61320	OVERTIME - CLASSIFIED	454	680	0	540	540	0
61710	CERT SUBSTITUTES	0	50	0	0	0	0
61720	CLS SUBSTITUTES	9,816	3,500	12,058	10,500	840	9,660
61810	CERTIFIED UNUSED SICK	11,700	5,820	8,280	1,100	0	1,100
61819	CERT-SEPARATING EMPLOY	0	0	0	3,000	0	3,000
61820	CLASSIFIED UNUSED SICK	6,870	8,040	2,130	0	0	0
61829	CLASSIFIED-SEPARATING EMP	0	0	0	7,000	0	7,000
62110	CERT- GROUP INS	13,620	10,999	1,703	1,673	185	1,487
62120	CLS - GROUP INS	3,557	3,007	858	833	114	719
62210	CERT - SOC SEC	136,297	134,774	120,963	126,704	14,831	111,873
62220	CLS - SOC SEC	32,814	30,625	29,363	31,185	4,514	26,671
62260	CERT - MEDICARE	31,876	31,520	28,290	29,671	3,469	26,202
62270	CLS - MEDICARE	7,674	7,162	6,867	7,293	1,056	6,237
62310	CERT - TEACHER RET	331,587	328,368	295,829	287,346	35,966	251,379
62320	CLS - TEACHER RET	76,146	73,022	69,683	69,064	11,006	58,058
62510	CERT - UNEMPLOY COMP	5,168	2,802	0	1,000	0	1,000
62520	CLS - UNEMPLOY COMP	8,615	0	0	500	0	500
62610	CERT - WORKERS COMP	8,219	8,000	8,000	8,000	0	8,000

**Arkansas Department of Education
Hector School District
Unrestricted Financial Expenditure Report**

Unrestricted Funds

Fund/SOF 1000-1200|1204|1206:1211|1213:1222|1224:1274|1277:1280|1282:1292|1294:1319|1321:1322|1324:1390|1392:1400|1405:1999

Fund/SOF 2000-2200|2204|2206:2211|2213:2222|2224:2274|2277:2280|2282:2292|2294:2319|2321:2322|2324:2390|2392:2400|2405:2999

Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 9/30/2015	Variance in FY16 Budget and FY16 YTD
62620	CLS - WORKERS COMP	5,200	4,655	4,343	4,700	0	4,700
62710	CERT - HEALTH BENEFITS	66,788	76,479	70,039	73,414	8,081	65,333
62711	CRT PREMIUM ASSISTNCE EBD	0	0	3,607	5,499	581	4,918
62720	CLS - HEALTH BENEFITS	26,301	29,728	30,128	28,179	4,154	24,025
62721	CLS PREM ASSISTANCE EBD	0	0	684	1,114	174	940
62910	CERT - OTHER BENEFITS	0	0	0	0	0	0
62920	CLS - OTHER BENEFITS	0	0	0	0	0	0
Salaries & Benefits Totals		3,627,210	3,607,867	3,285,441	3,244,098	419,646	2,824,451
63130	BOARD OF ED SERVICES	50	19	7	200	0	200
63210	INSTRUCTIONAL SERVICES	1,486	4,893	10,693	2,688	1,392	1,296
63220	SUB TEACHERS PURCH SERV	71,894	40,654	49,174	40,000	1,620	38,380
63230	CONSULTING - EDUCATIONAL	950	950	950	950	0	950
63310	CERTIFIED	2,110	1,177	0	0	0	0
63320	CLASSIFIED	1,135	407	0	0	0	0
63441	LITIGATION: DEF OF DIST	0	0	0	2,000	0	2,000
63445	RESEARCH & OPINIONS	444	962	2,562	2,000	0	2,000
63450	MEDICAL	42,240	64,089	74,531	74,000	225	73,775
63470	ARCHITECTURAL	0	0	0	0	0	0
63490	OTHER PROFESSIONAL SERVCS	1,800	1,800	7,797	3,000	0	3,000
63530	SOFTWARE MAINT & SUPPORT	2,118	2,081	2,940	13,400	11,047	2,353
63590	OTHER TECHNICAL SERVICES	0	0	0	2,270	1,070	1,200
63900	OTHER PURC PROF/TECH SVS	75,660	31,830	48,169	36,500	17,104	19,396

**Arkansas Department of Education
Hector School District
Unrestricted Financial Expenditure Report**

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Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 9/30/2015	Variance in FY16 Budget and FY16 YTD
64110	WATER/SEWER	9,253	9,695	8,345	10,000	1,280	8,720
64210	DISPOSAL/SANITATION	7,060	7,004	7,493	7,500	1,021	6,479
64230	CUSTODIAL	573	0	0	0	0	0
64310	NON-TECH RPRS/MAINT	102,735	85,274	69,055	47,850	27,762	20,088
64320	TECH REPAIR/MAINT	6,243	195	0	65	65	0
64410	LAND & BLDGS RENTAL	29,161	25,301	13,263	0	0	0
64420	EQUIP & VEH. RENTAL	4,509	4,319	3,213	4,200	241	3,959
64500	CONSTRUCTION SERVICES	23,722	0	0	0	0	0
65210	PROPERTY INSURANCE	43,203	45,392	51,215	50,142	50,142	0
65220	LIABILITY INSURANCE	3,575	4,325	5,945	6,000	0	6,000
65240	FLEET INSURANCE	6,397	6,122	6,397	6,397	6,397	0
65290	OTHER INSURANCE	250	250	250	250	250	0
65310	TELEPHONE	7,802	7,783	11,713	12,100	3,417	8,683
65320	POSTAGE	3,236	2,783	3,157	3,900	1,041	2,859
65330	NETWORKING/INTERNET SERV	16,423	6,127	799	1,000	0	1,000
65331	BROADBAND	0	0	435	20,500	4,806	15,694
65400	ADVERTISING	591	497	523	1,150	330	820
65500	PRINTING & BINDING	1,839	988	506	1,600	678	922
65640	INTERM AGENCY IN STATE	0	0	0	0	0	0
65810	TRVL-CERT-IN DISTRICT	1,039	86	189	500	0	500
65820	TRVL-CLS IN DISTRICT	424	403	97	200	0	200
65870	NON-EMPLOYEE	473	0	0	0	0	0

**Arkansas Department of Education
Hector School District
Unrestricted Financial Expenditure Report**

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Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 9/30/2015	Variance in FY16 Budget and FY16 YTD
65880	MEALS	717	182	199	200	0	200
65890	LODGING	3,837	1,844	1,251	600	0	600
65900	MISC PURC SVS	26,201	37,521	36,890	37,500	11,755	25,745
65910	SVS PURCHASED LOCALLY	6,605	3,920	14,861	31,371	0	31,371
66100	GEN SUPPLIES	176,147	86,611	114,197	128,270	55,822	72,447
66210	NAT.GAS	30,389	38,973	37,019	40,000	105	39,895
66220	ELECTRICITY	138,413	134,146	138,138	135,000	38,429	96,571
66260	GASOLINE/DIESEL	81,530	75,148	61,930	63,021	4,749	58,272
66410	TEXTBOOKS	26,792	9,033	4,138	11,500	9,125	2,375
66420	LIBRARY BOOKS	2,086	0	0	3,000	0	3,000
66430	PERIODICALS	0	0	0	30	30	0
66510	SOFTWARE	1,193	0	0	0	0	0
66520	GEN. TECHNOLOGY SUPPLIES	40,351	2,023	53,086	6,500	0	6,500
66527	LOW VALUE EQUIP TECH SUPL	0	0	0	350	325	25
66528	BROADBAND	0	0	4,588	0	0	0
67100	LAND & IMPROVEMENTS	1,598	0	0	5,000	0	5,000
67310	MACHINERY	1,240	0	26,059	7,000	0	7,000
67320	VEHICLES	76,500	78,158	0	0	0	0
67340	TECH RELATED HARDWARE	81,574	4,678	0	0	0	0
67390	OTHER EQUIPMENT	25,079	0	16,300	15,454	0	15,454
68100	DUES AND FEES	11,355	8,467	10,279	11,035	6,298	4,737
68300	INTEREST	128,852	124,313	122,168	119,313	0	119,313

**Arkansas Department of Education
Hector School District
Unrestricted Financial Expenditure Report**

Unrestricted Funds

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Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 9/30/2015	Variance in FY16 Budget and FY16 YTD
68830	PROPERTY TAX	0	153	104	52	52	0
69100	REDEMPTION OF PRINCIPAL	110,000	185,000	200,000	205,000	0	205,000
69330	TO BUILDING FUND	354,063	404,045	201,525	4,265	0	4,265
69380	TRANS TO FOOD SERVICE	0	0	492	0	0	0
69410	REFUND ADE/ARVA STUDENTS	0	0	6,521	0	0	0
Other Expenditure Totals		1,792,916	1,549,621	1,429,163	1,174,822	256,577	918,245
Overall Expenditure Totals		5,420,125	5,157,488	4,714,605	4,418,920	676,223	3,742,696



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

October 6, 2015

State Board
of Education

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Walt Davis, Superintendent
Hector School District
11520 SR 27
Hector, AR 72843

Dear Mr. Davis:

This letter is to certify that the Hector 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. Cherry Norris at the address provided below. The petition will be presented to the State Board at the November 12, 2015 meeting. The Arkansas Department of Education will recommend the Hector School District be removed from Fiscal Distress effective November 12, 2013. 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 Hector School District and encourage continued diligence to sustain this improvement.

Sincerely,

Cherry Norris, Coordinator
Fiscal Services and Support
Four Capitol Mall, Room 105-C
Little Rock, AR 72201

CN:ddm

cc: Mr. Johnny Key, Commissioner
Dr. T. Mark Gotcher, Deputy Commissioner
Mr. Greg Rogers, Assistant Commissioner

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

HECTOR SCHOOL DISTRICT

Office of the Superintendent

11520 SR 27

Hector, Arkansas 72843

479-284-2021

RECEIVED

October 14, 2015

OCT 14 2015

FISCAL SERVICES & REPORTING

Mr. Johnny Key, Commissioner
4 State Capitol Mall, Room
Little Rock, AR 72201

Dear Mr. Key and the Arkansas Board of Education:

On behalf of the Hector School District and its board, I respectfully request that the Hector School District be removed from the "fiscal distress" status. Some of our objectives accomplished were as follows:

- Reduction in staff due to the reduction in force policy, resignation, or retirement
- Reduction of benefits
- Moving the ALE program on campus
- Limiting field trips
- No salary increases or bonuses
- Reduced our number of bus routes
- Had a strong ending balance for 2014-2015
- Have a projected balance increase for 2015-2016

Our success has been the product of teamwork by our employees, students, community, the school board, and others. Despite the adversity, all stakeholders kept a positive attitude and worked well together. We strived to reach the common goal of improving our financial status.

We are appreciative of the oversight and guidance received from the Arkansas Department of Education. We want to thank Mrs. Norris and her staff for being understanding and helpful in the process.

Although this has been a difficult time in the district, much more positive than negative has resulted from the process. Our community has much pride in our school and that bond has gotten even stronger.

Sincerely,

Walt Davis

Walt Davis, Hector School District Superintendent

Pine Bluff: School Improvement Progress Report

Richard W. Wilde and Lasonia Johnson

During the first quarter of school year 2015/2016 members of the ADE School Improvement Unit provided technical assistance and progress monitoring to the district leadership team and to the local school board. Three questions guided the work related to monitoring:

1. Does the work of the local school board support or distract from the priority schools ability to make progress?
2. Does the work of the district administrative leadership support or distract from the priority schools ability to make progress?
3. Does the work of the building leadership teams support or distract from the work of the classroom teachers?

School Board Progress and Monitoring

A representative from the ADE School Improvement Unit attended all school board meetings from August through October. Initially, observations identified that there was minimal discussion by the board on topics on the agenda. The actions taken were unclear to those in attendance, and motions seemed cryptic in nature. For example, a typical motion would be, "I move to approve personnel items". This was then seconded and the board moved on to the next topic.

Executive sessions seemed inordinately long for the items presented to the public following the executive session. The Board President presented items on the agenda, and the superintendent gave minimal explanation and background to agenda items, implying that essential information was communicated through the documents provided to the school board.

Based on suggestions by ADE staff, the superintendent and school board contacted the Arkansas School Board Association (ASBA) and scheduled training specific to conducting meetings, appropriate executive session discussions, and the importance of making decisions based on needs assessments and not

perceived needs or desires. The ASBA training was held in September and was well received by the local school board members.

In September, a local election was held and a new board member was elected. The school board held an organizational meeting in early October and elected a new President and Vice President. A majority of the school board has also attended statewide and regional trainings provided by ASBA. Informal interview of ASBA training staff by ADE personnel identified the perception of a sincere intent on the part of all individual school board members to improve practices and to function in a transparent and open leadership manner.

To this end, following the initial training, the local school board established a second meeting each month for the purposes of: a) gaining deeper knowledge of the programs, personnel, and student factors related to priority school status; b) receiving input from stakeholders directly; c) creating the agenda for the business meeting following extended discussion on topics. Further, the local school board has established a schedule for the additional meetings to be held at a school site and requested that each building present plans and needs during the study session so they will be more informed when asked to make decisions related to school staffing and supports.

The local school board has reduced the number of special session meetings and appears to be less reactionary. The school board appears to be gaining skills in planning ahead and team based decision making. There is still a tendency to want to act immediately on ideas presented, but the school board has agreed to hear from all schools before asking the superintendent for a priority of needs list. The district is on the fiscal watch list and needs to be selective in additional expenditures that will reduce further the declining ending fund balance.

Given changes being made by the school board related to their decision making activity, at this time it does not appear to distract from the priority schools efforts to improve student outcomes. If they continue on the current path of transparency and thoughtful decision making, they will become a support to the improvement efforts.

It is noteworthy to mention that Pine Bluff School Board voted to discontinue services from the External Provider "From the Heart". This company has subsequently filed a claim with the district indicating that they are entitled to \$837,000 for the Professional Development they had scheduled to provide to the school board and district. Further, there is another vendor that claims to have a signed contract for approximately the same amount. There is no evidence of Board approval for the additional provider. If the school board did agree to a contract of this nature, then this could have an impact on the fiscal status of the district. The contract issue currently resides with their attorney, John Walker.

The interim superintendent's contract has an addendum that extends service through June 30, 2016. The addendum was signed by the school board president in August, and established a reasonable number of annual leave days and 10 sick days. A provision within the contract provides for buyout of unused sick leave and annual leave at the end of the year. The school board was advised to have a monthly report of days used to prevent concern at the end of the contract.

The District Administrator Leadership Team

Specialists from the ADE School Improvement Unit have participated in multiple meetings with the district leadership team. The reorganization of the district leaders initially resulted in additional confusion regarding roles, processes, and responsibilities. In addition, there appeared to be internal competition between the directors related to the areas of responsibility. The superintendent is aware of the internal competition and is taking steps to unite the efforts of district leaders. Despite this minor internal issue, there was definite improvement in the "voice" and "input" by building administrators. Further, there is definite intent by all district leaders to be supportive of the school principals. (Note principal comments in part three of this report.)

There has been some miscommunication between the program directors, the superintendent, and the school board regarding prior approval of external providers. There has been some use of external providers as a continuation from the prior school year. The local school board has asked to approve all external providers annually. This was not fully communicated to district and school

leaders. It has been resolved and everyone is currently aware of the intent of the local school board to understand the need, to consider options, and then to move forward together with district administration.

In addition to technical assistance related to district leadership, there has been increased review by ADE staff and district staff of NSL and Title I planned expenditures to ensure improved alignment with school improvement efforts. Further, the ADE School Improvement Unit and the Fiscal Support Unit are meeting monthly to coordinate technical assistance being provided (given early intervention related to prevention of fiscal distress). The Fiscal Support Unit is providing support to the district's business manager and the School Improvement Unit and ADE Title I Director are providing support to the Federal Program Coordinator and School Improvement Director.

Given the progress being made in the alignment of support to the schools and in the coordination of funding, there does not appear to be a need for added state interventions at this time. It is recommended that monitoring and reporting to the Arkansas State Board of Education continue and that the progress is again reviewed in January or February of 2016.

Building Leadership Team Progress and Monitoring

Representatives from the ADE School Improvement Unit performed an informal standards review of each school in priority status to include an analysis of their master schedule and class loads. Teacher certifications and high school senior transcripts will be reviewed in November. No standards issues were identified related to course offerings and class loads.

A representative from the ADE School Improvement Unit performed a quarterly review of the Priority Improvement Plan (PIP) for the three identified priority schools in the Pine Bluff School District: Belair Middle School, Jack Robey Junior High School and Pine Bluff High School.

All three principals reported feeling much more included in decisions and definite support from their immediate supervisor. All three continued to voice concern related to incongruities between the ADE 45 day report and the 90 day report for

the University of Virginia (UVA) school improvement model adopted by the district. The ADE School Improvement Unit has agreed to provide more assistance in cross-walking the two efforts for second semester.

Belair Middle School, Jack Robey Junior High School, and Pine Bluff High School all submitted quarterly reports that described the school as fully implementing the objectives in the turnaround principle Area 1 (Change in Teacher and Leader Practice) regarding establishing a team structure with specific duties and time for instructional planning as well as engaging teachers in assessing and monitoring student mastery. The onsite reviews did not concur that the change is fully implemented. Progress over last school year was noted, but the work that the teams perform is not yet fully implemented. For example, instructional teams would be expected to create units of instruction and assess student progress three times per quarter. Only one pre/post-test was reported on the quarterly report. The ADE review team assisted school leadership in a deeper understanding of how teams function to create the turnaround process. The work of teams and the concept of distributed leadership will continue to be a focus into second quarter.

The UVA plan calls for frequent skills monitoring and then supplemental supports provided to students. This was identified in the ADE site review. While not quite the same as a unit assessment, it is noted that the schools are attempting to address student needs as we progress through the quarter rather than waiting until quarterly assessments are administered and then trying to address students not making progress. Further, it was noted that the ADE reporting format is resulting in the analyses of more data points than the previous IMO and reporting format.

Both the district and school leadership are more receptive to ADE support. There is need for a more in-depth understanding of the school improvement process, but we have moved beyond passive recognition of the barriers and into creating more action oriented plans. It is noteworthy to mention that all three schools were reconfigured this year, and while that could have resulted in an “excuse” to

not continue previous efforts, it did not. The principals appear more empowered to lead their schools.

Recommendations

All levels of leadership appear to be more empowered and functional than in the previous year. All levels appear to be focused on improving student outcomes. It is the perception of the assigned School Improvement team that this effort is in part due to the urgency established by the State Board of Education. Given that much of the behavior change by leadership is in the initial stage, and not yet established as common practice, it is recommended that the State Board of Education continue with quarterly review of progress and practices being implemented by the Pine Bluff School Board, District Leadership, and School Leadership.



PINE BLUFF SCHOOL DISTRICT

512 S. Pine St. P.O. Box 7678 Pine Bluff, AR 71601
Phone: 870.543.4203 - 870.543.4204
Fax: 870.543.4208

Office of the Superintendent

Pine Bluff School District Priority Schools

The following actions items are in place as a continual effort to turnaround Pine Bluff School District Schools.

- Terminated all External Providers
- School Board has added another meeting each month. The first meeting is the agenda meeting. Items are addressed with the community in an effort to be transparent about goals and plans.
- We have a new board elected president who has attended several Arkansas School Board Association training and the full board continues professional development training.
- The superintendent is currently completing the necessary assignments to receive his permanent AR license. His certification will be completed on or before November 12, 2015.

The schools have completed 45 day plan(s) for the state and the 90 day plans for UVA with our strategies to increase student achievement. Teacher effectiveness training has begun with Keith Sanders Group.

1. Principals are doing focus walk thru(s) every week and providing teachers with face to face feedback.
2. Professional development has consisted of
 - a. Data Dives- looking into all school data, creating teacher action plans based on the data by class and content enrichment and remediation
3. Kagan Strategies- cooperative learning to engage students in learning
4. Teacher planning sessions before and after school (PLC's). To look at materials and supplies needed for differentiation of Instruction.
5. Professional development on Instructional strategies in the classroom based on district/school data.

Culture- Each school has created common expectations that were taught to all students. Students are being celebrated for attendance, good behavior and improved test scores. (these celebrations are different at each school depending on the schools creativity. Celebrations include dress down days, ice cream and educational field lessons socials).

Teachers are recognized for their attendance, test data, and being great team player. (celebrations are also based on school creativity to include a staff of the month, gift certificates, and parking spaces for teacher/support staff of month.)

The Superintendent, the Chief School Reform Officer, and Staff/Support have had meetings at all schools. The purposes of these meetings were to thank staff and solicit ideas for next steps to be successful.

The principals, assistant principals, and instructional coaches attend monthly leadership meetings to focus on self-leadership, data driven decisions and organizational leadership.



Pine Bluff School District

512 South Pine Street P.O. Box 7678 Pine Bluff, AR 71611 (870) 543-4200

September 17, 2015

Dear Parents, Community Partners, Stakeholders and Civic Leaders,

I would like to invite you to the ***Pine Bluff School District Community Forum*** at 6:00 p.m., on **Tuesday, September 22, 2015**, at the Pine Bluff District Office, located at 512 South Pine Street. The purpose of this meeting is to learn more about the structure of our schools, identify existing programs, resources, parental involvement opportunities, partnerships, mentors, and stake holders.

The Community Forum is designed to create an opportunity for our patrons to foster a sense of community awareness in the area where they live; to communicate more effectively the needs of our neighborhood schools to the school officials; and to encourage residents to work together to keep our community, schools, neighborhood an attractive and safe place to live.

I hope you will come to meet your Pine Bluff School District Family and to learn how, by working together, we can ensure that Pine Bluff School District, is safe, friendly, and a place where all of us want our students to grow. Please mark **Tuesday, September 22, 2015, at 6:00 p.m.** on your calendar and plan to attend.

If you have any questions regarding this meeting, please call me at 870-543-4213 or the Superintendent's Office at 870-543-4204.

Thank you for your time, and I hope to see you at the meeting.

Sincerely,
Dr. T.C. Wallace
Superintendent

Mrs. Robbie C. Williams
Community Forum, Chairperson

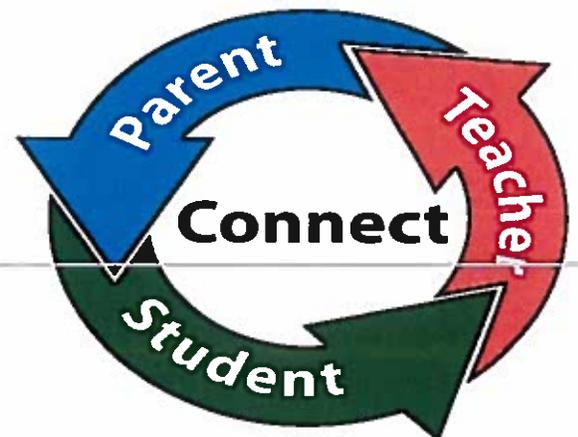
PINE BLUFF SCHOOL DISTRICT Community Forum

***September 22, 2015
6:00 p.m.—7:30 p.m.***

***PBSD District Board Room
512 South Pine Street***



**Meet Our School Board Members
Parental Opportunities
Volunteers/Mentors in School
District Stakeholders
Resources and Curriculum**



purpose:

To create an opportunity for our patrons to foster a sense of community awareness in our schools.

Superintendent T.C. Wallace, Jr.

870-543-4204



How to Prepare for What's Next at Pine Bluff High School

Academic Support

Leadership

Life Skills

Monday

Mock Trial

Mr. Nogueroles

Practice your speech, debate, and literacy skills. Represent PBHS in mock trial competitions



Tuesday

ACT Prep

Ms. Sheehan

Work to improve your ACT Score in Math, Science, English and Reading



Wednesday

Mentoring at Jack Robey

Ms. Brooks

Serve as a mentor for Jr. High students interested in college and careers



Thursday

School 101

Ms. Smith

Boost your grades at PBHS and learn how you can succeed in every class



Friday

ASVAB Prep

Mr. Wilson

Interested in joining the military? Build the skills you need to ace the ASVAB and enter national service



Saturday

Community Garden Team

Mr. Dhanaraj

Help fight hunger in Pine Bluff by building and maintaining community gardens across the city



What's Next Pine Bluff...

is committed to the day where young people in Pine Bluff have the same opportunity to succeed as a student anywhere in America.

Join Us

Whatsnextpinebluff.org

Facebook.com/whatsnextpinebluff

Contact@Whatsnextpinebluff.org



Career Readiness

Ms. Perry

Create a resume, practice interview skills, and visit local employers



Volunteering at the Boys and Girls Club

Ms. Noland

Serve as a counselor for elementary school students



Applying to College

Ms. Nelson

Receive step by step support in applying to college





PINE BLUFF SCHOOL DISTRICT

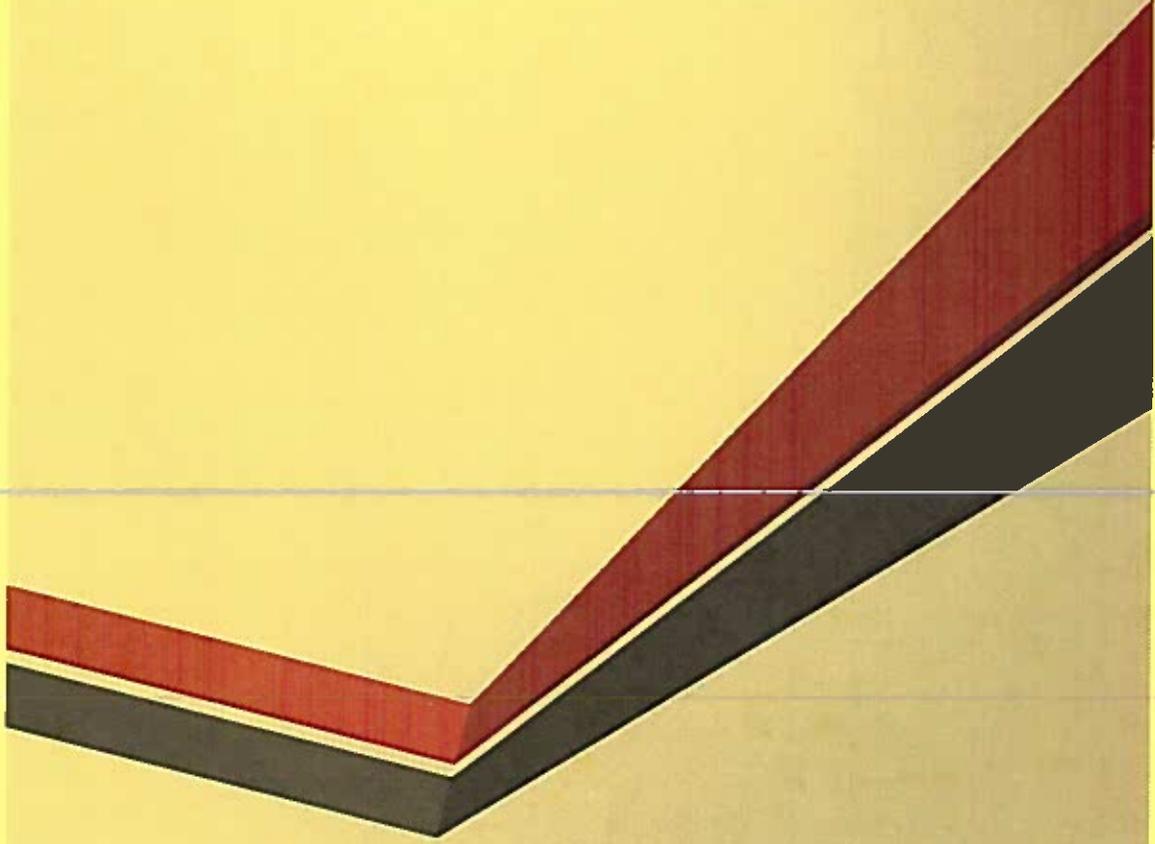
512 S. Pine St. P.O. Box 7678 Pine Bluff, AR 71601
Phone: 870.543.4203 - 870.543.4204
Fax: 870.543.4208

Office of the Superintendent

Superintendent's Community Engagement Activities

- Kiwanis Organization
 - Coffee with the Chiefs
 - Meet with the Mayor Debbie Hollingsworth
 - Editorial board Pine Bluff Commercial
 - Pine Bluff Graduation Ceremony
 - Pine Bluff High School Prom
 - State Track Meet
 - Pine Bluff Staff Convocation 2015-2016
 - Pine Bluff Football games
 - Pine Bluff Volunteer Program
 - Weekly school site visits
 - City of Pine Bluff Awards program
 - Greeting guests from London England (band)
 - Monthly Co-op Board Meeting
 - Department of Corrections Meeting
 - Judge Ernest Brown Juvenile Court
 - Pine Bluff Police Department
 - Representatives of the Ministrerial Alliance
 - New Saint Hurricane Church
 - University of Arkansas at Pine Bluff
 - 2015 Homecoming Activities
 - Pine Bluff Radio Station Interviews
-

Letter from Superintendent





Pine Bluff School District

512 South Pine Street P.O. Box 7678 Pine Bluff, AR 71611 (870) 543-4200

September 17, 2015

Dear Parents, Community Partners Stakeholders and Civic Leaders,

I would like to invite you to the ***Pine Bluff School District Community Forum*** at 6:00 p.m., on **Tuesday, September 22, 2015**, at the Pine Bluff District Office, located at 512 South Pine Street. The purpose of this meeting is to learn more about the structure of our schools, identify existing programs, resources, parental involvement opportunities, partnerships, mentors, and stake holders.

The Community Forum is designed to create an opportunity for our patrons to foster a sense of community awareness in the area where they live; to communicate more effectively the needs of our neighborhood schools to the school officials; and to encourage residents to work together to keep our community, schools, neighborhood an attractive and safe place to live.

I hope you will come to meet your Pine Bluff School District Family and to learn how, by working together, we can ensure that Pine Bluff School District, is safe, friendly, and a place where all of us want our students to grow. Please mark **Tuesday, September 22, 2015, at 6:00 p.m.** on your calendar and plan to attend.

If you have any questions regarding this meeting, please call me at 870-543-4213 or the Superintendent's Office at 870-543-4204.

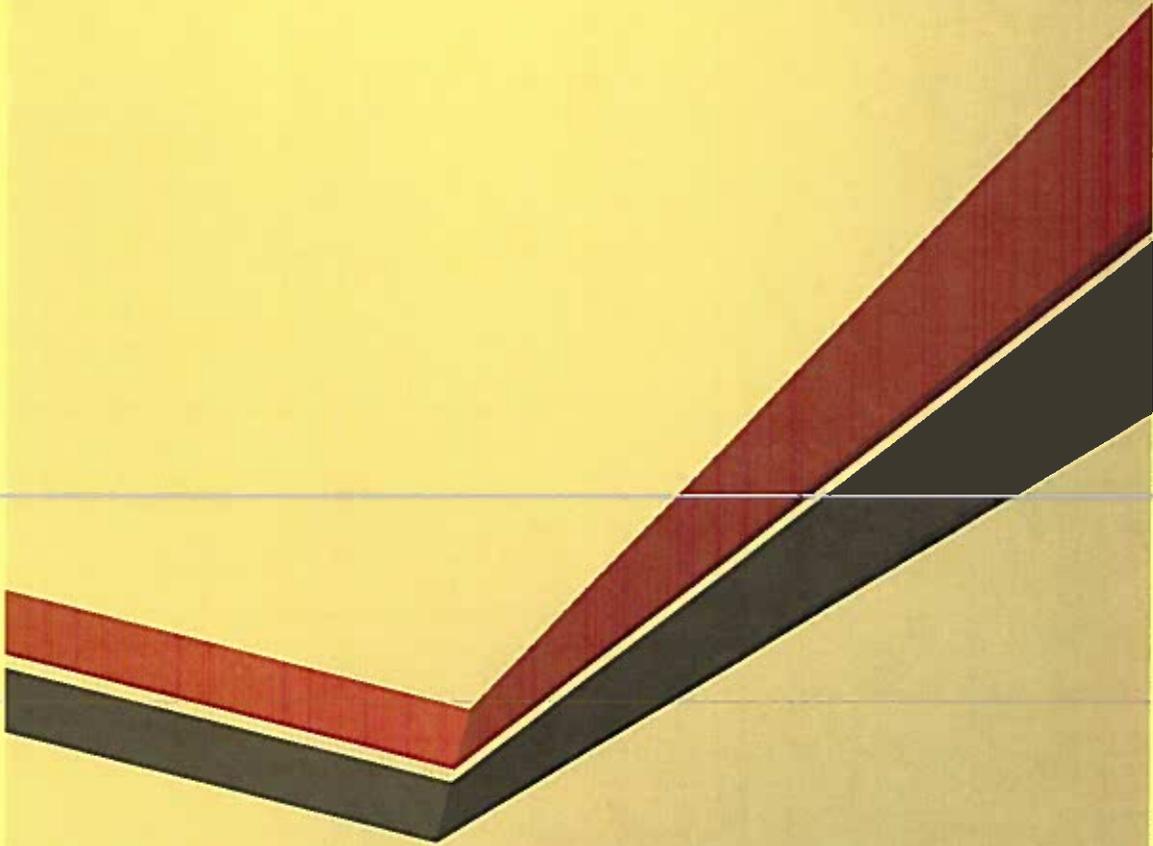
Thank you for your time, and I hope to see you at the meeting.

Sincerely,

Dr. T.C. Wallace
Superintendent


Mrs. Robbie C. Williams
Community Forum, Chairperson

Agenda



Pine Bluff School District Community Forum

Tuesday, September 22, 2015

6:00 p.m. – 7:30 p.m.

Agenda

Welcome/Opening Remarks Mrs. Robbie Williams

Purpose of the Forum - Superintendent Dr. T.C. Wallace, Jr.

General Overview for the Forum Mrs. Robbie Williams

Introduction of School Board Members

ADE Overview of the District – Dr. Wilde

Identifying Existing Schools

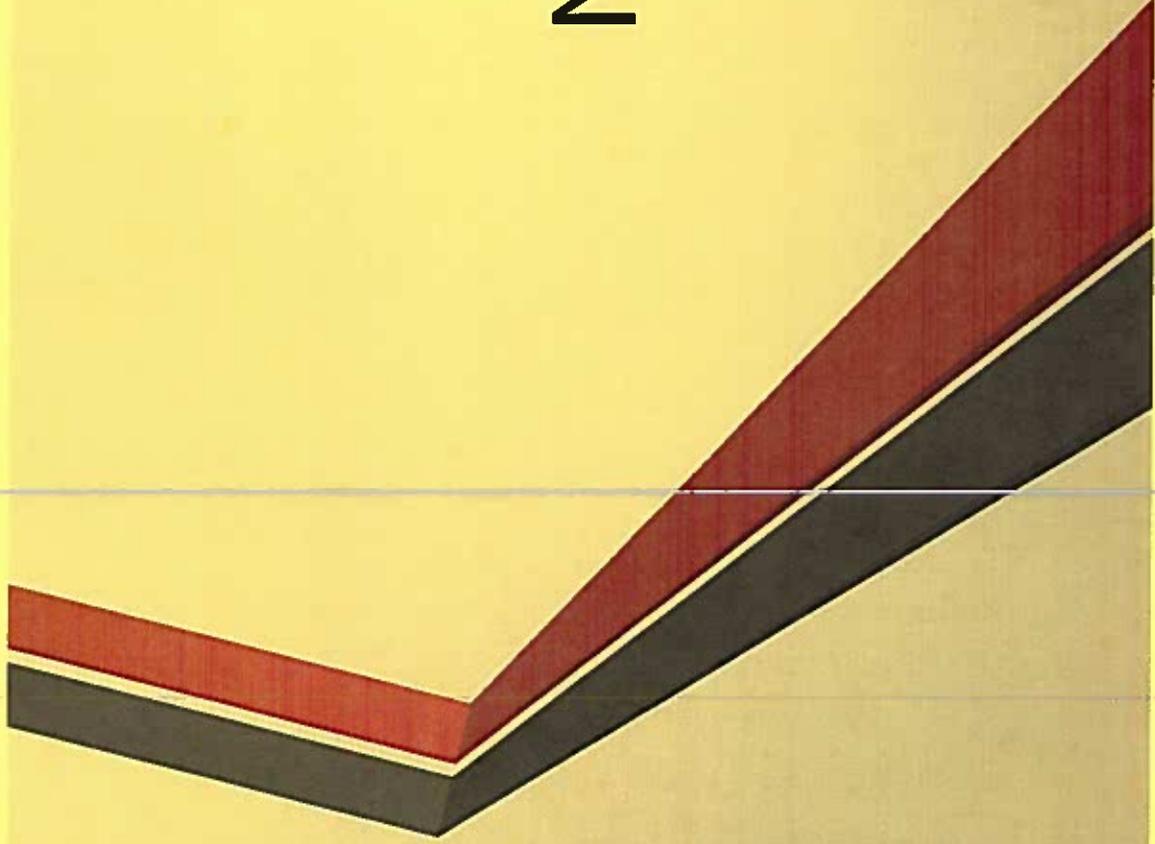
Programs/Mentoring in our Schools

Upcoming Events

Open to the Community for Discussion

Closing Remarks – Superintendent Wallace

Newspaper Articles



Posted September 29, 2015 - 5:30pm

Pine Bluff High Band gets invitation to London parade



Pine Bluff High School Band Director Timothy Scott, left, holds the formal invitation for the band to perform in the Jan. 1, 2017, London's New Year's Day Parade and Festival. Robert Davis -- lord vice mayor of the city of Westminster, one of 33 boroughs in London, and a patron of the parade and festival -- extended the invitation during an event Tuesday at Pine Bluff High School. (Pine Bluff Commercial/Ray King)

By Ray King
OF THE COMMERCIAL STAFF

The Pine Bluff High School Marching Band was formally invited to participate in the 2017 New Year's Day Parade and Festival in London during a program in the band room on campus Tuesday.

The invitation came from Robert Davis, the vice mayor of the city of Westminster, who is also a patron of the event, which is now in its 30th year.

"We heard you and we believe you are worthy of attendance at our parade," Davis told members of the band, school officials and parents who had gathered for the event. "I would like to formally invite you to participate in the Jan. 1, 2017, parade."

Robert Bone, who is the executive director of the London's New Years Day Parade and Festival, said representatives of the band contacted parade officials earlier this year and said they would like to be considered.

"We did some research on what they have done and they passed every test," he said. "We took video of the band to the committee and they liked what they saw."

Bone said the parade and festival, which started in 1987, has 8,500 participants annually, compared to 4,500 at the Macy's Thanksgiving Day Parade, and it draws crowds of 550,000 to 600,000 each year.

"We don't have marching bands in Great Britain, or in Europe," he said. "Everybody comes out to see the marching bands."

Davis agreed, saying that unlike America, where marching bands perform during football halftime, "our soccer games are very short."

Pine Bluff Mayor Debe Hollingsworth thanked the London representatives for the invitation, saying the trip would "leave a permanent footprint in the minds and hearts of our students."

Pine Bluff School District Interim Superintendent T.C. Wallace Jr. said the band would represent the school district well and thanked the parents of the band members for their support.

"Without your support, we wouldn't be where we are," Wallace said.

Also speaking was Pine Bluff High School Principal Micheal Nellums, who said the band "had worked hard and diligently and should be proud of the effort they've given this year."

"We look forward to gathering the funds so they can make the trip," Nellums said.

Davis said one of the things that impressed him and other members of the selection committee was "the professionalism the band showed."

Calendar

Editor's Note: To submit items to our calendar of events, email pbc-news@pbcommercial.com, fax 870-534-0113 or bring announcements to 300 S. Beech St., Pine Bluff.

Today**Dollarway meeting**

The Dollarway School Board will have a work session at 5:30 p.m. Tuesday, Sept. 22, at the district offices, 4900 Dollarway Road.

Election commission

The Jefferson County Board of Election Commissioners will meet at 6 p.m. Tuesday, Sept. 22, at the election center, 123 S. Main St. The agenda includes certification of results of the school election and a policy about poll judges leaving materials in machines.

Pine Bluff Rotary

The Pine Bluff Rotary Club meeting at noon Tuesday, Sept. 22, will be held at Southeast Arkansas College.

Share-A-Prayer pantry

Share-A-Prayer and Word Church, 4019 S. Main St., will open its food pantry Tuesday, Sept. 22, from 9 a.m. until the food is gone. Food will be given away on a first-come, first-served basis. To pick up food, participants must have a picture identification and a current utility bill for proof of address. Details: 535-7729.

Watson Chapel water group

Watson Chapel Water Association invites members to attend the annual water meeting at 6 p.m. Tuesday, Sept. 22. The meeting will be held in the cafeteria of Watson Chapel High School. Details: 879-1392

Pine Bluff School District forum

Pine Bluff School District will sponsor a community forum at 6 p.m. Tuesday, Sept. 22, at the administrative office, 512 S. Pine St. The purpose is for patrons to learn more about the structure of the schools, identify programs, hear about resources, parental involvement opportunities, partnerships, mentors and stake holders. Details: Robbie Williams, district spokeswoman, 543-4200.

to attend the orientation. Information about credits and graduation requirements will be discussed. Details: 879-4420

AARP driver safety

The AARP Smart Driver Safety Program will be offered from 12:30-5 p.m. Tuesday, Sept. 22, at Jefferson Regional Medical Center 1600 W. 40th Ave. The course, for people 50 and older. A driver who completes the course will receive a certificate that will enable drivers to receive a discount on their automobile insurance if they are 55 and older. Bob Daugherty, a licensed AARP instructor, will teach the class. Call Daugherty at 247-4898 to pre-register.

Salvation Army Angel Tree Program

The Salvation Army, 501 E. 12th Ave., will accept requests for Christmas assistance for families with children up to age 12 — from 9-11:30 a.m. and 1-3 p.m. weekdays through Friday, 25. Applicants must bring a picture ID, Social Security number or card for all household members, birth certificates for children 12 and under, proof of address, proof of household income and proof of legal custody (if applicable). The Salvation Army distributes Christmas gifts to children and senior adults through the Angel Tree Program. To be considered for the program, applicants must sign up. After being accepted, their names will go on the Angel Tree at The Pines mall and Walmart Supercenter. Shoppers will then have an opportunity to buy gifts for them starting Wednesday, Nov. 18. Details: 534-0504.

NAACP banquet tickets

Tickets are available for the Pine Bluff Branch NAACP Dove Freedom Fund Banquet to held at 6:30 p.m. Friday, Oct. 16, at the Pine Bluff Convention Center. The keynote speaker will be Annette Dove, founder and chief executive officer of TOPPS (Targeting Our People's Priorities with Service) Inc. Tickets are \$40 per person. Tables are available for \$400. To purchase tickets, call the Pine Bluff Convention Center at 536-7600. To purchase a table, contact Wanda V. Neal, president of

UAPB awards arts, sciences, facilities management staff

SPECIAL TO THE COMMERCIAL

Several employees in the School of Arts and Sciences, and Facilities Management at the University of Arkansas at Pine Bluff were recently honored with Chancellor's Awards.

They each received \$1,000 prizes at the Chancellor's Faculty and Staff Awards ceremony. Chancellor Laurence B. Alexander presented the awards, which recognize individual performance in areas including teaching, research, customer service, public service and global engagement.

Angela Andrade, associate professor in social and behavioral sciences, and Sederick Rice, assistant professor of



Andrade



Rice



Haliburton



Jordan



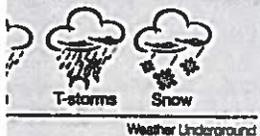
Williams

biology, each received the Distinguished Teaching Award, which recognizes the highest quality of teaching or instruction.

William Haliburton, skilled trades supervisor in the facilities management department; Stephanie Pugh-Williams, project/program specialist in the office of alumni affairs; and Vileara Jordan, education program coordinator in

the office of the Dean for the School of Arts and Sciences, each received the University Customer Service Award. This award recognizes those who exhibit the highest degree of customer service and consistently exceed the expectations set for their position.

Selections were based on nominations by UAPB faculty, staff, students and the community.



AREA DIGEST

Housing seminar set for Saturday

Jefferson County Community Development Corp., 700 S. Main St., will host a workshop on housing, personal finance and credit building from 10 a.m. to noon Saturday, Sept. 19.

Held in cooperation with the HOPE Federal Credit Union, the event will include loan officers, financial counselors and a housing counselor.

Details: Jerry Riley, 870-536-1074, or Fran Newsome, 501-920-9918.

Utility commission to meet Sept. 30

The Pine Bluff Water Utility Commis-

sion will meet at 8:45 a.m. Wednesday, Sept. 30, at the utility office, 1520 S. Ohio St.

The meeting was changed from Monday, Sept. 28.

PB school district sets community forum for Tuesday

Pine Bluff School District will sponsor a community forum at 6 p.m. Tuesday, Sept. 22, at the administrative office, 512 S. Pine St.

The purpose is for patrons to learn more about the structure of the schools, identify programs, hear about resources, parental involvement opportunities, partnerships, mentors and stake holders.

"The community

forum is designed to create an opportunity for our patrons to foster a sense of community awareness in the area where they live; to communicate more effectively the needs of our neighborhood schools to the school officials; and to encourage residents to work together to keep our community, schools and neighborhood an attractive safe place to live," Robbie Williams, district spokeswoman, said in a news release.

Details: Williams, 543-4200.

WC Junior High plans open house

Watson Chapel Junior High School will host an open house from 5:30-6:30 p.m. Tuesday, Sept.

22. Patrons will hear the Report to the Public and meet the teachers.

Parents of children in the ninth grade are urged to attend the orientation. Information about credits and graduation requirements will be discussed. Details: 879-4420

McGehee School Board to meet

McGehee School Board will meet at 5 p.m. Monday, Sept. 21, at the high school library.

The agenda includes the annual Report to the Public, election of officers, financial statement and the Minority Teacher and Administrator Recruitment Plan. Details: 870-222-3670.

WATER LEVELS:

Thursday's River and Lake levels with flood stage, 7 a.m. and 24-hour change.

Mississippi River			
Geola	28	0.48	0.33
Memphis	34	0.54	0.16
Paducah	44	6.93	0.24
St. Louis	37	6.55	0.28
St. Charles	48	12.52	0.02
Arkansas River			
Arkadelphia	22	17.31	-1.83
Ark. L/D Tw	357	338.16	-0.12
Clarendon	32	5.56	-0.37
Clinton	30	9.53	0.35
Ed. Buck Tw	275	250.89	0.30
Le Rock	23	7.50	-0.04
White Bluff	42	31.19	0.09
Widleton	31	27.08	0.01
Arkansas Post Canal			
Mal Lock Tw	-	122.12	0.17
Montgomery Point Dam			
Water	-	118.58	0.35
Bayou Meto			
White Lake	-	6.19	-0.25
St. Ignace	-	5.57	0.11
Wabbaseka Bayou			
Wabbaseka	-	7.51	-0.10
White River			

PB National Board Certified teachers attend institute

SPECIAL TO THE COMMERCIAL

Three Pine Bluff School District National Board Certified Teachers attended the 2015 Arkansas NBCT Leadership Institute.

They were Margie Nanak, library media specialist at Southwood Elementary School; Shelina Warren, Gifted and Talented facilitator at Scoggins-May-Hall GT Center; and Elizabeth Wall, library media specialist at W.T. Cheney Elementary School.

The institute was held Sept. 26 at Heifer Headquarters and Village at Little Rock. Participants discussed Teacher Leadership and Advocacy: Agents of Change Focusing on Improving Student Learning, according to a news release.



Special to The Commercial

Margie Nanak of Pine Bluff School District; Peggy Brookins, interim CEO and president of the National Board for Professional Teaching Standards; and Shelina Warren and Elizabeth Wall, both of Pine Bluff district, attend a leadership institute.

Commissioner Johnny Key of the Arkansas Department of Education attended the session and focused on leadership indicating that National Board Certified should be

the norm for Arkansas, according to the release.

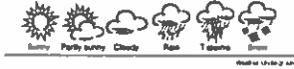
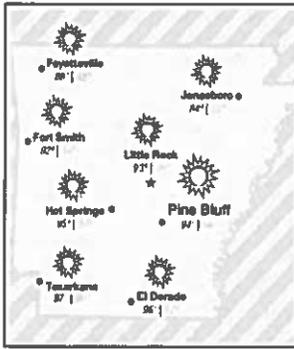
The leadership panel included Peggy Brookins, NBCT and interim CEO and president of National

Board for Professional Teaching Standards.

The afternoon session for advocacy included state Sen. Joyce Elliott, who spoke about being agents of change.

Today's Forecast

Forecast for Thursday, October 15



FIVE-DAY FORECAST:

Table showing the five-day forecast for Friday, Saturday, Sunday, Monday, and Tuesday, including high and low temperatures.

Wednesday's River and Lake levels with flood stage, 7 a.m. stage and 24 hour change.

Table listing water levels for various rivers and lakes, including Mississippi River, Arkansas River, and White River.

THE RAIN: The high for Wednesday was 90° with a low of 54° at the 24-hour period ending at 6 p.m. The National Weather Service forecast at the Little Rock Field during the 24-hour period ending at 6 p.m. Today's forecast calls for mostly sunny skies with a high in the 90° and an overnight low in the 50°.

Table with weather statistics: Avg. Max Temp 75°, Record 93° (1989), Avg. Min Temp 52°, Record 33° (1907).

STOCK WATCH table listing various stocks and their price changes, including NYSE Composite, Dow Jones, and individual companies like AT&T Inc. and Amazon Corp.

PB National Board Certified teachers attend institute

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Communities celebrate 4th annual Carnell Russ Day



A float carries participants during a parade at the fourth annual Carnell Russ Day Community Unity Festival on Sept. 26.

The fourth annual Carnell Russ Day Community Unity Festival was celebrated Sept. 25-26 at Star City. The event included a gospel concert Sept. 25, featuring Men in Black from Pine Bluff, Carolyn Hargrove from Little Rock, Johnson Family from Grady and Smith Brothers from Dumas and Missisippi. The parade Sept. 26 included Mayor Joe Carter, Atoca Williams of Gov. Asa Hutchinson's office, Star City's "Elvis & Friends," Stewart "Stew" Pearson and spoken-word poet Tashia Mayor of Little Rock. From the inception of the Carnell Russ Day in October 2011, it has continued to spreading seeds of unity in diversity. The event also memorializes Carnell Russ, whose life ended June 1, 1971, due to a tragedy in Star City. Moving from Tragedy to Triumph is the Carnell Russ Foundation's mission and the Carnell Russ Day Community Unity Festival is a venue to connect all people and cultures, a spokesman said.

AREA DIGEST

Ducks Unlimited plans banquet: A Ducks Unlimited Membership Banquet will be held at 5:30 p.m. Thursday, Oct. 15, at the Harbor Oaks banquet facilities. A fish dinner and beverages will be included for \$50 a person or \$70 for a couple. Tickets will be available at the door. There will also be a live and silent auction and several raffles.

Congressman, former NRA leader to attend fundraiser events: The National Rifle Association will hold a two-event fundraiser Sunday, Oct. 18, featuring U.S. Congressman French Hill, R-Little Rock, and former NRA national president, David Keene. A shooting event will be held from 2-5 p.m. at Last Resort Firearms Shooting range in White Hall. Tickets are \$150 each. From 5:30-7 p.m., a barbecue dinner will be held at the White Hall.

Community Center. Tickets are \$30 each or \$50 per couple. This event is open to the public. Attendees don't have to be members of the NRA to attend. Details: Erica Willard-Dunn, Arkansas NRA field representative, 870-623-2745 or ewillard@nrak.org

New Home sets clothes giveaway: New Home Missionary Baptist Church, 3000 S. Orange St., will give away clothes from 10 a.m. to noon Saturday, Oct. 17.

Oncologist, health screenings part of Pink Affair: The Pink Affair Cancer Awareness Educational Service will be held at Bethel New Bethel Missionary Baptist Church, 2522 N. Payne St., on 3 p.m. Sunday, Oct. 17. Special guests will include Dr. Asif Masood, an oncologist with the South Arkansas Hema-

tology & Oncology Clinic, and Lisa Buckner with the Arkansas Department of Health Breast Cervical Cancer Control Program. Representatives from the Jefferson Comprehensive Care Center will provide blood glucose and blood pressure screenings and flu vaccines will be available from staff of the Jefferson County Health Department. For flu vaccines, participants are asked to provide their Medicaid or insurance card if they have them. The program is sponsored by the Pine Bluff Community Health Advisors of the American Cancer Society and supported by the Mu Chi Chi Chapter of Chi Eta Phi Inc., a professional nursing sorority. Details: 336-1074 or 501-920-9918.

Greater Ward to open pantry: The food pantry at Greater Ward Chapel AME Church, 3700 W. Sixth Ave., will distribute food boxes from 6-8 p.m. Monday, Oct. 19. Participants are asked to bring picture ID and proof of residence.

Free housing, finance seminar set: Jefferson County Community Development Corp., 700 S. Main St., will host a free workshop on housing, personal finance and credit building from 10

a.m. to noon Saturday, Oct. 17. Guests will include representatives from the Hope Federal Credit Union, Arkansas Fair Housing Commission, U.S. Department of Federal Housing and Urban Development and Federal Home Loan Bank of Dallas.

Country Western event set at Rison: A country Western dance with a hand will be held at 7 p.m. Saturday, Oct. 17, at the Hall Morgan Veterans building in Rison. Admission is \$5.

READ THE CLASSIFIEDS PAGES 11-13

Pine Bluff COMMERCIAL READ US ONLINE www.pbcommercial.com

Open Monday thru Friday 7:30 am till 6:00 pm Closed on Wednesday, Saturday and Sunday 6201-A Dollarway Rd. 870-247-3812

PB board approves agreement for recreational program

By Ray King

OF THE COMMERCIAL STAFF

An agreement between the Pine Bluff School District, What's Next Pine Bluff and the Pine Bluff Parks and Recreation Department to use the outside of the former Indiana Street School for recreational activities was approved Wednesday without dissent.

Before the vote, Interim Superintendent T. C. Wallace said What's Next Pine Bluff had obtained liability insurance and there will be no cost to the district, What's Next Pine Bluff or to the city.

Asked by Board Member Herman Horace why the board was just now hearing about the issue, Wallace said What's Next Pine Bluff had previously

been authorized to use the school, and a new agreement was necessary because the city was now involved.

Board Member Stephen Bronskill, who is the director of What's Next Pine Bluff, abstained and left the room while the discussion was taking place and the vote taken.

The board heard from Eric Elders, the director of First Ward Alternative School, and some of the students there who have been involved in another project involving What's Next Pine Bluff and First United Methodist Church, a community garden on a lot across from the church.

Carmen Fletcher, a ninth-grader at the school, said her favorite part of the garden

was the planning, and that "there's a lot of poverty in that neighborhood, so a garden will help a lot because families will be able to get food."

"A lot of kids come to school to get a meal because they don't get to eat at home, so the garden will help," Fletcher said.

Crystal Handel, a 10th-grader, said, "In Pine Bluff there are not a lot of community gardens, and it was fun."

Elders said the project was part of Aggression Replacement Training at the school.

"The great thing was the kids worked together, worked as a team and were able to apply some of the concepts they learned in math and science," Elders said.

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of the commercial staff

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VW offers deals to prop up sales after emissions scandal

By David Welch

Volkswagen, trying to woo U.S. consumers amid its diesel emissions cheating scandal, is offering new-vehicle discounts that by one measure are almost twice the industry average.

Current owners of VW-brand vehicles can get interest-free loans along with rebates of up to \$2,000, as well as low-cost leases. During the first week of this month, the brand's average discount to the sticker price was 11.1 percent, compared with the industry's 6.2 percent, according to TrueCar, a website that tracks car pricing.

Volkswagen is trying to minimize the damage to its reputation and deliveries from the scandal, which probably will result in large fines and already forced Chief Executive Officer Martin Winterkorn to step down. The Wolfsburg, Germany-based company is also trying to get U.S. buyers to consider its gasoline-powered vehicles after it had to stop selling some diesel models because of the emissions cheating. Diesels were more than 20 percent of its U.S. sales.

"They need something to get traffic to their showrooms because the diesel lovers are not com-

ing in," said Joe Phillippi, principal of Auto Trends Inc., a consulting firm in Short Hills, New Jersey. "They weren't exactly knocking the cover off the ball before the crisis, either."

VW is offering three-year leases on the brand's top seller, the Jetta compact, for \$139 a month with a \$2,199 down payment, according to the company's U.S. website. That's cheaper than Honda and Toyota are showing on their Web pages for their competing compacts, the Civic and Corolla. Volkswagen also is offering interest-free financing and as much as \$2,000 in discounts on its No. 2 seller, the Passat sedan.

"This gives the dealers a story to tell customers," said Alan Brown, general manager and partner at Hendrick Volkswagen outside of Dallas and chairman of VW's U.S. dealer council. "This situation has made us focus on selling gasoline engines."

Volkswagen spokeswoman Juanise Givivan said the deals are aggressive and are an effort to bring in customers and help dealers boost sales.

The deals have helped sales roughly keep pace with October 2014, said Randy Hiley, who owns Volkswagen dealerships in Texas

and Alabama. Still, he said he's worried that publicity about the emissions scandal and a lack of diesels will continue to hurt sales.

Hiley said Volkswagen has given dealers cash to help them take care of customers, including more than \$80,000 to his Texas dealership. They can provide loaner cars, use the money to give buyers a better deal without sacrificing dealer profit or just keep the cash if they have to take diesel cars on trade-in and can't sell them until the automaker comes up with a plan for fixing the vehicles.

Givivan said the cash is given to dealers with no specific mandate.

Even before the emissions scandal, Volkswagen was one of the bigger spenders on rebates and deals, according to Autodata Corp., a research firm in Woodcliff Lake, New Jersey. The VW brand spent an estimated \$4,261 a vehicle in incentives last month, up more than 50 percent from \$2,781 a year earlier and higher than the industry average of \$2,507, according to Edmunds.com data compiled by Bloomberg Intelligence. The brand's spending has exceeded \$3,000 a vehicle since April.

"They're obviously throwing money at it," Hiley said in a telephone interview.

NATIONAL BRIEFS

Prediction Market: Clinton's odds up after Biden decision

WASHINGTON — Hillary Clinton's chances for the Democratic nomination increased after Vice President Joe Biden announced Wednesday that he wouldn't run, according to the Political Prediction Market.

Before Biden's decision, Clinton's chances for the nomination stood at 69 percent. In the five minutes before the vice president spoke, the former secretary of state's odds increased from 69 percent to 73 percent. They shot up to 78 percent once Biden said he wouldn't run. Now her odds hover around 82 percent.

Vermont Sen. Bernie Sanders' chances for the nomination have also increased after Biden's announcement, though not as dramatically. Sanders was at an 11 percent and then ticked up to 14 percent in the minutes leading up to the announcement. Sanders' odds for winning the Democratic nomination in the Political Prediction Market are at 17 percent.

Former Maryland Gov. Martin O'Malley and former Rhode Island

Gov. Lincoln Chafee's chances did not change after the announcement — they are each still at a 1 percent chance for the nomination.

— Danielle Diaz, CNN

After caucus vote, Paul Ryan is pushing ahead with speaker bid

Rep. Paul Ryan is pushing ahead with his — now likely successful — bid to be the next House speaker. In a closed-door session, more than 70 percent of the House Freedom Caucus voted in favor of Ryan's candidacy — short of the 80 percent needed for an official endorsement. It appears to be close enough for Ryan, and now he is just waiting for two other key House GOP caucuses to make their support known before he officially jumps in. "I'm grateful for the support of a supermajority of the House Freedom Caucus," Ryan said in a statement. "I look forward to hearing from the other two caucuses by the end of the week, but I believe this is a positive step toward a unified Republican team."

— The CNN Wire

Look Who's All Dressed Up for Halloween!!



Name: _____
Age: _____



Name: _____
Age: _____



Name: _____
Age: _____



Name: _____
Age: _____

Share a photo of you, your children or even your pet dressed in their Halloween costume. \$25 per color ad and ads will publish on October 31, 2015.



Name: _____
Age: _____



Name: _____
Age: _____



Name: _____
Age: _____



Name: _____
Age: _____

Your Name: _____

Address: _____

Daytime Phone: _____

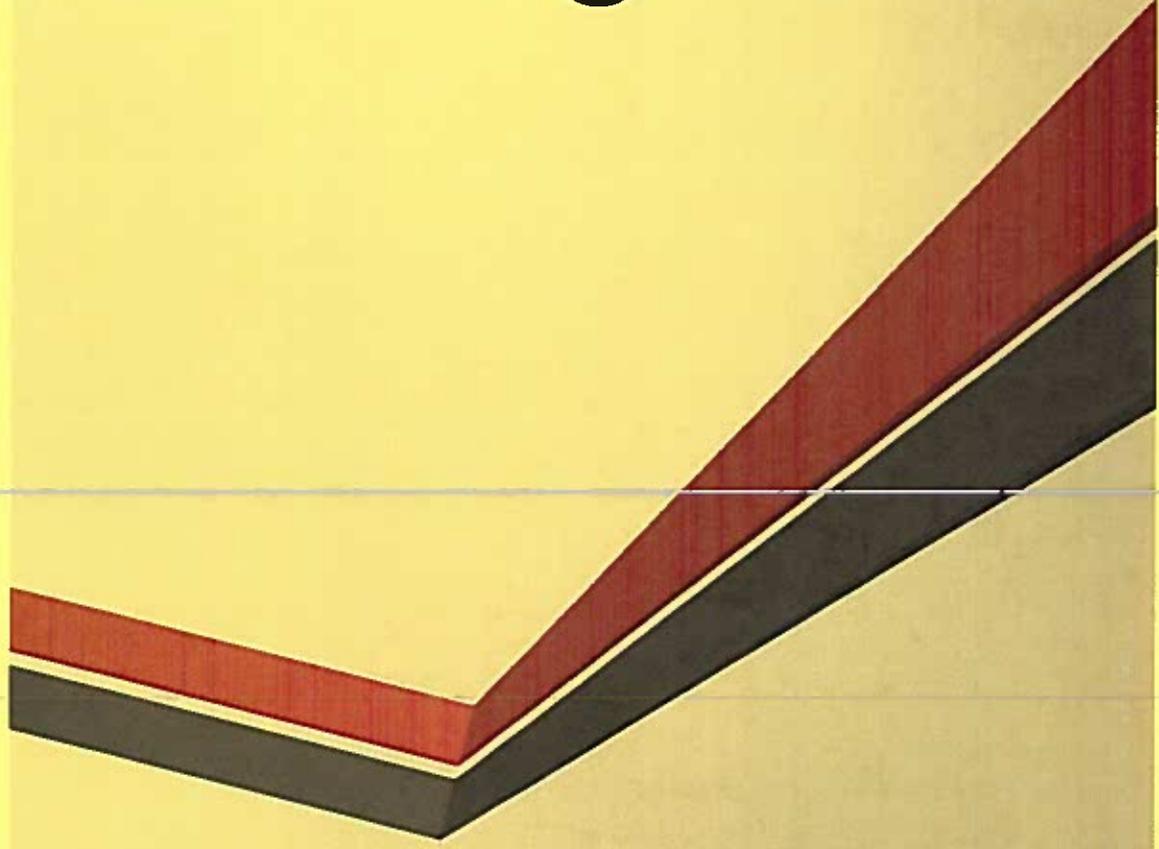
Payment: Check/Cash/Money Order Visa MC AMEX

CC # _____ Exp _____

Mail to: People's Post Box 100 Pine Bluff, AR 71401 or bring to the office at 300 Beech St., Pine Bluff or e-mail to: pinebluffcommercial@aol.com

DEADLINE: Monday, October 26, 2015 5pm

Minutes from the Community Forum



September 22, 2015

Minutes from the Pine Bluff School District Community Forum

The Pine Bluff District Form was called to order promptly at 6:00 p.m. by Ms. Robbie Williams (Chairperson of the Forum), with a warm welcome and opening remarks and then turned over to Superintendent Wallace.

Mrs. Williams, gave an overview of the forum and several staff personnel gave an overview of their department. This includes introduction of all Board Members present, ADE (Dr. Wilde was absent). Ms. Aleisa Smith, Ms. Monica McMurray, Ms. Cheryl Hatley, Mrs. Pat Johnson, Ms. Freddie Jolivette, Ms. Tiffany Copeland, and Mr. Rodney Ryles and their roles in the district.

Dr. Wallace then asked all district personnel to take a seat at the front of the forum, so open discussion could take place.

Most of the concerns were from Belair, Jack Robey and Pine Bluff High School.

Some of the concerns were;

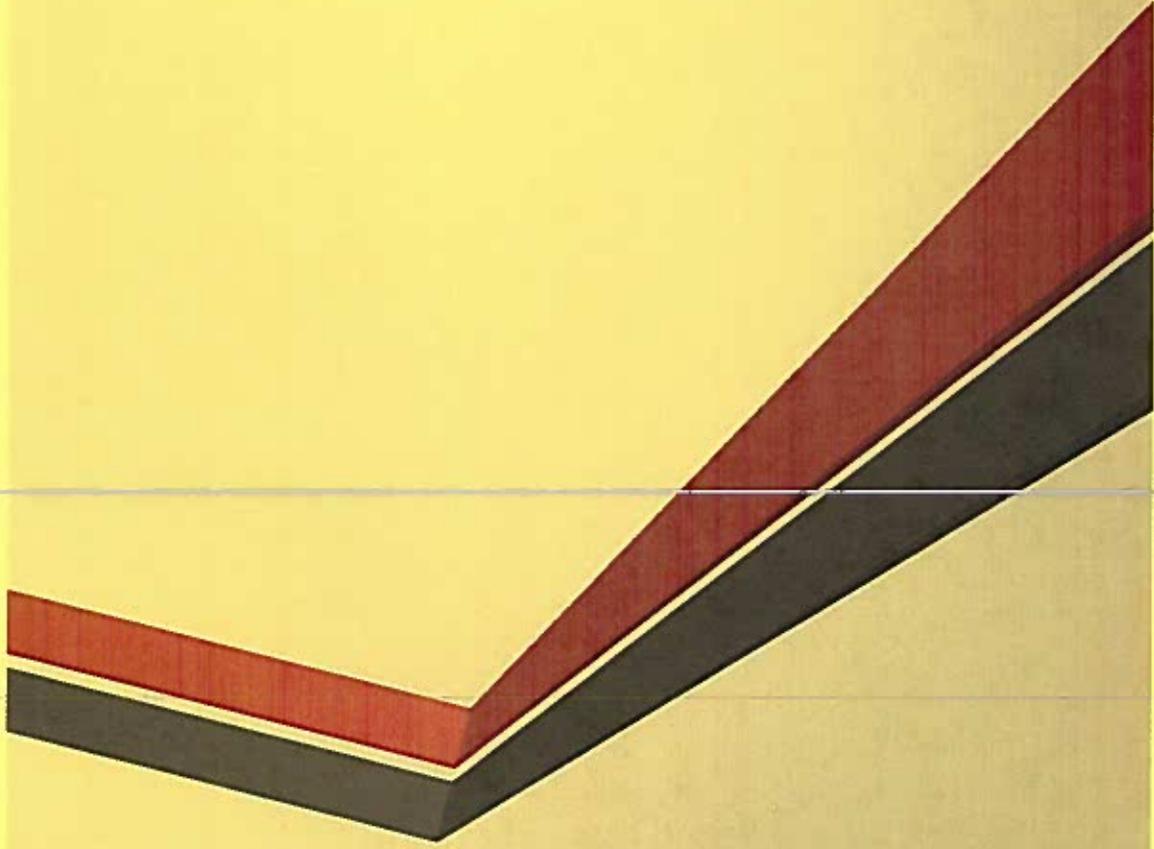
- TLI is it aligned to the curriculum? Are teachers able to communicate that to parents?
- Are all the teachers in the Pine Bluff School District HQT?
- HAC and TAC cannot get grades, who's checking to see if they are being posted?
- Who's following the district handbook? My child was battered and nothing was done!
- Books are not being issued to students, some are marked up and pages torn out of them.
- Are all teachers being evaluated by their principal, yearly?
- Are all administrators certified to evaluate teachers?
- On the campus of Pine Bluff High School, there has not been an AP US History Teacher for weeks, what are the students to do? It was then mentioned, a teacher started today!
- On the campus of Belair, no one was able to give information on how to get on HAC and TAC.
- More communication must take place across the district.
- Who's monitoring Principals? Who's monitoring their supervisor?
- Some administrators are coming to school at 8:30 a.m., sometimes 9:00 a.m., Is this the practice of the district policy?
- Teachers are being hire one day, work one day and then resign, what's going on? One district staff person stated it is hard to recruit teacher who are not certified.

It was also mention, none the teachers got letters concerning the forum. However, all other campus stated they got them. It was the responsibility of the Principal to get them from Central Office, issued them to staff and student.

Superintendent Wallace stated that he would do a serious follow up and get answers to those concerns or questions. The audience did state they enjoyed the forum and one is being planned for February 2016.

The forum was adjourned at 7:02 p.m.

Sign In Sheet



Pine Bluff School District Community Forum
 Tuesday, September 22, 2015
 6:00 p.m. - 7:30 p.m.

Pine Bluff District Office - 512 South Pine Street
 Sign-In Sheet

Name (print please)	Contact Information	Parent/Community
Robbie C. Williams	521 South Pine - PB 870-543-4213	Parent
Tonia Crumpton	2302 Beau Monde - PB (870) 872-0764	Parent
FREDDIE B. JOUVETTE	870-850-2008/009	
Chandra Griffin	clgriffin0071@yahoo.com	Parent
Sylvia Grady	sa.grady@yghoo.com	Teacher
Cheryl R. Hatley	cheryl.hatley@pbsd.k12.ar.us	
Bennie Shelton	Bennie Shelton 223@yahoo.com 1900 5 main st 540-7456	Security
Marilyn White	PO Box 2904 PB AR 718-1748	Grandparent
Henry Dsbner		

Pine Bluff School District Community Forum
 Tuesday, September 22, 2015
 6:00 p.m. - 7:30 p.m.
 Pine Bluff District Office - 512 South Pine Street
 Sign-In Sheet

Name (print please)	Contact Information	Parent/Community
Robbie C. Williams	521 South Pine - PB 870-543-4213	Parent
Suzette Bloodman	543-4365	Principal/Relator
Andrea Roof-Little	2300 W. 48th Ave 71603 534-4405	Board member
Kathy Brown-Ladd	3603 Mobile St Pine Bluff Arz	Parent
Sandi Williams	519 W. Barrave ^{not at} Pine Bluff	Parent
Laminah Hawkins	2804 Avondale Drive	Parent
Diane Barnes	6404 S. Mulberry	Parent
Amy & Nancy	4204 Skyline Dr. 267-2365	Parent
Leah	804 FA/RWAY DR	

Pine Bluff School District Community Forum
 Tuesday, September 22, 2015
 6:00 p.m. - 7:30 p.m.

Pine Bluff District Office - 512 South Pine Street
 Sign-In Sheet

Name (print please)	Contact Information	Parent/Community
Robbie C. Williams	521 South Pine - PB 870-543-4213	Parent
Denise Biley	870-536-0418	Denise Biley
Stephen Bronskill	425-785-4960	School Board
Kal Riles	543-4348	Admin / Parent
Jenny Copeland	870-543-4374	PBSD
Herman Horace	870-692-4839	
Tamela Alle	870-692-7702	Parent PBSD
Jewellee Courtney	879-9988 870- 543-4213	Jewellee block @ YA Ho. Com GRAND PARENT
Alesia Smith	870-939-8006	

Pine Bluff School District Community Forum
 Tuesday, September 22, 2015
 6:00 p.m. – 7:30 p.m.

Pine Bluff District Office – 512 South Pine Street
 Sign-In Sheet

Name (print please)	Contact Information	Parent/Community
Robbie C. Williams	521 South Pine – PB 870-543-4213	Parent
Anthony Judd	3603 Noble St P.B. AR 71601	
Jenny Williams	519 W Barragou #27 870-341-2302	Jenny Williams
EMC EDD	1 st LHM	
Marcia West	1704 War Eagle P.B. AR 71603	Teacher Belan
Kenisha Ward	(601) 502-7412	
Shirley Washington	870-692-4402	Community
Pastor C.D. Williams	(870) 879-2993	Pastor/Community
Minister Fred Egan	(800) 536-7112	Community

Pine Bluff School District Community Forum
 Tuesday, September 22, 2015
 6:00 p.m. – 7:30 p.m.
 Pine Bluff District Office – 512 South Pine Street
 Sign-In Sheet

Name (print please)	Contact Information	Parent/Community
Robbie C. Williams	521 South Pine – PB 870-543-4213	Parent
Shawn Howell	489-4332 1004 W. 73rd Ave 71601	Parent
Trammell Howell	1004 W 73rd Ave 71601 692-3960	Parent
Patricia Johnson	6215 W Pulley Pine Bluff, AR 71601	P/C

Pine Bluff School District Community Forum

Tuesday, September 22, 2015

6:00 p.m. - 7:30 p.m.

Pine Bluff District Office - 512 South Pine Street

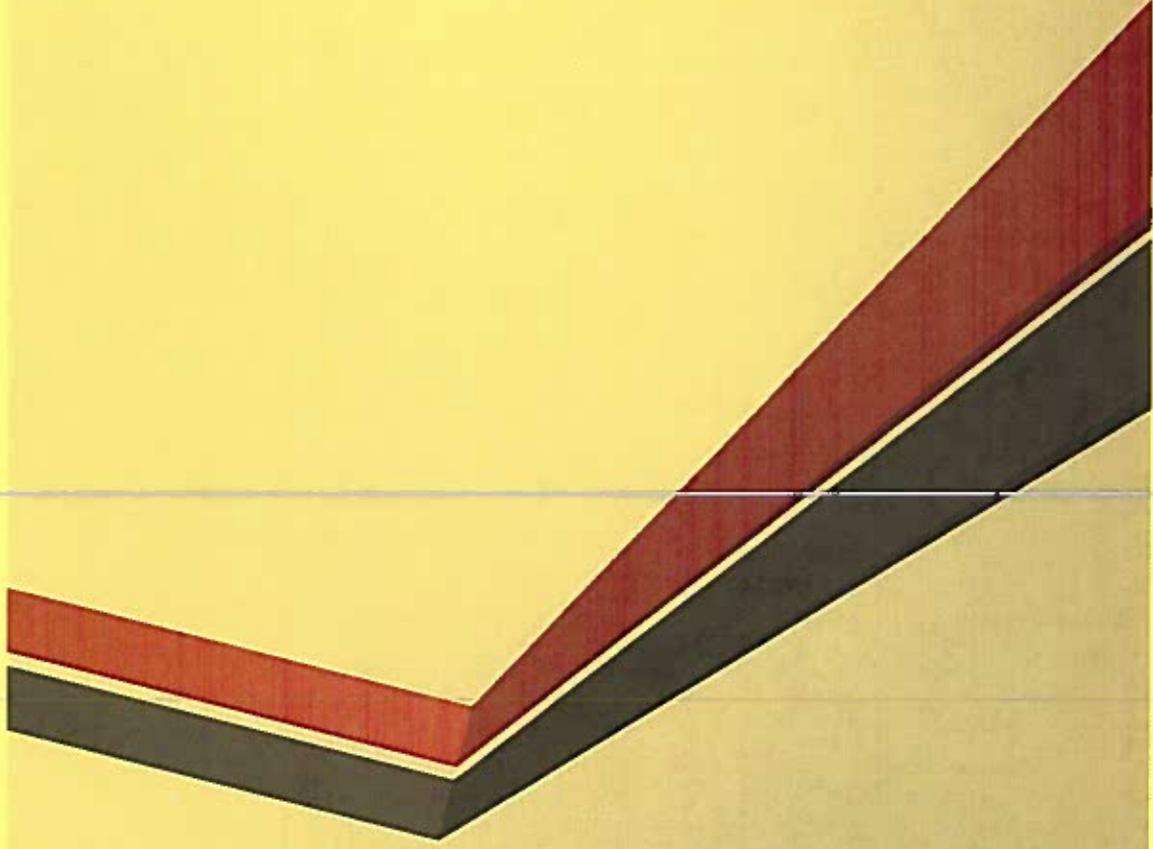
Sign-In Sheet

Name (print please)	Contact Information	Parent/Community
Robbie C. Williams	521 South Pine - PB 870-543-4213	Parent
Deirdra R. Johnson	6501 Middle Warren Road Pine Bluff, AR	Community / Teacher
Mattie P. Collins	503 W. 12th Ave Pine Bluff, AR 71603	Community / Retired Teacher
MaryJenny	512 Pine Street	LEA Supervisor
Shirley m wiley	f 0822 7883 f 84 7141	Teacher
Ja Sonya Richarda	latonverrich@yahoo.com 2101 Mt Vernon Ct 71603	Parent

Pine Bluff School District Community Forum
 Tuesday, September 22, 2015
 6:00 p.m. - 7:30 p.m.
 Pine Bluff District Office - 512 South Pine Street
 Sign-In Sheet

Name (print please)	Contact Information	Parent/Community
Robbie C. Williams	521 South Pine - PB 870-543-4213	Parent
Virginia Hymes	(870) 534-6946	
Adrian Dhanraj	(240) 687-2955	Teacher
Phyllis Wilkins	870-718-0490	Board member
Diane Crossby	(870) 535-1011	Parent
Brenda Battle		Parent

Network Media



INVOICE

Network Media One
floyddonald@hotmail.com

123 S. Pine
Pine Bluff, AR
71601

Attn: Mrs. Robbie Williams
Community Forum Coordinator
519 S. Pine
Pine Bluff, Arkansas 71601
Date: Sept. 16, 2015
Project: 197235
Client: Pine Bluff School District

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Pine Bluff Cable TV			\$ 250
Networks BET, TNT, TBS, ESPN			
Total of 93 Ads on Cable, evenly divided			
Will Bonus...Sunday "Get Your Praise On"			
Subtotal			\$ 475
Balance Due:		Total	\$ 475

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Pine Bluff School District to encourage parent/student reading

By Kay King
OF THE COMMERCIAL STAFF

Parents of students in the Pine Bluff School District are being encouraged to read with their children as a way to improve student achievement.

Alesia Smith, the chief school reform officer for the district, said Tuesday night that the program will begin the first week of September and will continue throughout the school year.

Smith explained the program during the regular meeting of the district's board of directors.

Students from kindergarten to second grade are being encouraged to read for 20 minutes a day, Sunday through Thursday, while students from third grade to 12th grade should spend 30 minutes per day reading.

Smith said that in order to hook the students, the district has "ordered a lot of books the kids will like" and will hold their interest.

She said that the students participating in

the program will be assessed after three to four weeks and the parents will receive a report explaining the child's reading level.

To ensure that the students are reading, Smith said they may be asked to do book reports or some similar activity, and she is working to try to develop incentives to encourage them to read.

Those incentives might include "an out-of-uniform pass." And she said she plans to talk to the community about obtaining gift certificates and the like.

"They did this in Cincinnati and it works," Smith said.

Also on Tuesday, the board approved a request to replace the engine in a 2008 school bus at a cost of about \$17,000, including labor.

Acting Superintendent T. C. Wallace Jr. said during the board meeting the bus engine had a "catastrophic engine failure" at the beginning of the 2014-2015 school year and efforts to repair the

engine were unsuccessful.

Wallace said the cost of a new bus would be from \$73,000 to \$90,000 and the replacement engine would come with a warranty.

In personnel action, the board approved the following people to be hired:

- Ryan Lynn Hutchinson as a second-grade teacher at Southwood Elementary School, effective Aug. 17.

- Cheryl Mooney as a third-grade teacher at Southwood Elementary School, effective Aug. 19.

- Larhonda Compton as a paraprofessional at Greenville/Forrest Park Preschool, effective Aug. 19.

- Jeffery Fuller as a security guard at Pine Bluff High School, effective Aug. 17.

- Doris Hampton as a special education paraprofessional at Broadmoor Elementary School, effective Aug. 19.

- Danyell Hughes as a special education paraprofessional at Belair Middle School, effective Aug. 19.

- Leandra Mays as a special educational paraprofessional at Jack Robey Junior High School, effective Aug. 19.

Gertrude Mitchell as a special education paraprofessional at 34th Avenue Elementary School, effective Aug. 19.

Tameki Smith as a special education paraprofessional at Belair Middle School, effective Aug. 19.

And in other personnel action:

- Yolanda Scott-Racy, who was a secretary at Broadmoor Elementary School, was transferred to the position of administrative assistant to the superintendent, retroactive to July 1.

- Vanetta Simon, who was an English teacher at Belair Middle School, was transferred to literacy coach at Belair, effective Sept. 8.

- Nicole Stewart, who was a paraprofessional at Broadmoor Elementary School, was transferred to assistant coordinator for VIPs (Volunteers in Public Schools), effective Aug. 17.

Obama to visit New Orleans for 10th anniversary of hurricane

By Chris Mooney
THE WASHINGTON POST

WASHINGTON — Ten years ago next week, a major hurricane stood perched atop the Gulf of Mexico. Katrina. It had rapidly intensified from a Category 3 into a deadly Category 5 monster and began its northward turn toward the Gulf Coast — weakening, but still driving a tremendous wall of water.

Many in New Orleans thought they were protected by levees and seawalls. Instead, there were several breaches, and water streamed in to fill New Orleans's geographical "bowl," leading to 1,833 deaths in the storm across its path of destruction and an estimated \$108 billion in damage.

There has been growing attention to Katrina's 10th anniversary, and the White House has announced that President Barack Obama will travel to New Orleans on Aug. 27 to meet with Mayor Mitch Landrieu and city residents, using the occasion to highlight the city's rebound.

Additionally, several top members of the administration, including Federal Emergency Management Agency Administrator Craig Fugate

and Office of Management and Budget Director Shaun Donovan, will either accompany the president or make their own visits to the area.

A key theme will be the achievements of recovery — with federal aid since the beginning of Obama's presidency. FEMA has given \$5.2 billion to Louisiana and other Gulf Coast states since 2009 for public works projects, and \$1.4 billion to Louisiana and Mississippi for projects to heighten resiliency to future disasters.

Meanwhile, the Education Department has spent \$100 million on Louisiana schools during the Obama years, even as the Transportation Department has helped with climate adaptation measures for coastal roads and infrastructure and the Department of Housing and Urban Development has spent nearly \$20 billion on Gulf Coast disaster recovery grants.



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Big River Steel CEO John Correnti dies

By John Lynn
ARLINGTON NEWS SERVICE

LITTLE ROCK — The CEO of a company currently building a \$1.3 billion steel mill in Mississippi County has died, the company said Wednesday.

Big River Steel CEO John Correnti was found dead Tuesday, apparently from natural causes, in a hotel room in Chicago, where he was attending a board meeting of Navistar International Corp. He was 68.

"John had a long and highly successful career in the steel industry," Big River Steel said in a statement. "As the driving force behind numerous greenfield steel mill projects, John's efforts led to the creation of thousands of high-paying jobs, an accomplishment that gave him great pride."

The company said Correnti was "a visionary, an innovator and a leader who dedicated his career to improving the steel industry and creating opportunities for those that worked within it."

The company will continue to be managed by its operating committee, according to the statement.

Gov. Asa Hutchinson said in a statement Wednesday, "I am saddened to learn of the death of John Correnti. He has been called a 'steel man' and indeed his name was synonymous with the steel industry. I know that the team he put in place in Osceola will assure the success of Big River Steel, which will be one of John's lasting legacies. We are grateful for his commitment to Arkansas, and our thoughts and prayers are with his family and his extended family at Big River Steel."

Correnti began his 45-year career in the steel industry at U.S. Steel in senior construction management. He next joined Nucor, where he rose to the position of president and CEO and oversaw the production of several mills, including two in Mississippi County.

In 2013, the Arkansas Legislature approved a \$125 million bond issue to help Big River Steel build a mill near Osceola. Nucor opposed the plans of its former CEO, who had left the company in 1999, to place a third steel mill in Mississippi County. A federal lawsuit by Nucor, alleging that Big River Steel's project was in violation of the federal Clean Air Act, was dismissed in February.

The Big River Steel plant is scheduled to open in July 2016. It is expected to employ 525 people.

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Police investigate Tuesday shooting

BY THE COMMERCIAL STAFF

Pine Bluff police are continuing their investigation into the Tuesday night shooting of a man on the west side of the city.

According to a police report, Eugene Farris, 37, was shot multiple times at about 6:15 p.m. by an unknown person outside an auto shop at 104 N. Bryant St.

Officer Terrence Anderson said in the report that Farris told him a car pulled onto the car lot and he thought it was a customer looking to buy a vehicle. Farris said he came out of the garage to assist

them and a male with his hair in dreadlocks shot him.

Farris also told police he could not remember what the man was wearing or in which direction the vehicle left.

Also according to the report, four .45-caliber shell casings were recovered at the scene.

Anderson said in the report that Farris received wounds to the abdomen and right forearm.

Anyone with information about the incident is asked to contact the detective division at 730-2090 or the dispatch center at 541-5300. All calls will be kept confidential.

PB man killed in Drew County accident

BY THE COMMERCIAL STAFF

A Pine Bluff man was killed Tuesday in a two-vehicle accident in Drew County.

According to a preliminary report from the Arkansas State Police, Lawrence W. Carroll, 64, was south-

bound on U.S. 425 and when the 2003 Dodge Caravan he was driving rounded a curve, the vehicle struck the left rear of a semi-truck that was making a left turn onto the highway from Campground Loop Road.

The accident was reported at 9:34 p.m. According to State Police Cpl. Mitch Grant's report, the weather was clear and the roadway dry at the time.

The death was the 320th recorded on the state's highways this year.

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PB school district to have two meetings per month

By David Hunter
of THE COMMERCIAL STAFF

Pine Bluff School District Interim Superintendent T.C. Wallace Jr. has recommended the school board have two regularly scheduled meetings per month as part of an effort to be more transparent about school business.

The first is a discussion meeting only and will be on the first Tuesday of the month. The second will be for board members to vote and will be on the third Tuesday of the month. The public is invited to both meetings. They take place at the PBSD Administrative Center Boardroom, 512 S. Pine St.

Wallace was hired as interim superintendent in March. He succeeded then-Superintendent Linda Watson, who was fired April 8. Wallace said the meetings

will give district constituents more time to become aware of policies being considered and give them time to talk with their board representatives before a vote is actually taken. Wallace said he wants to provide more information to patrons of the district and the news media.

"My goal is to become much more transparent in conducting the meetings," Wallace said.

Wallace did not provide documentation to the media at the same time he provided it to board members for several meetings beginning in April. Wallace began doing this after an April 21 meeting where he provided the names of Pine Bluff School District employees who were scheduled to lose their jobs through a reduction in force policy. The Pine Bluff Commercial reported the

names of the employees in question. After public complaints, Wallace subsequently apologized through various media outlets to employees who learned about their pending job loss through The Pine Bluff Commercial.

Wallace told the newspaper that he thought it had access to agendas prior to meetings through the school district website. As for the packet, Wallace said he thought there were only two instances in which the newspaper did not receive it until after the meeting.

Asked if he will provide the board packet prior to the board meeting, Wallace responded: "We can. The danger is that everything that is on the agenda is not acted upon. You will have some information that appears in the packet but may not have even been discussed."

But Wallace said he wants to change this point so that materials in the packet coincide with items in the agenda. He said he prefers the agenda to list only items upon which the board will vote.

In other developments, Wallace said he is waiting for the board to sign his new contract stemming from a July 23 meeting. The board voted at the July 23 meeting to extend his contract through June 30, 2016. This newspaper filed a Freedom of Information Act request seeking his contract. Wallace responded, "As soon as my contract negotiations are complete, I will forward it to you."

Wallace did not apply to be permanent superintendent. Asked if he wants to be considered for the permanent superintendent job, he responded:

"It's contagious. Once you're in that seat, you go to yourself, 'you are starting something for young people that you want to continue.' If that opportunity comes up, I may very well take a look at it."

In May the board began a national search for the district's next superintendent. Fifteen people applied prior to the deadline, according to district documents released after a Freedom of Information Act request. Board members interviewed five of those applicants but did not extend an offer to anyone because none of the five candidates had been a superintendent for at least five years. This was one criterion established by the Community Advisory Group of stakeholders, which includes teachers, business people and religious leaders.

Conditions of those injured in crash, shooting improving

By Ray King
of THE COMMERCIAL STAFF

Arkansas State Police are wrapping up their investigation into the Aug. 5 accident that resulted in the deaths of three people and injuries to three others on Interstate 530 South at Pine Bluff.

Capt. David Sims said Friday the report is being finalized and is expected to be complete by early next week.

The accident was reported at 2:09 a.m. near the 45 mile marker, which is just before the exit to The Pines

mall, and resulted in the deaths of William Willhite, 32, Julia Willhite, 27, and their 7-year-old daughter, all of Griffithville, Arkansas.

A second daughter, age 8, was taken to Arkansas Children's Hospital and Ann Gilileo, who said she is the girl's great aunt, said Friday the girl is out of the hospital and staying with a family friend in Louisiana.

"She went back for her followup this week and she's got to go back again in a couple of weeks for another checkup," Gilileo said, adding that the girl

has had reconstructive surgery on her right leg.

Gilileo said the girl's mother, Julia Willhite, was an orphan because her mother died when Julia was young, and now the girl is an orphan too.

"She knows that her parents are gone and her sister is gone, but we're going to make sure she knows who her parents were," Gilileo said.

Two other people — Jerrica Pruitt, 27, of Wisner, Louisiana, who was driving the vehicle the Willhites were in, and Marty Cathey, 54, of Pine

Bluff, the driver of the other vehicle — were initially taken to Jefferson Regional Medical Center and Sims said Friday both have now been transferred to a Little Rock hospital for treatment. They were listed in critical condition, Sims said.

Gilileo said Pruitt has undergone several surgeries, including one Friday, and doctors hope that surgery will be the last and Pruitt will be able to go home.

She said Pruitt is a family friend of the Willhites and had driven to Arkansas to help them move back to Louisiana, where they

formerly lived. They were in the process of moving when the accident occurred.

According to the initial report, Cathey was traveling north in the southbound lane when his vehicle hit head-on a van driven by Pruitt.

Shot 5-year-old "doing better"

Also Friday, Keosha Collins, the mother of Qui'Mya Chambers, who was shot in the head in July, said her daughter "is doing better."

Chambers, 5, is being treated at Arkansas Children's Hospital at Little Rock and Collins declined to give any

other information on the girl.

Police Sgt. David De Foor said Friday the family has instructed the hospital not to release any information on the girl's condition and said that included to law enforcement authorities.

De Foor said in a press release after the incident that police believe the shooting was accidental. Sirtravis Franklin, 26, was arrested on allegations of being a felon in possession of a firearm and second-degree battery in connection with the incident.

Alderman seeks to abolish PB Civic Auditorium Complex Commission

By David Hunter
of THE COMMERCIAL STAFF

Pine Bluff Alderman George Stepps wants to disband the Pine Bluff Civic Auditorium Complex Commission and transfer its duties to elected officials.

Stepps said he wants to put it under the direction of the mayor, like all the other departments. Current Pine Bluff city ordinances outline a seven-member commission, with the mayor as an ex officio member of the commission.

The Civic Auditorium Complex Commission oversees buying supplies to manage and operate the Pine Bluff Convention Center. It can ask the city council for money to hire managers, janitors and other employees to work at the Pine Bluff Convention Cen-

ter.

Stepps said he is proposing an ordinance to make the change because "they have not been functioning."

Stepps said the Civic Auditorium Complex Commission has only three members: Frank Anthony, David Maddox and Richard Wariner.

Pine Bluff Convention Center Executive Director Bob Purvis said he was planning to visit with Stepps on Friday and see what he wants to accomplish. Purvis said there are technical issues associated with Stepps' proposal that need to be addressed.

The Civic Auditorium Complex Commission has authority over the building, Purvis said. The Advertising and Promotions Commission oversees the tax money and promotes tour-

ism, he said.

Purvis said he and his employees take directives from the Civic Auditorium Complex Commission. Members of the two commissions have been meeting jointly, he said.

"A lot of what they discuss is in common," Purvis said.

Stepps said he is not trying "to do anything with the Advertising and Promotions Commission."

Stepps said that Alderman Steven Mays has called a Pine Bluff City Council Public Works Committee meeting at 11 a.m. Monday in council chambers at the civic complex to discuss Stepps' proposal. Stepps said each of the eight aldermen have been invited to that meeting.

"It was brought to my attention recently, especial-

ly with things we were discussing on the Plaza Hotel," Stepps said.

Plaza Hotel owner Bruce Rahmani closed his hotel — which is attached to the Pine Bluff Convention Center — on July 28 and is asking the city to buy the hotel for \$3 million. Rahmani is also offering to lease the hotel to the city at \$20,000 per month with no money down. In either case, Rahmani has said \$1 million in improvements will need to be made to the hotel in order for it to regain a franchise agreement.

The Pine Bluff City Council is scheduled to meet at 5:30 p.m. Monday, Aug. 17, in council chambers at the civic complex. The council is not currently scheduled to discuss Stepps' proposal, Pine Bluff Assistant City Attorney Joe Childers said

that to add an item to the city council meeting agenda requires unanimous vote by the city council.

Alderman Bill Brumett is chairman of the Advertising and Promotions Commission. He said he supports keeping the Civic Auditorium Complex Commission and needs time to understand the implications of Stepps' proposal.

"I would have to investigate its implications," Brumett said. "A lot of times it is better to have funds segregated. I think the commission has done a good job."

Brumett said he will vote against adding the item to Monday's city council agenda.

"I think we need a lot more information before we start the process," Brumett said.

\$5,000 bond set for sex offender accused of failing to register

By Ray King
of THE COMMERCIAL STAFF

A \$5,000 bond was set Thursday for a Pine Bluff man accused of failing to register as a sex offender.

Pine Bluff District Judge John Kearney set the bond for Floyd Bacon, 53, based on a probable cause affidavit from Detective Marcia Oliver.

Prosecuting Attorney S. Kyle Hunter

said Bacon is a level three sex offender based on a conviction in 1993 for sexual indecency with a child and under state law, is required to register with police every six months.

Oliver said in the affidavit that Bacon reported an address on Indiana Street and when she and another officer went to check that address, they found that it was not

Bacon's residence.

Hunter said Bacon then gave another address on Indiana Street and police found that the roof of that house had caved in and the house was boarded up.

Also according to the affidavit, Bacon is a truck driver and sometimes stays in Georgia, but his primary residence is in Pine Bluff.

Bacon said he would hire his own attorney

Dollarway School Board approves hirings, resignations

By THE COMMERCIAL STAFF

The Dollarway School Board voted Tuesday to hire these people:

- Frank Kyles as a long-term math substitute;
- Kevan Queen as a business teacher;
- Patricia Berry as a special services teacher;
- Kourtney Smith as a long-term choral music substitute;

- Diane Brown as a seventh-grade English teacher;
- Virginia Jones as a cheerleading coach;
- Antoinette Neal as a literacy facilitator;
- Krystal Walton as a parents facilitator.

The board accepted the resignations of Teresa Moka, Yujavraj Mutha, Jerron Liddell, Tanika Howard and Melissa Rice.

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AUGUST 15-22



All Pine Bluff School District students to be eligible for free lunches

By David Hutter
of the COMMERCIAL STAFF

The Pine Bluff School Board of Directors voted 7-0 Thursday to allow all students in the district to receive free lunch.

Pearl Matlock is the Pine Bluff School District's director of food services. She said that 86 percent of Pine Bluff School District students are currently getting either free or reduced lunch. The United States Department of Agriculture uses a formula to determine students who are eligible based on a variety of factors, she said.

"The current arrangement is you have free, reduced and paid students," Matlock said. "What is new is the fact that every child has an opportunity to eat for free."

The United States Department of Agriculture pays for those expenses, Pine Bluff enrolls 4,402 students.

In other news, Interim Superintendent T.C. Wallace Jr. said that volunteers associated with the city of Pine Bluff gave \$1,109.99 to the district. Wallace said the district will buy portable microphone systems for Pine Bluff

High School and Jack Robey Junior High School.

"We will send a thank you to the mayor (Debe Hollingsworth)," Wallace said. "We think this was very gracious of that committee. And it will serve the high school and middle school well."

Wallace said the district has a partnership with the University of Arkansas at Pine Bluff. They are part of a consortium through Jefferson County.

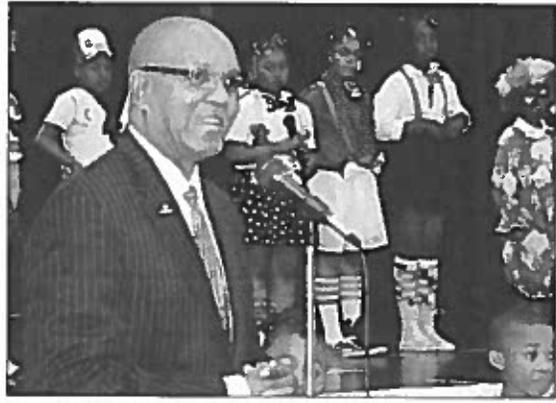
"We are seeking a planning grant so that we can begin work on developing opportunities for young people in the workplace," Wallace said.

"We are optimistic and hopeful that we will be awarded that grant. If so, we will plan as a community (and) as a county to put into place a workforce development program for our students."

The Pine Bluff School District athletic department is also partnering with UAPB's athletic department with a focus on mentoring young people, Wallace said.

"We will be beginning that process shortly," Wallace said.

The school district will host a delegation from Lon-



Interim Superintendent T.C. Wallace.

don, England, at 2:30 p.m. Tuesday, Sept. 29, to invite Pine Bluff middle school and high school band students to go to London for New Year's, Wallace said.

In other business, the board voted 6-1 to spend \$20,000 for a warranty plan governing security cameras in the school district. Board member Stephen Bronskill voted against this item.

"We recently had cameras installed at the high school," Wallace said. "They monitor all our cameras daily. If a camera is not functioning,

they simply send someone out to make the repair. It is well worth its weight in gold."

In other news, Pine Bluff High School seniors are raising money for a senior trip. Brookshire's is holding a contest among school districts in Arkansas, Texas and Louisiana. Pine Bluff High School seniors Leah West and Kaya Griffin said people can text "Zebras" to 431-01.

Winners will be chosen by participation based on school site, according to Brook-

shire's website. Schools will be split into three divisions: red, white and blue. Each division grand prize winner will receive \$10,000 and each runner-up winner will receive \$5,000, according to Brookshire's website.

The board welcomed new board member Bronskill, who defeated Aaron Branscomb in Tuesday's school election. The board voted 4-2 to make Henry Dabner president of the board. The board voted 7-0 to make Andrea Roaf Little vice president. The board voted 7-0 to make Phyllis Wilkins secretary.

JUDGE

restraining order does not issue. PPH would be unable to recover this lost revenue as damages after a judgment on the merits in plaintiffs' favor because of the Eleventh Amendment's bar to seeking damages from a state," Baker said in the order.

"Perhaps most importantly, as the Jane Does allege, they will suffer irreparable harm because their relationship with PPH, their chosen family planning provider, will be disrupted, causing reduced access to family planning services in violation of their statutory rights," she said.

Baker also said in the order that the Arkansas Department of Human Services "has provided the court with no record evidence demonstrating that the alleged other providers are willing to accept additional Medicaid patients in sufficient numbers to account for all patients likely displaced by ADHS's challenged decision, that any one of these other providers provide all of the services offered by PPH at one location, or that any one of these other providers provide the medication abortion services the court understands PPH to provide."

Gov. Asa Hutchinson said in a statement Friday, "As governor, I disagree with the court's decision."

"Ethical conduct by Medicaid providers is a relevant factor for the state to consider," he said. "Hopefully, the court or a higher court will reconsider the preliminary decision once the facts are fully developed. It is disappointing that a judge appointed by President Obama does not give sufficient weight to the morally repugnant conduct of Planned Parenthood displayed in a series of recently released videos."

Judd Deere, spokesman for Attorney General Leslie Rutledge, said, "Attorney General Rutledge respectfully disagrees with Judge Baker's decision. It should be noted, however, that this decision is just the beginning of the litigation process."

Suzanna de Baca, CEO of Planned Parenthood of the Heartland, said in a statement, "We are grateful the court has ruled on the side of the women, men and teens in Arkansas who rely on Planned Parenthood for care. For our patients, this isn't about politics — it's about staying healthy and building a future."

Rita Sklar, executive director of the Arkansas chapter of the American Civil Liberties Union, which is representing Planned Parenthood of the Heartland in the suit, said federal appeals courts have blocked attempts by Indiana and Arizona to cut off funding to Planned Parenthood.

"We are confident in the merits of this case and hope the federal courts will ultimately rule on the side of the women who rely on Medicaid programs for basic, preventive health care," she said.

The restraining order will expire Oct. 2 unless the judge extends it. The plaintiffs also are seeking a longer-lasting preliminary injunction and a permanent injunction barring termination of the contract.

FAIR

"I have known her for nearly 20 years," Bankhead said. "It is very special. It has been a great experience. I want to share this great experience with our youth. I went from competing to volunteering to co-directing."

The pageant is open to people ages 13 to 21. The talent show is open to people ages 10 to 21. There are six categories of talent: vocal solo, vocal group, dance solo, dance group, variety and instrumental solo.

Anderson studied music at the University of Arkansas at Little Rock. He is assistant to the director of a production of "Razie Dazzle," which will be performed at the Arts and Science Center for Southeast Arkansas in

November. Anderson said he has been singing for more than 20 years with classical training. He has had lead roles in productions of "Oliver!" and "Hairpray."

"Heather and I have judged talent shows and pageants for multiple organizations elsewhere in Arkansas," Anderson, a quality research analyst at Jefferson Regional Medical Center, said.

Bankhead agreed with Anderson. "This used to be one of the leading activities at the district fair," Bankhead, a human resources officer at Reliance Bank, said.

"It dwindled and we are trying to build it up," Bankhead said she has been

dancing for 25 years. She grew up taking dance classes at the Pine Bluff Dance Academy and studied dance at Henderson State University. She has performed in several shows at the Arts and Science Center for Southeast Arkansas. She said her most memorable role was playing Miss Adelaide in "Guys and Dolls."

Bankhead and Anderson said they want to attract as many people as possible. Winners will advance to the Arkansas State Fair competition. State winners receive cash prizes.

For more information, people may call Anderson at 870-692-0704 and Bankhead at 870-718-4333.

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BAND

"It's a chance for us to stick our chests out and say how proud we are to be Americans and what a great country we live in," Graham said.

The Marine Band has toured the country each year since 1891, a tradition that began under composer John Philip Sousa, and Santre said people attending the concert can expect to hear traditional marches, as well as a variety of patriotic and classical music pieces.

"When we did the

inaugural parade, we had the chance to go to Washington, D.C., and see the places where the band performs like the National Museum and Arlington National Cemetery," Graham said. "The band represents an important part of America as we know it."

Tickets for the free concert, which begins at 3 p.m. in the Health, Physical Education and Recreation Complex, can be ordered online at <http://marineband.ticketleap.com>

United States Marine Band

- Free concert
- 3 p.m. Sunday, Sept. 27
- University of Arkansas at Pine Bluff Health, Physical Education and Recreation Complex
- Tickets at <http://marineband.ticketleap.com>

The Pine Bluff Commercial is co-sponsoring the concert.

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Proposed budget could include bonuses for Dollarway employees

By Ray King
OF THE COMMERCIAL STAFF

If the funds are available, certified and classified personnel in the Dollarway School District will be paid a bonus after the district's board of directors met Tuesday night.

With five members of the board present, a motion to accept the proposed 2015-2016 budget presented by Superintendent Pat Hughes was accepted.

That budget calls for expected revenues of \$12.985 million and expenditures of \$6.298 million.

"The total budget does not include teacher bonuses does it?" board Vice President Gene Stewart asked Hughes.

"No sir, it does not," Hughes said.

Stewart initially proposed a \$1,000 bonus for certified personnel and \$750 for classified personnel, the same amount that was approved during the last school year, but board member Ruth Bogy said she thought everyone should get the same amount and the board agreed to \$1,000 per employee, if the funds are available.

The proposed budget calls for a balance of just over \$4 million on June 30, 2016, but Hughes pointed out that schools receive state funds for their enrollment from the previous year, meaning Dollarway is receiving money for 1,313 students that were enrolled last

year. This year, there are 1,272 students, or 41 less.

Figures compiled by the district showed that an average of \$11,185 is spent on each student, compared to the state average of \$9,457.

Voting to approve the budget were Stewart, Bogy, Charles Girley, Billie Sanders Langford and Dorothy Singleton. Board members Irene Murphy and Cleolis Robinson were absent.

On another subject, Stewart questioned food service supervisors about what they are doing following a report that the district may lose funding from the U.S. Department of Agriculture that pays to make meals free for every student in the district.

Leonetta Gammel, the supervisor of food services for the district, said new computers are in place at all four schools in the district that will generate accurate reports on the number of meals served.

A previous survey by the Arkansas Department of Education showed that documentation submitted by the district did not support the number of meals submitted for reimbursement.

Gammel said students will now have their palms scanned and said that while there are still some students whose palm prints need to be entered into the system, "We're a lot closer than we were."

In the event the computers break down, Gammel said printed identification lists will be compared to student identification cards.

Since the district has to submit documentation to the state for each month, Stewart suggested contacting state officials to see if they had received the reports and ask if the numbers looked right.

"We don't need somebody to show up and tell us our kids can't eat," Hughes said.

At a previous meeting, state officials told the district that accurate claims with supporting documentation have to be submitted for three months — August, September and October — and if those documents are inaccurate, a full review by the USDA could begin.

Hughey said there are a number of factors that go into the reports, including labor costs, food costs, how much food was used, general supplies and the like.

"It's a districtwide problem and we're going to work it out as a district," she said.

"We're due to meet Oct. 18 and I want to hear that everything is up and running," Stewart said. "All the Ts are dotted and all the Us are crossed. That will give us 18 days (until the October documentation is to be submitted) and I'm not expecting anything but top of the line, thumbs up and we're good to go."

Planners approve University Park Overlay Zoning District

By David Hutter
OF THE COMMERCIAL STAFF

The Pine Bluff Planning Commission voted 6-0 Tuesday to adopt a University Park Overlay Zoning District, making zoning laws more favorable for development in the University Park neighborhood.

Southeast Arkansas Regional Planning Commission Executive Director Larry Reynolds welcomed this development. Robert Wall, the director of facilities management at the University of Arkansas at Pine Bluff, agreed.

"We are happy to see this," Wall said. "The university is wrapping up a master plan. I envision UAPB being the center of Pine Bluff."

Pine Bluff Economic and Community Development Department specialist Lori Walker thanked people for working on this matter since 2009.

According to plan documents, the purpose of the district is to offer people a chance to live, work, shop and recreate in a pedestrian-friendly environment. The city of Pine Bluff has joined with UAPB to focus on the revitalization of

neighborhoods around UAPB, according to the documents. As a part of this effort to create an overlay district to guide and govern redevelopment along University Drive and nearby properties has been developed.

In other business, the commission:

• Voted 6-0 to grant Jeff Merritt's use permitted on review request to establish a professional office at 4006 W. 28th Ave., which is zoned R-B, Residential-Business.

• Did not act on the Church on the Rock's use permitted on review request to build a church at the northeast corner of Hoover and Lee streets because no representative of the church came to the meeting. The property is zoned R-1, Residential.

• Voted 6-0 to grant a use permitted on review request to build a church on property at the end of Portia Circle. Church secretary Valerie McMiller said the church used to be in Althelmer but burned in a fire in 2014. The property

is zoned B-4, General Commercial.

• Voted 6-0 to grant Shekinah Glory Global Ministries' use permitted on review request to establish a church at 1800 W. 73rd Ave. The property is zoned B-1, Neighborhood Business.

The Pine Bluff Board of Zoning Adjustment took these actions:

• Voted 6-0 to deny Jeff Merritt's variance request to eliminate the front-yard green space requirement at a property located at 4006 W. 28th Ave. The property is zoned R-B Residential-Business.

• Did not discuss a variance request to reduce the front-yard setback and reduce the parking requirement at 417 N. University Drive.

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Pine Bluff School Board adopts budget

By David Hutter
OF THE COMMERCIAL STAFF

The Pine Bluff School Board voted 7-0 Tuesday to accept an operating budget with expenditures of \$35,552,443 and revenue of \$35,553,321 for the period of July 1, 2015, through June 30, 2016.

Pine Bluff School District Director of Business and Finance Pam Winkler said the total anticipated revenue is \$75,553,479.56 and the total projected expenditures are \$72,961,758.57. The total beginning balance was \$9,131,389.14 as of July 1, 2015, she said.

Board member Phyllis Wilkins asked about businesses closing and the impact relative to the money the school district receives. Winkler responded that "a business closing affects us a lot. There are a lot of vacant properties."

Winkler said she expects the budget to be tight. "We lost around \$378,000 in state foundation funding," Win-

kler said. "We are going to have to watch what we do. We are going to monitor every month."

Winkler said they will save money by ordering from a central warehouse.

Board member Stephen Bronskill used to teach in the Pine Bluff School District. He said that the hardest part of teaching is finding a printer with ink.

Board member Andrea Roof Little asked where the district is announcing job vacancies. Interim Superintendent T.C. Wallace Jr. responded they are announcing job vacancies in newspapers.

In other business, Wallace said that the district is not using external providers. Wallace said that a representative of an external provider is giving a false impression that it is partnering with the district.

"We are not utilizing services of external providers," Wallace said.

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TUESDAY, August 18, 2015

135th Year, No. 104

16 Pages

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WORLD SERIES
— PAGE 1B

Hutchinson to decide whether to resume Medicaid terminations

By John Lynn
ARKANSAS NEWS SERVICE

LITTLE ROCK — Gov. Asa Hutchinson will decide Tuesday whether to end or extend a moratorium on Medicaid terminations that began Aug. 4, spokespeople for Hutchinson and the state Department of Human Services said Monday.

Hutchinson ordered the moratorium



Hutchinson

because DHS was facing what he called an "information overload" as it worked to verify the eligibility of about 600,000 Arkansans enrolled in the private option and other Medicaid programs. Annual

verification of Medicaid beneficiaries' eligibility is required by state and federal laws. More than 48,000 Arkansans have lost or are scheduled to lose coverage, about 97 percent of them because the agency says they failed to respond to a notice that gave them 10 days to provide verification of their income level or face termina-

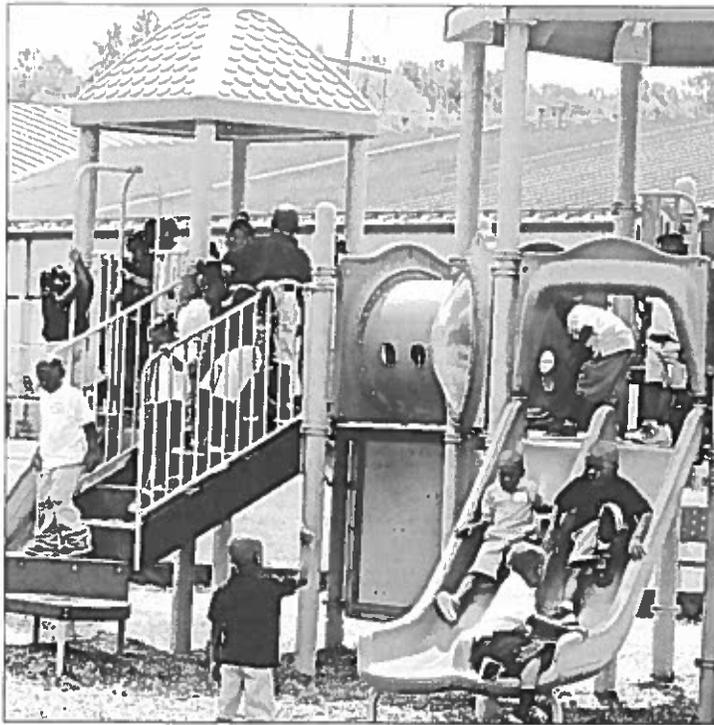
tion. Some who have lost coverage say they did respond to the notice within the 10-day deadline, and some say they never received the initial notice. Hutchinson has said there is anecdotal evidence that some people's coverage may have been terminated erroneously and that pausing the terminations was necessary

to give DHS time to catch up on a backlog of work. DHS spokeswoman Kathy Webb said Monday the agency was gathering information to provide to the governor to help him decide whether to end the moratorium, which was planned to last two weeks. "We want to give the governor as real-time

information as we can get, so we'll be gathering that this evening and giving it to him in the morning," she said. Webb did not know whether the backlog had been eliminated agency-wide but said progress has been made. "I know that a lot of counties no longer have backlogs, and they're

Please see MEDICAID on 3A

BACK TO SCHOOL



Students at 34th Avenue Elementary School play during the noon recess as all the school districts in Pine Bluff and Jefferson County started up Monday. Cooler temperatures greeted students and teachers for the first day of school. At Pine Bluff High School, a large poster depicting a school bus welcomed students back to class after the summer break.

Arkansas Department of Education committee advises PB educators

By David Hutter
OF THE COMMERCIAL PRESS

The Arkansas Department of Education's Special Committee on Academic Distress advised Pine Bluff School District educators about how to improve instruction to students in academically distressed schools.

The committee voted to have the Pine Bluff School District have a town hall meeting and to return in November to the full state board. Committee members said people have stated Pine Bluff's board is not being open and transparent.

This meeting was the second time this summer that Pine Bluff school officials met with the Arkansas Department of Education about efforts to raise achievement in the district's academically distressed schools.

The department considers a school in academic distress if fewer than 49.5 percent of its students achieve proficient or advanced in math and literacy on the state-mandated tests administered for the most recent three-year period. The Pine Bluff School District has three campuses in academic distress: Blair Middle School, Oak Park Elementary School and Pine Bluff High School.

Pine Bluff School District Interim Superintendent T.C. Wallace Jr. said the Pine Bluff School District Board of Directors and he have established a good working relationship.

Arkansas Board of Education Chairwoman Toyce Newton asked questions to Wallace about external provider From the Heart, of which Wallace used to be a consultant Wallace said he could not state how much money the district will be paying. From the Heart because of unknown variables.

Wallace said the contract with From the Heart states a rate per day for a total of three days per week.

Please see EDUCATION on 3A

Council approves striping parking lot, installing lights around Plaza Hotel

By David Hutter
OF THE COMMERCIAL PRESS

The Pine Bluff City Council voted 8-0 Monday for a resolution that aims to improve the parking lot and lights around the Plaza Hotel.

Alderman Thelma Walker proposed the Pine Bluff Street Department pave and stripe the parking lot adjacent to the hotel and install lighting for the parking lot next to the hotel complex at the Pine Bluff Convention Center. She asked to amend her proposal by setting a deadline of Oct. 31,

and the council approved it. Walker said these measures would increase visibility and enhance security.

Street Department Director Rick Rhoden estimates the cost would be \$120,000, including taxes. Walker asked Rhoden if he could estimate the cost. Rhoden said he will but another project will be delayed.

These considerations follow Plaza Hotel owner Bruce Rahmani closing his hotel on July 28. He is asking the city to buy the hotel for \$3 million. Rahmani is

also offering to lease the hotel to the city at \$20,000 per month with no money down. In either case, Rahmani has said \$1 million in improvements will need to be made to the hotel in order for it to regain a franchise agreement.

Walker said she believes the city does not have the money to buy the hotel. Walker said fixing the parking lot may be a precursor to Rahmani fixing his hotel.

In other business, the council voted 8-0 for a resolution to have the Street Department install

stop signs at the intersection of L.A. Prexy Davis Drive and Fluker Street.

The council voted 8-0 for a resolution directing the Street Department to install a three-way stop sign at Westgate Drive and Washington Street. Alderman Lloyd Holcomb said this measure would prevent accidents.

The city council also took the following actions: voted 5-4 for an ordinance to amend an existing ordinance by defining the terms "boarding house" and "rooming house."

Both a boarding house and a rooming house would be defined as a residential structure offering rooms for rent to tenants by contract on a weekly or monthly basis. A boarding house would offer at least one daily meal, whereas a rooming house would not.

Alderman Glen Brown Sr., George Stepps, Walker and Steven Mays voted no. Aldermen Bill Brummet, Glen Brown Jr., Charles Boyd and Lloyd Holcomb Jr. voted yes. Mayor Debe Hollingsworth broke the tie with a

Please see COUNCIL on 3A

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Drive sober initiative
Law enforcement agencies plan to crackdown on drive while intoxicated

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Hurting Hog
Arkansas running back Williams ruled out for entire regular season

— Page 1B

89°
73°
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Barcode

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WORLD SERIES
— PAGE 1B

Hutchinson: DHS backlog eliminated; freeze on Medicaid terminations lifted

By John Lynn
Arkansas State Journal

LITTLE ROCK — Gov. Asa Hutchinson on Tuesday lifted a moratorium on Medicaid terminations, saying the state Department of Human Services has eliminated a processing backlog as it seeks to verify the eligibility of Arkansans enrolled in the private option and other Medicaid programs.

The governor also said DHS will begin allowing extra time for processing before issuing termination notices and said two insurance companies that provide coverage for most participants in the private option have agreed to extend pharmacy benefits for 30 days to people whose coverage is terminated.

On Aug. 4, Hutchinson said he had ordered DHS to stop issuing termination notices for two weeks because the agency was experiencing an "information overload" and needed time to catch up. At that time, nearly 49,000 Arkansans had lost or were scheduled to lose coverage, about 97 percent of them because the agency determined that they failed to respond to a notice that

gave them 10 days to provide verification of their income level or face termination. Some have complained that they responded within the 10-day deadline and showed that they remained eligible, but their coverage was canceled anyway.

Hutchinson said Tuesday in a news conference at the state Capitol that the numerous steps taken to address the problem have succeeded in eliminating the backlog. "DHS is now ready to proceed, and I am authorizing them to proceed today with reinstating the verification process, specifically, in appropriate circumstances, the termination letters," he said.

Hutchinson also said DHS will allow an additional 10 days, after the initial 10-day deadline, for mailing and processing time before issuing a notice of termination. "From this point on, there will be absolutely no termination notices that go out, one, without that time frame that's built in, and secondly, (without) assurance that all the information in the county (DHS) offices is processed," he said.

Please see MEDICAID on 5A

DEVELOPMENT



Pine Bluff Downtown Development Board of Directors President Roy Ferrell, left, and Pine Bluff Downtown Development Executive Director Joy Blankenship display a check from Gov. Asa Hutchinson.

Grant available for downtown business signage

By David Hutter
of the Commercial Staff

Pine Bluff Downtown Development Executive Director Joy Blankenship announced Tuesday an opportunity for tenants and business owners to apply for a \$1,000 grant toward an exterior building project.

"This is the first

time in 20 years this has been offered," Blankenship said. "We are excited because we felt it was necessary to open this to the entire corridor of Main Street."

Blankenship credited Arkansas State Sen. Stephanie Flowers, Democrat of District 25, and Gov. Asa Hutchinson for

making this grant available. Pine Bluff Downtown Development received this grant money from Main Street Arkansas, a program of Arkansas Historic Preservation, a division of the Arkansas Department of Heritage, Blankenship said.

Flowers said the Legislature appropri-

ates the money for these grants. "I am always pushing for the city of Pine Bluff and the preservation of historic districts in Arkansas," Flowers said.

People who are eligible for the grant must have a business front in Downtown Development's program area or Main Street

between 10th Avenue to Harding Avenue, Blankenship said. She shared this news Tuesday at the offices of the Pine Bluff Regional Chamber of Commerce. The grant provides \$1,000 to one person if that person gives \$250 toward that project, Blankenship said.

Please see GRANT on 5A

Plaza Hotel owner says parking lot improvements won't convince him to re-open

By David Hutter
of the Commercial Staff

Plaza Hotel owner Bruce Rahmani said Tuesday the city of Pine Bluff's plans to improve the parking lot and fix lights outside his hotel will not impact his decision to keep the hotel closed.

He closed the hotel on July 28. He is asking the city to buy the hotel for \$3 million. Rahmani is also offering to lease the hotel to the city at \$20,000 per month with no money down. In either case, Rahmani has said \$1 million in improvements will need to be made to the hotel in order for it to regain a franchise agreement.

"I do not think it makes a difference at this point," Rahmani said. "It would have made a difference years ago. As of now, it is too late because I have already lost the businesses. The reputation of my hotel has hurt. This was one of the reasons why the Ramada did not survive."

Rahmani said the efforts are a move in the right direction but not enough to cause him to re-open.

Rahmani said he hired inspectors to inspect the hotel every sixth month. Rahmani said he failed those inspections that evaluated the parking lot, landscaping, lights and security.

Alderwoman Thelma Walker proposed the Pine Bluff Street Department pave and stripe the parking lots adjacent to the hotel and install lighting for the parking lot next to the hotel complex at the Pine Bluff Convention Center. She asked to amend her proposal by setting a deadline of Oct. 31, 2015, for the work to be completed and the council approved it. The Pine Bluff City Council voted 8-0 Monday for this resolution.

Walker said while promoting the proposal that fixing the parking lot may be a precursor to Rahmani fixing his hotel. Informed of Rahmani's reaction, Walker said Tuesday she stands by her resolution, calling it a step in the right direction.

Please see PLAZA on 5A

Pine Bluff board cancels From the Heart contract

By Ray King
of the Commercial Staff

The Pine Bluff School District Board of Directors on Tuesday canceled a contract with From the Heart, effective immediately.

The vote came after Alesia Smith, the chief school reform officer for the district, said the district spent more than \$3 million with outside service providers over a three-year period and

had seen test scores in math and literacy go down all three years.

According to her figures, in 2012, 54.6 percent of the district students tested proficient or better in math and literature. The following year, 2013, that number dropped to 51.4 percent and in 2014, it was at 50.9 percent.

Board member Phyllis Wilkins said during the meeting that the Arkansas Department

of Education offers help and free training to any school district in the state and Pine Bluff should take advantage of it.

"Why pay somebody if we can get it for free," Wilkins said. After the meeting, Wilkins expanded on that, saying she was a big supporter of the idea of offering teachers incentives for doing a good job. She said the money that had been spent on out-

side providers could be used to increase teacher salaries.

"We have to improve (salaries) if we're going to attract the best and the brightest," Wilkins said. Virginia Hymes, an art teacher at Pine Bluff High School, said the board vote showed they cared about teachers in the district.

"Today, this board showed transparency," Hymes said. "You

recognized the need to look at cutting costs."

Hymes said she and other teachers in the district "have not seen a raise in a long time" and said an increase in the salary of teachers "would invite others (teachers) to come."

According to a previous story in The Commercial, Board President Harold Jackson and Board Secretary Henry Dabner signed a contract

Please see BOARD on 5A

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PINE BLUFF COMMERCIAL

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Mayor to veto Brumett ouster; FOI questions remain

By David Hutter
OF THE COMMERCIAL STAFF

Mayor Debe Hollingsworth said Wednesday that she will veto a resolution approved by the city council on Monday to remove Bill Brumett from a commission post.

Additionally, questions remain about whether the aldermen who advocated for Brumett's removal may have violated state Freedom of Information law in the

process.

The Pine Bluff City Council voted to remove Brumett from the Advertising and Promotion Commission and his chairmanship amid accusations of financial impropriety from Alderman George Stepps. Brumett and staff associated with the commission have disputed that there was any wrongdoing.

Hollingsworth said

Wednesday that regardless of the details, it is the responsibility of the commission — not the city council — to determine any wrongdoing, as she intends to veto the council's decision.

"Based upon the fact that as I know the structure of the A&P Commission as well as other commissions, they are an autonomous commission," Hollingsworth said. "Therefore, the

finance committee will put together a budget and that budget is presented to the A&P Commission for adoption or approval. If there are any improprieties, it is for the A&P Commission to address first."

Hollingsworth said she understands audits have been done of the commission's finances but there have not been any findings of wrongdoing.

"The commissioners are just as responsible for the financial oversight," Hollingsworth said. "How can you single out one person unless there are significant findings?"

Regarding the possibility of an FOI violation, critics have pointed out that — although Stepps declined to discuss the reason for the proposal to remove Brumett in a newspaper article pub-

lished before the meeting — some Aldermen appeared to know significant details about the accusations against Brumett when the meeting began.

Also, the item calling for Brumett's removal was sponsored by Stepps, while the item calling for Brumett's replacement was sponsored by Alderwoman Thelma Walker.

Please see BRUMETT on 3



3 school districts see decline in enrollment; college-level enrollment ticks upward

By David Hutter
OF THE COMMERCIAL STAFF

Three Jefferson County public school districts have seen a decline in their enrollment between 2014 and 2015, while enrollment at the University of Arkansas at Pine Bluff and Southeast Arkansas College has increased.

Watson Chapel School District Superintendent Connie Hathorn said his district enrolled 2,612 students from kindergarten to 12th grade as of Oct. 2, 2015. Watson Chapel had previously enrolled 2,689 students in May 2015. It saw a decline of 77 students.

"One thing I looked at was kindergarten had 188 students last year," Hathorn said. "This year it is 159. You have to look at the population of the city, which is decreasing. (As a result,) enrollment is dropping. My biggest concern is educating the ones we have so they get a quality education. I want to increase enrollment."

The Pine Bluff School District saw a decline in enrollment from 4,242 students in 2014 to 4,035 students as of Oct. 1, 2015, according to figures provided by chief of staff Cheryl Hatley.

The Dollarway School District reported 1,272 students in fall 2015, or a decline of 41 compared to 1,313 students in 2014, Superintendent Patsy Hughey said.

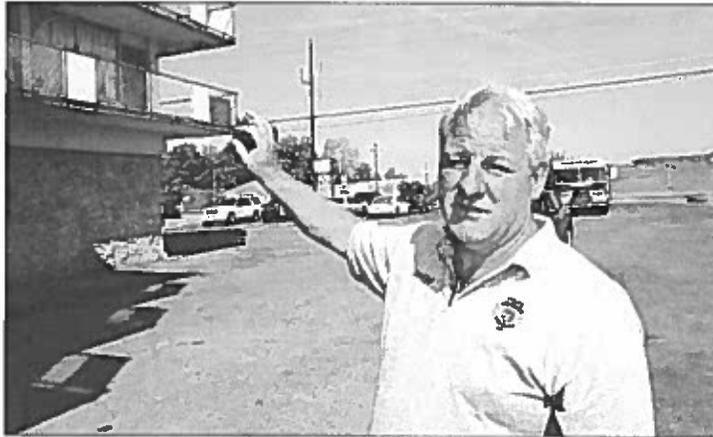
SEARK President Stephen Hiltner said the college is enrolling more students for the first time in three years. SEARK College enrolled 1,437 students in fall 2014 and 1,496 students in fall 2015, Hiltner said.

"We are very happy to be up in headcount," Hiltner said. "This is the turning point. A lot of four-year schools are increasing. This is the first time we have not been down by 150 students or 200 students."

One reason stems from the college offering concurrent enrollment courses in which high school students receive credit for classes at the college, Hiltner said.

Please see ENROLLMENT on 3

INSPECTION



Pine Bluff Police Department Lt. Joe Paul Harrell, who heads the department's quality of life division, points out during an inspection of the business Wednesday concrete that has fallen from walkways at the Crown Motel on West Fifth Avenue. Code enforcement officers, city inspectors and fire and emergency services personnel joined police in conducting the inspection.

Police, city inspectors document code violations at Crown Motel

By Ruy King
OF THE COMMERCIAL STAFF

Members of the Pine Bluff Police Department quality of life division found fallen concrete, exposed re-bar that was rusted, electrical wires hanging out and potential fire hazards Wednesday at the Crown Motel on West Fifth Avenue.

Police Lt. Joe Paul Harrell, who commands the quality of life division, listed the

violations found, although he said that the city staff have yet to prepare a formal report of their findings.

"We had code officers go to each floor, so we will all have to get together to follow up on what each of them saw," Harrell said.

He said the division conducts inspections on a number of buildings and the last time the Crown Motel was

Please see CROWN on 3



The Crown Motel at West Fifth Avenue and Walnut Street was inspected Wednesday by code enforcement officers, city inspectors, fire and emergency services personnel and police officers assigned to the department's quality of life division.

Report: Cost to Arkansas to end Medicaid expansion would be 'substantial'

By John Lynn
ARLINGTON NEWS-STAR

LITTLE ROCK — Ending Medicaid expansion in Arkansas could have a "substantial cost" for the state, according to a consultant's report.

Representatives of The Stephen Group appeared Wednesday before the state Health Reform Legislative Task Force to discuss a report the panel hired them to produce containing recommen-

dations on reforming health care.

The task force is charged with recommending a model that could replace Arkansas' Medicaid expansion program, as the private option, which uses federal Medicaid money to subsidize private health insurance for Arkansans earning up to 138 percent of the federal poverty level and is slated to end on Dec. 31, 2016. If Arkansas continues with

some form of Medicaid expansion in 2017, it will begin paying a share of the cost that will increase gradually to 10 percent by 2021.

As The Stephen Group said in its preliminary report in August, ending Medicaid expansion and reverting to traditional Medicaid programs could cost the state \$438 million between 2017 and 2021, the New Hampshire-based consulting group's final report states.

That estimate assumes the shifting of costs to traditional Medicaid and the restoration of funding to hospitals for uncompensated care. The report notes that the budget might be less if the state did not renew some optional programs or fund uncompensated care, the report notes.

The report offers numerous recommendations for modifying Medicaid expansion, including three "fun-

damental recommendations": shifting the focus of the program to being transitional, with the goal of moving people into jobs and off of public assistance; strengthening managed care; and enhancing eligibility verification and fraud detection to ensure services are not being accessed by people who do not deserve them.

Managing partner John Stephen told the panel that the report also includes three "fun-

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88°
64°
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PINE BLUFF COMMERCIAL

'First in Southeast Arkansas'

FRIDAY, October 9, 2015

135th Year, No. 147

16 Pages

75c



Pine Bluff School District receives approval for free lunches

By David Hunter
OF THE COMMERCIAL, 1997

The Pine Bluff School District has received approval from the United States Department of Agriculture to provide free lunches to all students.

Pearl Matlock is the Pine Bluff School District's director of food services. She said the district was approved on Sept. 24 and began offering free lunch to all students on Friday, Oct. 2. She said that students will be reimbursed for the days after the approval but before its implementation.

"All students are eligible to receive free food. It is already in effect," Matlock said. "I think it is fantastic for our students and families that every child has an opportunity to get a free meal."

Pine Bluff enrolls about 4,035 students as of Oct. 1, 2015, according to figures provided by chief of staff Cheryl Hatley. Before this approval, about 86 percent of Pine Bluff students were getting free and reduced lunches, Matlock said.

"We are a poverty area," Matlock said.

Offering free meals to all students is made possible through the U.S. Department of Agriculture Special Assistance Certification and Reimbursement Community Eligibility Provision, according to a press release.

Federal reimbursement for meals is based on the Identified Student Percentage established by the district. The information used to establish the ISP will be made available only to state and federal officials for review, according to a press release.

All adults, visitors, teachers, support staff members and administrators of the district must pay the full cost of the meal, which is \$1.75 for breakfast and \$3.50 for lunch, according to a press release.

The Community Eligibility Provision is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies with high poverty rates to provide free breakfast and lunch to all students, according to the United States Department of Agriculture.

The Community Eligibility Provision eliminates the burden of collecting household applications to determine eligibility for school meals, relying instead on information from other means-tested programs such as the Supplemental Nutrition Assistance Program and Temporary Assistance for Needy Families, according to the United States Department of Agriculture.

At a Sept. 17 Pine Bluff School Board of Directors meeting, Matlock had asked the board of directors for permission to apply to the Department of Agriculture. The board voted to approve a motion to that effect.



Pine Bluff Mayor Debe Hollingsworth speaks with residents Thursday at a listening tour meeting at Lakeside United Methodist Church.

Mayor urges residents to clean properties

By David Hunter
OF THE COMMERCIAL, 1997

In advance of the University of Arkansas at Pine Bluff Homecoming, Mayor Debe Hollingsworth is asking residents to clean their properties.

UAPB Homecoming is Saturday, Nov. 14. City officials and UAPB expect people to visit Pine Bluff for the week leading to homecoming.

The listening tour brings citizens together with city officials in a relaxed environment for the purpose of dialogue. A series of listening tour stops was conducted earlier this year, and the ongoing series of ward-by-ward meetings is meant as a followup. Thursday's stop was in Ward 1.

The Rev. Pam Estes, pastor of Lakeside United Methodist Church, asked a question about people who are cleaning garbage. Hollingsworth said people have been issued citations from District Judge John Kearney. They can either pay a fine or perform work in place of paying the fine, Hollingsworth said.

"We welcome people back to Pine Bluff and we put our best paw forward," Hollingsworth said.

Estes welcomed the news. "I think it is commendable to let people work off fines," Estes said.

Hollingsworth said there will also be Pine Bluff Street Department employees, Pine Bluff Police Department employees and Covenant Recovery clients cleaning.

The city of Pine Bluff has a contract with Waste Management to remove garbage. Hollingsworth said she sees garbage piled up and hears from residents that Waste Management is failing to do its job. She has asked

Please see MATOK on 44

Jail administrator responds to complaints

By Ray King
OF THE COMMERCIAL, 1997

The Commercial frequently receives letters from inmates listing grievances from their time at W. C. "Dub" Brasell Adult Detention Center, some of which — like overcrowding — jail administrators agree with, while others they dispute.

A recent letter stated that while the capacity of the jail is 315, there were numerous instances where there were an additional 60 to 75 people in the facility, a statement Jail Administrator and Chief Deputy Sheriff Greg Bolin confirmed.

"We have to hold who is sent to us," Bolin said. "For the past several months we have been releasing all the misdemeanors on a prom-

ise to appear in court, but we can't just arbitrarily release the felons."

The letter also stated that in one of the misdemeanor pods at the jail, there are 54 bunks, but the pod was so overcrowded that some of the detainees were sleeping on the floor or on the tables because of a shortage of mats.

"We have mats for the detainees to sleep on, but there have been a couple of times we get inspected by that we've run out and had to reorder," Bolin said.

Detainees sleep on the floor in front of doors, blocking them and creating a fire hazard, the letter stated, but Bolin said "the jail is built out of concrete and steel and there's not a lot to burn."

"We've got a state-of-the-art fire suppression system and we get inspected by the fire department every year and have never been cited," Bolin said.

Other frequent complaints are that overcrowding creates unsanitary conditions, leading to health problems. Bolin said the jail frequently mows detainees' and power-washes the

floor, according to a press release.

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Some information on PARCC test results released

By John Lyon
OF THE COMMERCIAL, 1997

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Selig to step down

DHS Director Selig to step down at end of year

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Another win

Zebr's wins piling up but offense still struggling

— Page 1B

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Today's edition honors Jane and Fire Chief Ray Jacks (anniversary)

PB board approves agreement for recreational program

By Ray King
OF THE COMMERCIAL

An agreement between the Pine Bluff School District, What's Next Pine Bluff and the Pine Bluff Parks and Recreation Department to use the outside of the former Indiana Street School for recreational activities was approved Wednesday without dissent.

Before the vote, Interim Superintendent T. C. Wallace said What's Next Pine Bluff had obtained liability insurance and there will be no cost to the district. What's Next Pine Bluff or to the city.

Asked by Board Member Herman Horace why the board was just now hearing about the issue, Wallace said What's Next Pine Bluff had previously

been authorized to use the school, and a new agreement was necessary because the city was now involved.

Board Member Stephen Bronskill, who is the director of What's Next Pine Bluff, abstained and left the room while the discussion was taking place and the vote taken.

The board heard from Eric Elders, the director of First Ward Alternative School, and some of the students there who have been involved in another project involving What's Next Pine Bluff and First United Methodist Church, a community garden on a lot across from the church.

Carmen Fletcher, a ninth grader at the school, said her favorite part of the garden

was the planning, and that "there's a lot of poverty in that neighborhood, so a garden will help a lot because families will be able to get food."

"A lot of kids come to school to get a meal because they don't get to eat at home, so the garden will help," Fletcher said.

Crystal Handel, a 10th-grader, said, "In Pine Bluff there are not a lot of community gardens, and it was fun."

Elders said the project was part of Aggression Replacement Training at the school.

"The great thing was the kids worked together, worked as a team and were able to apply some of the concepts they learned in math and science," Elders said.

VW offers deals to prop up sales after emissions scandal

By David Welch

Volkswagen, trying to woo U.S. consumers amid its diesel emissions cheating scandal, is offering new vehicle discounts that by one measure are almost twice the industry average.

Current owners of VW brand vehicles can get interest-free loans along with rebates of up to \$2,000, as well as low-cost leases. During the first week of this month, the brand's average discount to the sticker price was 11.1 percent, compared with the industry's 6.2 percent, according to TrueCar, a website that tracks car pricing.

Volkswagen is trying to minimize the damage to its reputation and deliverables from the scandal, which probably will result in large fines and already forced Chief Executive Officer Martin Winterkorn to step down. The Wolfsburg, Germany-based company is also trying to get U.S. buyers to consider its gasoline-powered vehicles after it had to stop selling some diesel models because of the emissions cheating. Diesels were more than 20 percent of its U.S. sales.

"They need something to get traffic to their showrooms because the diesel lovers are not com-

ing in," said Joe Phillip, principal of Auto Trends Inc., a consulting firm in Short Hills, New Jersey. "They weren't exactly knocking the cover off the ball before the crisis, either."

VW is offering three-year leases on the brand's top seller, the Jetta compact, for \$139 a month with a \$2,199 down payment, according to the company's U.S. website. That's cheaper than Honda and Toyota are showing on their Web pages for their competing compacts, the Civic and Corolla. Volkswagen also is offering interest-free financing and as much as \$2,000 in discounts on its No. 2 seller, the Passat sedan.

"This gives the dealers a story to tell customers," said Alan Brown, general manager and partner at Hendrick Volkswagen outside of Dallas and chairman of VW's U.S. dealer council. "This situation has made us focus on selling gasoline engines."

Volkswagen spokeswoman Jeanine Givivan said the deals are aggressive and are an effort to bring in customers and help dealers boost sales.

The deals have helped sales roughly keep pace with October 2014, said Randy Hiley, who owns Volkswagen dealerships in Texas

and Alabama. Still, he said he's worried that publicity about the emissions scandal and a lack of discounts will continue to hurt sales.

Hiley said Volkswagen has given dealers cash to help them take care of customers, including more than \$80,000 to his Texas dealership.

They can provide loaner cars, use the money to give buyers a better deal without sacrificing dealer profit or just keep the cash if they have to take diesel cars on trade-in and can't sell them until the automaker comes up with a plan for fixing the vehicles.

Givivan said the cash is given to dealers with no specific mandate.

Even before the emissions scandal, Volkswagen was one of the bigger spenders on rebates and deals, according to Autodata Corp., a research firm in Woodcliff Lake, New Jersey. The VW brand spent an estimated \$4,261 a vehicle in incentives last month, up more than 50 percent from \$2,781 a year earlier and higher than the industry average of \$2,507, according to Edmunds.com data compiled by Bloomberg Intelligence.

The brand's spending has exceeded \$3,000 a vehicle since April. "They're obviously throwing money at it," Hiley said in a telephone interview.

NATIONAL BRIEFS

Prediction Market: Clinton's odds up after Biden decision

WASHINGTON — Hillary Clinton's chances for the Democratic nomination increased after Vice President Joe Biden announced Wednesday that he would not run, according to the Political Prediction Market.

Before Biden's decision, Clinton's chances for the nomination stood at 69 percent. In the five minutes before the vice president spoke, the former secretary of state's odds increased from 69 percent to 73 percent. They shot up to 78 percent once Biden said he wouldn't run. Now her odds hover around 82 percent.

Vermont Sen. Bernie Sanders' chances for the nomination have also increased after Biden's announcement, though not as dramatically. Sanders was at an 11 percent and then ticked up to 14 percent in the minutes leading up to the announcement. Sanders' odds for winning the Democratic nomination in the Political Prediction Market are at 17 percent.

Former Maryland Gov. Martin O'Malley and former Rhode Island

Gov. Lincoln Chafee's chances did not change after the announcement — they are each still at a 1 percent chance for the nomination.

— Danielle Diaz, CNN

After caucus vote, Paul Ryan is pushing ahead with speaker bid

Rep. Paul Ryan is pushing ahead with his — now likely successful — bid to be the next House speaker. In a closed-door session, more than 70 percent of the House Freedom Caucus voted in favor of Ryan's candidacy — short of the 80 percent needed for an official endorsement. It appears to be close enough for Ryan, and now he is just waiting for two other key House GOP caucuses to make their support known before he officially jumps in. "I'm grateful for the support of a supermajority of the House Freedom Caucus," Ryan said in a statement. "I look forward to hearing from the other two caucuses by the end of the week, but I believe this is a positive step toward a unified Republican team."

— The CNN Wire

Look Who's All Dressed Up for Halloween!!



Name: _____
Age: _____



Name: _____
Age: _____



Name: _____
Age: _____



Name: _____
Age: _____

Show a photo of you, your children or even your pet dressed in their Halloween costume. \$25 per color ad and ads will publish on October 31, 2015.



Name: _____
Age: _____



Name: _____
Age: _____



Name: _____
Age: _____



Name: _____
Age: _____

Your Name: _____
 Address: _____
 Daytime Phone: _____
 Payment: Check/Money Order Visa MC AMEX
 CC #: _____ Exp: _____

Mail Completed Form along with payment to Halloween Pics, P.O. Box 6369 Pine Bluff, AR 71603 or bring by the office at 800 Beech St., Pine Bluff or email to ppamp@pbccommercial.com
 DEADLINE: Monday, October 26, 2015 5pm

PINE BLUFF COMMERCIAL

'First in Southeast Arkansas'

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THURSDAY, August 13, 2015

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Juvenile Drug Court to change the way it operates

By Ray King
OF THE COMMERCIAL STAFF

Since its inception in 2009, Juvenile Drug Court has graduated more than 100 young people and Juvenile Judge Ernest E. Brown Jr. said Wednesday the program is going to change the way it operates.

Brown said the new

format, which will be put into effect after the current drug court class graduates in October, will be based on a point system.

"What we find is that some people need that year and some people, thankfully, get it a lot sooner," Brown said. "With the point system, it is going to allow us to move folks at a pace

that is more individualized."

Figures prepared by the Administrative Office of the Courts show that Brown's Juvenile Drug Court is the third largest in the state, with 23 participants, trailing courts in Garland and Craighead counties. Garland County has 50 participants and Craighead County

has 25.

Kristin McCool is the drug court coordinator, a position she has held for three years.

"Everybody knows that drug court is priority 1-A," Brown said. "On day of court, we do it the first and third Monday and any other time that she needs it. Everybody knows they need to be available

to help her with drug court. Because of the shortages in staff, we've down two officers and Ms. McCool not only is the drug court coordinator, but she's also picked up some other probation things."

Brown was referring to meetings of the Jefferson County Quorum Court in July when he and other elected offi-

cialists agreed not to fill vacant positions to help ease the county's financial shortage.

Currently, participants in juvenile drug court move through the system at the same time, but under the new system, which is called contingency management, individuals can progress through the

Please see JUVENILE on 3

Thomas pleads guilty in 2014 stabbing death

By Ray King
OF THE COMMERCIAL STAFF

A Pine Bluff man who was arrested in 2014 following the death of another man was sentenced to 15 years in prison after pleading guilty to charges in the case.

Derrick Lamar Thomas, 35, was arrested May 19, 2014, following an altercation that resulted in the death of Edward Ventreas, 34, at the Greenfield Trailer Park at 1719 S. Ohio St.

According to the police report, the altercation between Thomas and Ventreas started in one yard and continued into another yard. Ventreas allegedly picked up a blunt object and struck Thomas several times and Thomas allegedly stabbed Ventreas several times.

Both men were taken to Jefferson Regional Medical Center, where Ventreas was pronounced dead. The cause of death was listed as multiple stab wounds.

Officer Joseph O'Neal said in the police report that when he and Officer Keith Wright arrived at the scene, they saw a man, later identified as Thomas, bleeding from the right side of the head, "hollering and holding what looked to be a metal pole-like object wrapped in blue plastic."

O'Neal said Thomas was walking toward another man, later identified as

Please see THOMAS on 3



Preparing for school



Above, Freddie Jolivet, Parent Center coordinator of the Pine Bluff School District, speaks to fellow employees Wednesday at a convocation at the Pine Bluff Convention Center. All faculty and staff were expected to attend. Jolivet discussed efforts to involve parents and to give books to children so they develop a love for reading. Jolivet invited people to visit the Parent and Family Resource Center at 1215 W. Pullen St. Left, Pine Bluff student cheerleaders perform at the convocation.

LENDING A HAND



Pine Bluff-Jefferson County Economic Opportunity Commission family service specialist Yoinda Ingram, seated at left, assists a person Wednesday at the Pine Bluff Convention Center. The commission handed out U.S. Department of Agriculture foods at the one-day event.

Ted Cruz Campaign Stops In Arkansas

By Dale Ellis
OF THE COMMERCIAL STAFF

LITTLE ROCK — As Sen. Ted Cruz, R-Texas, talked with reporters on one side of his brightly painted tour bus, a growing crescendo of voices chanting, "Ted! Ted! Ted!" nearly drowned out the voice of the junior senator from Texas during a Wednesday morning stop in Little Rock as his presidential campaign made a swing through Arkansas.

Jammed into the parking lot of the Republican Party of Arkansas' Sixth Street headquarters, two blocks east of the State Capitol Building, a large crowd was gath-

ered, waving signs, cheering and waiting for the 44-year-old tea party favorite to step up on the flatbed trailer set up as a stage and grab the microphone to kick off his latest stop on his "Re-igniting America" tour.

"God bless the great state of Arkansas!" Cruz began, after his introduction by Rep. Bob Ballinger, R-Hindsville, co-chair of Cruz's Arkansas campaign.

He then quickly launched into a riff of politically-themed barbs aimed at Democratic presidential candidates Hillary Clinton and Bernie Sanders, which drew laughter and shouts from the crowd, moving on to a

series of talking points that had people cheering and pumping campaign signs in the air.

Among those points, Cruz said, if elected, that he will have the Justice Department open an investigation into the activities of Planned Parenthood, a nonprofit women's health organization, to disband the Department of Education, discontinue Common Core, do away with the Internal Revenue Service, repeal the Affordable Care Act and dismantle the Iran Nuclear Accord.

Additionally, he thundered, "I will instruct the Department of Justice, the IRS, and every other

Please see CRUZ on 3

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School reorganization

PB school board approves new district organizational chart

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Little League Regional

Pine Bluff Western's regional run comes to an end

— Page 8

90°
65°

Details: Page 14



Western opens regional with extra-inning loss

BY THE COMMERCIAL STAFF

WACO, Texas — Pine Bluff Western started the Little League South-west Regional on Friday the same way it did last year — an extra-inning defeat.

The painful 8-4 (seven-inning) loss came against Pearland West, the Texas East champion. Western held a 3-1 lead after two innings but allowed single runs in the fifth and sixth (the final regulation inning) to force bonus baseball.

Pearland exploded for five runs in the top of

the seventh. Pine Bluff didn't back down, scoring a run and having two runners on base when its rally ended in the bottom half.

After Randy Little Jr. set down Texas East in order in the top of the first, Western scored a pair in the bottom half to take a quick lead. Pearland got one back in the top of the second but Western answered right back in the bottom half to restore the two-run edge.

Even after giving up the lead, Western had a chance to win the game

in the sixth with its Nos. 2-4 hitters due up, but they went down 1-2-3.

Offensively, leadoff hitter Brady Claypool had two of the team's four hits. Little and Curtis Standoak Jr. had the other two knocks. Claypool drove in a run, as did Charles King. Claypool, Little, King and Andrew Crosssett scored the Western runs.

With the loss, Pine Bluff will play in an elimination game at 8:30 tonight against Paradise Hills (New Mexico), which allowed eight runs in the fifth inning of a

10-0 (five-inning) loss to Starkville (Mississippi). Western should have a full complement of pitching, or at least close to it, having used four pitchers on Friday with none throwing over 47 pitches.

Daniel Koonco started things off, pitching two innings. Little followed and pitched the next 2 2/3 innings. Tink Hence went 1 2/3 frames, while Shaun Howell Jr. took the loss after pitching one inning.

Texas East will play Mississippi in a winners' bracket semifinal at 8:30

p.m. Sunday.

Zack Mack was the hero for Pearland. He drove in the tying run in the sixth inning and hit a two-run homer in the seventh. Mack finished with three of Pearland's eight hits.

Ben Gottfried hit a key two-run shot in the seventh that put Texas East up 6-3. Isaac Garcia and Lloyd Richards III each drove in a run. Pitching-wise Texas East also used four pitchers with Garcia earning the win and Marco Gutierrez picking up the one-out save.

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Game 2 North Branch (Colorado, 0, Tulsa Repeat) (2:00 p.m.)

Game 3 Pearland West (Texas East, 4, Pine Bluff, 4) (7 p.m.)

Game 4 Starbuck (Mississippi, 10, Paradise Hills (New Mexico) 0) (6 p.m.)

Today's games

Elimination games

Game 5 Louisiana vs Oklahoma, 5 p.m.

Game 6 Pine Bluff vs New Mexico, 8:30 p.m.

Sunday's games

Semifinals

Game 7 Texas East vs Colorado, 8 p.m.

Game 8 Texas West vs Mississippi, 8:30 p.m.

Potential star power strong in defensive backfield

By Eric W. Bollen
ARIZONA NEWS SERVICE

FAYETTEVILLE — The wait for football season is nearly over. With Arkansas football practice having started Thursday, we're taking a final look at what to expect before the games begin in September.

Our position-by-position breakdown continues with a look at the secondary before concluding with special teams.

If there is one unit on the roster poised for a jump to stardom, it's the defensive backfield.

No, there isn't quite the depth back there to equal the defensive line. There also isn't the standard, steady Eddie-type the linebackers have in Brooks Ellis.

What there is is talent. Obvious, hidden and not yet seen. That talent shows itself the way its capable and the possibility the Arkansas defense will be precisely what it appeared to be over the back-half of last season.

Three of the team's top four cornerbacks return. And they're tough, even, to distinguish from each other.

There's Henry Tulliver, the most likely to become a star, who plays in the nickel package. There's Jared Collins, the break-up specialist and best tackler. And there's D.J. Dean.

Please see **NOCS** on 28

CHALLENGE ACCEPTED



Special to The Commercial and Commercial

UAPB defensive linemen participate in a drill Friday afternoon on the team's practice field. Friday was the first day of fall camp.

Defense will likely determine Lions' success

By Nicholas Sullivan
OF THE COMMERCIAL STAFF

The biggest question surrounding the Arkansas-Pine Bluff football team since last season ended has been about who will replace four-year starter Ben Anderson at quarterback.

As fall camp began on Friday, it doesn't appear the Golden Lions are any closer to an answer than when they ended spring ball. That's not a bad thing. Competition is good, but it signifies more than ever the added pressure the UAPB defense will be under this season, especially the first few weeks.

The defense has struggled the past two seasons and, even

with Anderson leading the way, the offense failed to match the gaudy numbers opponents racked up. Those numbers, likely along the lines of allowing 40-67 points per game in SWAC play, were brought up by head coach Monte Coleman the night before fall camp began.

"I told them last night, and it's not original by me, I've heard ever since I've played organized ball that defense wins championships, so that was my challenge to them," Coleman said of his Thursday night discussion. "I went over our stats last year, which weren't very good, and I challenged the guys. I said, 'If we're going to win a champion-

ship, it's going to be up to us.'" Coleman said the players seemed to respond positively during Friday's workouts, which kicked off three weeks of summer camp as the team prepares for its opening game a Sept. 6 clash against South Carolina State in Orlando, Florida.

"I think they stepped up to the challenge," Coleman said. "They definitely want to get the bitter taste out of their mouths about being at the bottom echelon of defenses. They want to move back up to where we're accustomed to being as a defense, somewhere close to the top."

Linebacker Willie Duncan III said Thursday's message

did have an affect on he and his teammates.

"It's motivation," the junior said. "It does hurt. We got read the stats from last year, and it kind of makes you really mad. You take it each day of practice, and it pushes you and shows you what hard work really does."

Duncan was one of three defensive Lions named preseason All-SWAC in late July. He along with redshirt seniors Kevin Rucker Jr., a defensive back, and Demarcus Berry, a defensive end, landed on the first team.

"It totally means a lot, showing off your hard work," Rucker said. "Also with your

Please see **LIONS** on 28

PBHS students raise money for sign commemorating state titles

By David Hutter
OF THE COMMERCIAL STAFF

Pine Bluff High School's incoming seniors have raised money to buy a sign commemorating the school's football and boys' basketball teams winning state titles in 2014-2015.

The sign is scheduled to be unveiled at 5:30 p.m. Friday, Aug. 14, near the Dollar General at 4109 U.S. Highway 65 South. The basketball and football players and others are scheduled to take part in the ceremony. Parking will be available in the store's parking lot.

Leah West said the class of 2016 raised mon-

ey to honor those teams and "give the Pine Bluff School District and Pine Bluff High School a good look, better than what it's been getting."

Leah said she hopes to show other Pine Bluff High School students in other grades to take pride in their school.

"We are wanting to do more for the school and community as well," Leah said. "It's good we are inspiring other classes to do more."

The incoming seniors have raised about \$2,000, of which \$400 was used to buy the sign, Leah said. They will use the remaining money to take a trip to Gulf Shores, Alabama, in May 2016, she said.

Please see **SIGN** on 28

QB Blair to lead way for Dollarway

By Olek Irimen
SPECIAL TO THE COMMERCIAL

With a year as the starting quarterback under his belt, junior Simeon Blair looks to lead the Dollarway Cardinals football team in the right direction.

In most cases it's a good thing that a team's starting quarterback comes back the next season, but it's even better for Dollarway due to the fact that they posted a 9-3 record with him as the starter his 10th-grade year. In total the group returns 11 starters (five offensive, six defensive), and that's a big reason why the experience and leadership of Blair will be vital to this team's success.

Coach Cortez Lee is just as excited about

the season as his players are, and he knows that this team can go as far as his quarterback takes them. Lee spoke highly of Blair saying, "He's our leader. He started last year as a 10th-grader, and he has grown exponentially this offseason and he has to be the leader on and off the field. We have big expectations for him this season."

Not only does Dollarway have an outstanding quarterback, they also have a good group of guys that surround him. As the offseason progresses and players continue to step up and separate themselves the depth of the team will grow.

"Our depth is getting better," Lee said. "We have nice units and on

the first squads, and we have about four or five players that will go both ways. There are also a few young underclassmen that came out and they work hard every day, so we're expecting them to challenge as well."

Coming off a season where they suffered a one-point loss in the playoffs, the expectations for this Dollarway football team haven't changed a bit. "Are expectations are always the same," Lee said. "We expect to make the playoffs, compete for a state championship, and to make sure these young men accomplish their goals."

Key players on defense that are expected to make a big impact

Please see **CARDS** on 28



Marked and unmarked cars from the Pine Bluff Police Department, Arkansas State Police and Jefferson County Sheriff's Office gather outside the county jail Tuesday after a mistaken Officer Needs Help call was broadcast. The call was canceled a few minutes after it was put out.

Mistaken Officer Needs Help call sends many officers, deputies to jail

By Ray King
OF THE COMMERCIAL STAFF

A mistaken Code 1100 (Officer Needs Help) Tuesday night sent law enforcement officers from the Jefferson County Sheriff's Office, Arkansas State Police and Pine Bluff Police Department to the W.C. "Dub" Brassell Adult Detention Center.

Sheriff's spokesman Maj. Lafayette Woods Jr. said some detainees were told to move while air conditioning work was being done. When

the detainees refused, the jail contacted the Metropolitan Emergency Communications Agency and instead of sending just a few sheriff's deputies to assist jail personnel, the Code 1100 was broadcast.

At the jail, more than a dozen Pine Bluff police cars, both marked and unmarked, joined four Arkansas State Police cars and a half-dozen vehicles from the sheriff's office, including those driven by Jail Administrator and Chief Deputy

Greg Bolin, Chief Deputy Stanley James and Woods, all of whom had been attending a meeting of Quorum Court committed that ended less than 10 minutes before the mistaken call was made.

There were no injuries reported and the Pine Bluff and State Police officers left a few minutes after the call was canceled.

Less than a week ago, on July 29, a detainee riot at the jail caused property damage but no injuries.

Dermott woman pleads guilty in feeding program scheme

By Ray King
OF THE COMMERCIAL STAFF

A Dermott woman who was one of the subjects in a federal investigation into the fraudulent use of money intended to feed hungry children pleaded guilty Monday in Federal District Court.

Kattie Jordan, 50, entered the plea to one count of conspiracy to commit wire fraud and will be sentenced at a later date, U.S. Attorney Christopher R. Thyer said in a press release.

"Jordan and others stole money that was intended to feed poor and hungry children," Thyer said in the press release. "We are pleased that Ms. Jordan has accepted responsibility for her conduct. We are committed to investigating and prosecuting those who abuse a system designed to help those in need."

In April, a federal grand jury returned an indictment against Kattie Lannie Jordan, Hatton and the Glady Elise Walls, formerly known as

Glady Elise King, Tonique D. Hatton and Jacqueline D. Mills, charging them with conspiracy to fraudulently obtain USDA funds. Mills was also charged with wire fraud, paying bribes and engaging in money laundering, and King and Hatton were charged with accepting bribes.

King and Hatton worked for the Arkansas Department of Human Services and part of their job was to determine eligibility of sponsors to participate in the feeding program. Jordan and Mills operated as sponsors for separate feeding programs, and King and Hatton were responsible for approving Jordan's and Mills' programs at various times.

The grand jury indictment alleged that Mills and Jordan paid bribes to King and Hatton and submitted claims for many more meals than they actually served. King and Hatton were accused of approving those falsified numbers so

the programs could receive payment from DHS.

King, Hatton and Mills are scheduled to stand trial beginning Jan. 4, 2016. The statutory penalty for wire fraud and conspiracy to commit wire fraud is not more than 20 years in prison, not more than a \$250,000 fine, or both, and not more than three years supervised release (probation). The penalty for receiving bribes and money laundering is not more than 10 years in prison, not more than a \$250,000 fine, or both, and not more than three years supervised release.

According to the news release, the investigation is ongoing and is being conducted by the U.S. Secret Service, FBI, the Criminal Investigations Division of the Internal Revenue Service, the U.S. Department of Agriculture Office of the Inspector General and the U.S. Marshal's Service.

Pine Bluff School Board approves organizational chart

By David Hutter
OF THE COMMERCIAL STAFF

The Pine Bluff School Board voted Tuesday to approve an organizational chart showing the correlation of positions within the school district.

Interim Superintendent T.C. Wallace Jr. said people had been confused by the chart. As such, he sought to clarify that the position of human resources is part of his responsibility.

At an earlier meeting, the board had rejected Wallace's chart.

In other business, board member Andrea Roof-Little asked about the 2015-2016 handbook. But the board did not consider or vote on approving a 2015-2016

handbook because no board member seconded a motion.

"Will there be a point when we can ask questions about the handbook?" Roof-Little said. "I do not want to approve something when I have questions about it. I do not want our babies to start school without a handbook."

Board President Harold Jackson told Roof-Little to review the handbook and that there will be a special meeting to discuss the handbook and vote on it.

The board met in executive session for about one hour and then approved an amended personnel policy. The meeting agenda listed a request

for bus drivers' pay increase, request for painters pay increase, new employees, retirees and resignations. Wallace said he will make this information available to the Pine Bluff Commercial on Wednesday, one day after the meeting, per his policy.

Board member Leon Jones requested adding "external providers" to the agenda. Jackson said they could not do so because they had already advanced past the part of the meeting that would allow for a suspension of the rules in accordance with Robert's Rules of Order.

Pine Bluff students will return to class on Monday, Aug. 17.

Hutchinson hires health policy adviser

Arkansas News Bulletin

LITTLE ROCK — Gov. Asa Hutchinson said Monday he has hired a member of U.S. Sen. Tom Cotton's staff as his senior health policy adviser.

John Martin, currently deputy legislative director for Cotton, R-Ark., will start in his new position Sept. 8, according to a news release from the governor's office.

Before joining the staff of then-Rep. Cotton in 2013, Martin managed the grass-roots operation of former Health and Human Services Secretary Tommy Thompson's 2012 U.S. Senate campaign in Wisconsin. Martin also previously worked as a

consultant for Deloitte. A native of Fort Worth, Texas, Martin has a bachelor's degree in supply chain management from Texas A&M University.

Hutchinson said in the release, "(Martin's) expertise on health care

is well known and his breadth of knowledge and experience on the issue will be of great value to my administration as we work to reform Medicaid and improve access to quality care for Arkansans."

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PB School Board hires employees, increases salaries of bus drivers

By David Hutter
OF THE COMMERCIAL STAFF

The Pine Bluff School Board voted 7-0 at a Tuesday meeting to hire employees for the district and increase the salaries of bus drivers. The hiring of employees follows the school board's April 21 unanimous vote to approve a reduction in force policy plan, which outlined the layoffs and also outlined the job reassignments that will be made as a result of the closures of Oak Park Elementary School and South-east Middle School. The board voted March 3 to close the schools because of declining enrollment and a subsequent drop in funding.

Interim Superintendent T.C. Wallace Jr. has said the district saved \$3.2 million by laying off 68 employees through a reduction in force policy and another \$680,000 through an extensive re-organization in the administrative office. Some people who were originally scheduled to lose their jobs have been rehired.

The board met in executive session Tuesday for about one hour and then approved an amended personnel item. They did not publicly discuss

the new hires or the bus drivers. In a follow-up interview on Wednesday, Wallace said the district used to pay bus drivers \$8.50 per hour regardless of years experience. Bus drivers used to receive a raise of 5 cents per hour per year, he said.

Bus drivers will now earn the following rates per hour based on their years of experience, full-time status, part-time status with benefits and part-time status without benefits: \$20, \$15 or \$16 for zero years; \$21, \$16 or \$17 for one year; \$22, \$17 or \$18 for two years; \$23, \$18 or \$19 for three years; \$24, \$19 or \$20 for four years; and \$25, \$20 or \$21 for five years.

"We have increased their compensation to be competitive with surrounding school districts," Wallace said. "We hire and we train but lose people to competing districts because of the differential in compensation."

Wallace said other nearby districts pay their bus drivers \$23.73, \$21.05 and \$18.71 per hour. He declined to name those districts.

In other news, the board voted to approve the Pine Bluff Jefferson County Economic Opportuni-

ties Commission's request to rent five classrooms at Greenville Early Childhood Education Center. Commission Executive Director Roger Luttrell made a written request to pay \$500 per month to operate Head Start services for qualified families with children aged three and four.

The board did not vote on a proposed pay increase for painters on Tuesday that was originally on the agenda.

The board hired these people:

- Tony Adams as a social studies teacher at Pine Bluff High School;
- Anna Suzette Anderson as assistant principal at Broadmoor Elementary School;
- Tiffani Dennis as a math teacher at Pine Bluff High School;
- Agnolia Gay as an oral communications teacher at Pine Bluff High School;
- Teresa Moka as an assistant principal at Jack Robey School;
- Gary Owens as an assistant principal at Jack Robey School;
- Parthina Scruggs as an art teacher at Jack Robey School;
- Vanetta Simon as an ELA teacher at Belair Middle School;
- Rose Vaughn as a first grade

teacher at 34th Avenue Elementary School;

- Bettye Creggett as a bus driver;
- Anthony Smith as a painter;
- Lisa Turner as a para-professional at W.T. Cheney Elementary School;
- Frederick Warren as a band instructional aide at Jack Robey School/Pine Bluff High School;

The board approved these resignations:

- William Sheehan as an English teacher at Pine Bluff High School;
- Calvin Thomas as a business education teacher at Pine Bluff High School;
- Haley Wegner as a math teacher at Jack Robey School;
- Yvette White as a literacy coach at Pine Bluff High School;
- Carlita Cooks as a para-professional at Broadmoor Elementary School;
- Joe McDaniel as a grounds crew member;
- Milton Pierce as a tractor driver;
- Latasha Smith as a secretary at Broadmoor Elementary School.

The board accepted the retirement of Earlene Collins as an assistant principal of Pine Bluff High School.

Local company considering expanding at port after July 9 visit

By Ray King
OF THE COMMERCIAL STAFF

Lacking a quorum to conduct business at a meeting Wednesday, the Pine Bluff Jefferson County Port Authority Board of Directors got an update on ongoing projects at the port and discussed whether floodwaters affected operations at the facility.

Lou Ann Nisbett, who is executive director of the Port Authority and president and CEO of

the Economic Development Alliance of Jefferson County, said construction is nearly complete at the Southwind Milling Complex and the receiving area should be ready to start receiving shipments of rice to go into the storage bins by early September.

Investments in Southwind Milling now total \$32 million, she said.

Nisbett said a local company has been considering an expansion

since 2012 and a group from the company's out-of-state corporate headquarters visited Pine Bluff on July 9, and after receiving information about several sites, turned their attention to an available site at the port. The board was polled on July 28 and agreed to offer the site at \$19,000 per acre, but because there was no quorum Wednesday, could not vote to ratify that poll.

Nisbett said Pine

Bluff is competing against two other states for the project "and we want to keep them here."

The subject of flooding on the river in May and June also came up and Mike Murphy, terminal manager for Waco Terminal and Port Services, the company that manages the port, said, "We were not really affected between here and Little Rock. When you're talking important point that, basically, we're not impacted by high river flows."

"And that's one of my favorite songs to sing every time I have a prospect because we have that slackwater harbor, too," Nisbett said. "We get the benefit because the flow doesn't fluctuate like the river does."

Morgan said that in July, the port handled just over 9,000 tons of products, and look-

Malaysia confirms wreckage came from Flight 370

By Shamsim Adam
OF THE COMMERCIAL STAFF

KUALA LUMPUR, Malaysia — Prime Minister Najib Razak confirmed that a jet part found on an island near Africa came from Malaysia Airlines Flight 370, the first physical evidence from the jetliner that vanished almost 17 months ago.

Investigators "conclusively" linked the piece to the missing aircraft, Najib said Thursday. A French prosecutor stopped short of that assessment, saying only that officials have a "strong presumption" that the debris being studied in a government laboratory is from the doomed plane.

The so-called flapiron bore no identifying marks to show definitively that it was installed on the Boeing 777's wing, said a U.S. official who wasn't authorized to speak about the probe. The working assumption is still that the piece came from Flight 370 because it's unquestionably a 777 component and there are no any other missing jets of that type, the official said.

Najib's announcement validated authorities' hypothesis that the plane carrying 239 people crashed in a remote stretch of the Indian Ocean southwest of Australia. But the discovery of the piece thousands of kilometers away on France's Reunion island doesn't pinpoint where the aircraft took its fatal plunge in March 2014 — and why it strayed so far from its intended Kuala Lumpur-to-Beijing route.

"Today, 315 days since the plane disappeared, it is with a heavy heart that I must tell you that an international team of experts have conclusively confirmed that the aircraft debris found on Reunion island is indeed from MH370," Najib said at a briefing in the Malaysian capital.

The inquiry into the longest search for a modern commercial jet is a multilayered effort involving French judicial authorities — Reunion is

French soil — and the Malaysian government, as well as aviation accident investigators from the United States, Australia and France. Specialists from Chicago-based Boeing are also participating.

Little more than hour after Najib spoke, deputy Paris prosecutor Serge Mackowiak used the "strong presumption" characterization when meeting with reporters in Paris.

French investigators have gotten technical information from Boeing and from Malaysian aviation officials, but are just starting their own review, Mackowiak said. A French defense ministry lab will conduct microscopic analyses and chemical studies of the flapiron for clues to the nature of the disaster: a suitcase found on Reunion, across the Indian Ocean from MH370's presumed resting place, is being evaluated separately.

"We continue to share our technical expertise and analysis with civil investigating authorities," Boeing said in a statement.

Lab evaluations of the flapiron will take weeks or months, and still may not shed much light on the reasons why the plane went into the sea, according to John Cox, a former airline pilot who is president of consultant Safety Operating Systems.

"I don't think there's going to be a great 'aha' moment tomorrow that says we have figured it out," Cox said in a telephone interview. "This is going to be an additional piece of evidence, but I don't think in and of itself it's going to be conclusive."

In the absence of any wreckage other theories had proliferated: Perhaps the jet landed in central Asia, or perhaps it didn't really double back across the Malaysian peninsula as radar tracks indicated. The discovery in the Indian Ocean settles that question.

"This is indeed a major breakthrough for us in resolv-

ing the disappearance of MH370," Malaysia Airlines said in a statement. "We expect and hope that there would be more objects to be found which would be able to help resolve this mystery."

Most of those on board the doomed jet were Chinese nationals, and the hunt for any evidence — week after week, month after month — took a toll on family members left to grieve and wonder about their loved ones' fate. Those emotions swam to the surface again as Najib prepared for his brief, televised remarks on Thursday.

"We still want to ask them some key questions," Jiang Hul, a representative of a committee for Chinese families from MH370, said by phone. "Did the plane make landing? Had all passengers boarded the plane?"

The link to MH370 gives fresh momentum to a hunt that already has scanned more than 55,000 square kilometers (21,325 square miles) of the seabed southwest of Australia. The search area is about 3,800 kilometers (2,400 miles) south-east of Reunion.

Any trapped air in the flapiron would have made it buoyant, floating at or just below the surface where ocean currents have the greatest effect, according to Cox, who participated in dozens of accident investigations in the U.S. while working as an airline pilot.

The piece is relatively large, suggesting that it was the product of a low-speed crash that would leave a large debris field, Cox said. Some safety experts have theorized that MH370 was destroyed in a high-speed crash, because months of searching with ships using deep-sea sonar yielded no wreckage.

— Levin reported from Washington, Fickling from Sydney. Contributors: Andrea Rothman in Toulouse, Gregory Viscusi in Paris and Haining Jin in Beijing.

US conducts first Islamic State strike launched from Turkish soil

By Missy Ryan
OF THE COMMERCIAL STAFF

WASHINGTON — The United States has begun conducting airstrikes over Syria from a base in southern Turkey, the Pentagon said Wednesday, opening a new front in the Obama administration's air war against the Islamic State.

Capt. Jeff Davis, a Defense Department spokesman, told reporters at the Pentagon that a U.S. drone had hit an Islamic State target in Syria on Tuesday. He declined to say exactly where the strike took place or whether it was successful.

The beginning of combat flights from Incirlik air base is a sign of deepening U.S.-Turkish cooperation against militants in Syria, where the expansion of the Islamic State poses a growing threat to Turkey and the West.

Before this week, Ankara had only permitted the United States to fly surveillance missions from Incirlik, forcing the United States to rely largely on more distant bases and cutting down on the time U.S. aircraft can spend over target areas.

CORRECTION

An article published Wednesday about the Pine Bluff School Board contained an error regarding what action was taken on a proposal. The school board tabled an item related to an organizational chart showing the correlation of positions within the school district.

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135th Year, No. 96

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Entergy proposes closing White Bluff coal plant in 13 years

By John Lynn
ARANSAS NEWS SERVICE

LITTLE ROCK — Entergy Arkansas said Friday it is proposing to shut down Arkansas' largest coal fired power plant in 13 years.

In comments filed with the U.S. Environmental Protection Agency, the utility said it is proposing to cease operations at the White Bluff plant in Redfield. One of the units at the plant would shut

down in 2027 and the second would shut down in 2028 under the proposal.

The company said it is "prepared to take an enforceable commitment to that effect."

Entergy filed the comments in response to the EPA's proposed Regional Haze Rule plan, which seeks to improve visibility at national parks and wildlife areas by reducing power

plant emissions.

The EPA has proposed that Entergy install controls for sulfur dioxide emissions at the White Bluff plant, as well as at Entergy's Lake Catherine plant in Malvern, which runs on natural gas and oil.

In its comments Friday, Entergy said the EPA underestimated the cost to install the controls at the White Bluff plant and asked it to

revise its proposed compliance plan to take into account the planned shutdown of the plant.

Glen Hooks, director of the Arkansas chapter of the Sierra Club, called the proposal a potential "giant step forward" for the state environmentally.

"At the same time, Entergy is building big solar farm as well that's hopefully going to open in the next year,"

he said. "So our state's largest utility is shutting down, or wants to shut down, our biggest coal plant and build solar at the same time. It's a huge deal."

The Sierra Club will push for the shutdowns to happen sooner than Entergy has proposed, he said.

A spokeswoman for Entergy did not immediately return a call Friday afternoon seeking comment.

Celebrating Academic Success

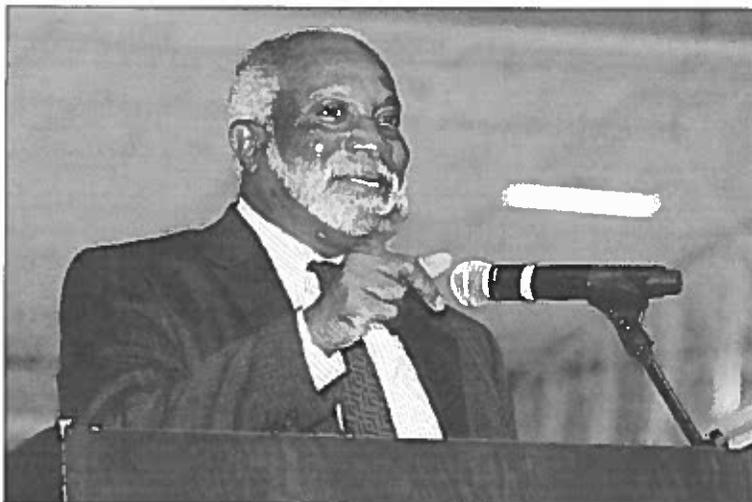


Photo by Pine Bluff Commercial/David Hatcher

Above: University of Arkansas at Pine Bluff Vice Chancellor for Student Affairs Elbert Bennett recognizes incoming freshmen Friday who graduated from the Learning Institute and Opportunities for New Students — or LIONS — program, in which students take academic courses and learn about transitioning to college. Bennett told the students to be proud of themselves and to set high standards. UAPB officials encouraged students to embrace opportunities and make wise decisions. UAPB students and guests, right, listen to UAPB officials discuss the students who took part in the LIONS Program. Associate Vice Chancellor for Enrollment Management Linda Okler said more students are making friends and being comfortable leaving home because the program eases their transition to college.



PBSD staff readying for new year

By David Hatcher
OF THE COMMERCIAL STAFF

As the Pine Bluff School District faces its first school year since two school buildings closed, district leaders say the biggest current tasks are getting staffing in place and empowering parents and students with information.

Oak Park Elementary School and Southeast Middle School closed in June 2015 and 68 people were laid off. Since then 22 of those staff members have been rehired — 19 certified and three classified employees — and other people have been hired to replace staff who have retired or resigned, Interim Superintendent T.C. Wallace Jr. said.

Even so, Wallace said the district needs to hire another three high school teachers and 10 elementary teachers before the beginning of school.

"Our goal is to have a certified person in each classroom," Wallace said.

Meanwhile, a series of back-to-school orientations will allow the students who are changing schools to get familiar with their new schools and they will also give all students and parents a chance to get information before school starts.

This process will allow parents and students to meet teachers, administrators and staff prior to the first day of school, according to a press release. During orientation students will also be able to pick up class schedules and learn room assignments. The following are dates and times for each school.

Pine Bluff High School
Ninth grade: Aug. 10, 5:30-6:30 p.m.
10th grade: Aug. 11, 5:30-6:30 p.m.
11th grade: Aug. 12, 5:30-6:30 p.m.
12th grade: Aug. 13, 5:30-6:30 p.m.

Please see SCHOOLS on 2A

Businessman upset over out-of-state company doing work for Alliance

By Ray King
OF THE COMMERCIAL STAFF

The president of a Pine Bluff advertising agency is upset is upset with Lou Ann Nisbett and the Economic Development Alliance for Jefferson County.

Ron Cates, president and CEO of Cates and Co., said Friday that Nisbett, who is president and CEO of the Alliance, went out of state to select a company to develop the 2016 Economic Development Guide for Jefferson County and did not give his company a chance to bid on the project.

He said he did not know about the out-of-state company until he saw a letter from a representative of the company, Journal Communications of Franklin, Tennessee, earlier in the week.

"This is not sour grapes, but the amount they're spending out of state could have created four or five jobs in my agency," Cates said.

He said his company, which has been in business since 1985, has produced the Pine Bluff City Guide since 1987 and is the agency of record for the Land of Legends and Delta Byways, which is the largest tourist organization in the state, representing 15

"If I didn't get the job, at least keep the money in state," Cates said. "They're supposed to help local businesses. At least give locals a chance."

Nisbett said the out-of-state company, which has prepared the guide for the past two years, was selected because the company works with "a lot

of site selectors (those whose job it is to find locations for businesses and industries) both nationally and internationally and has a database with those site selectors."

"He (Cates) doesn't have the database," Nisbett said. "He does good work, but this isn't about tourism, it's about economic development."

Cates disagreed, saying the Pine Bluff City Guide has the same features as the guide being prepared for the Economic Development Alliance — hard copy, digital, Web-based and optimized for smartphones and tablets.

"Instead of trying to get four or five big industries to come here, why not get 10 or 15 small businesses that are going to be successful here!" Cates said.

Nisbett said the economic

development guides are used to market Pine Bluff and Jefferson County all over the world and are given out at trade shows, site selector conferences and the like. It is also available online.

She said Cates and Co. has done work for the Chamber of Commerce, but she felt the out-of-state company was a better choice because of their databases.

"We sell our magazine the same time this out-of-state publication does and it co-opts our customers," Cates said in an email to The Commercial and others on Wednesday. "And for Lou Ann Nisbett to support an out-of-state business over a local company that employs several people, lives here and pays taxes here leaves you speechless."

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Market watch

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Possible murder

Disappearance of Hamburg man being investigated as possible murder

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UAPB football

Lions open fall camp knowing defense needs to improve on last year

— Page 1B

100°
76°
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School board candidate forum set for Tuesday

SPECIAL TO THE COMMERCIAL

The public is invited to attend a school board candidate forum at 6 p.m. Tuesday, Aug. 25, at the Donald W. Reynolds Community Services Center, 211 W. Third Ave.

Alpha Kappa Alpha Sorority Inc., Delta Omega Omega Chapter's Connection Committee, will host

for the event. Toni McCasle, chapter president, will be the moderator.

The annual school board election will be held Tuesday, Sept. 15. In the Pine Bluff School District, Sedrick C. Rice will challenge incumbent Harold Jackson in Zone 1; Aaron Branscomb will face Stephen Bronson in the Zone 5 position; and Zone 7 incumbent

Andrea D. Roaf-Little will be opposed by O.D. Brown. In the Dollarway School District, Pearly Stepps will oppose incumbent Charles Girley in Zone 1; and Vonda S. Rogers will face Billy Sanders Lankford for the Zone 3 position. Dollarway patrons will also vote on a proposed 6.7 mill increase to the current millage rate. During the forum, the

moderator will pose questions to the candidates and questions will be taken from the audience. Closing statements will also be given from each candidate.

"There are many issues that compete for the attention of our elected officials," said Mattie P. Collins, chairwoman of the event. "We want these candidates for public office

to get to know us better, and we want to know them and where they stand on issues that are important to our students and that we believe are important to our community."

The candidates' forum is open to the general public. Refreshments will be served. Details: kencoll@msn.com

PHOTOGRAPHY

(Continued from Page 1B)

Haralson said he just felt it was the right time to retire.

"It's a tough job," Haralson said. "It's a tough job on your body. The long drives, late evenings, early mornings and the long hikes are a lot easier on you when you are younger."

Haralson said he looks back on his career with the department with no regrets.

"I have been blessed to have a long career at the Parks and Tourism Department," Haralson said. "In my travels of photographing the state of Arkansas, I have been able to show people views they may never be able to see for themselves."

Haralson said he will miss his co-workers at the department, as they have grown into a family over the years.

"This retirement is a bittersweet moment," Haralson said. "All of us in the department have been together for many years, and we are all good friends."

Haralson's presence will be missed by many at the department.

"Chuck is my mentor and photographic father," Crocker said.

"I have had the blessing of having been brought in by a photographer I admired when I was first getting interested in photography. I will miss spending time with him out in Arkansas as much as working on photography projects together. He and I both like the same types of photography, enjoy being aware of the environment and share the same way of reading a photograph."

"I will miss all our Monday conversations about hunting," Davies said. "We have grown up together in the

company. I have been here for 43 years and Chuck has been here for 36 years. We have known each other for a long time. Both our grandchildren live in Houston, so we always had something to talk about."

Haralson can't say exactly when photography became his passion, but he knows it happened early on.

"I would look at old black-and-white pictures at my grandma's house and I would be just fascinated by them," Haralson said.

A old Pine Bluff photographer also helped light the photography spark in Haralson.

"One of my good friend's father was the resident photographer in Pine Bluff," Haralson said. "When I went over to their house, I just became fascinated by all the equipment."

After going to a photography school in Kentucky, he came back to Arkansas looking for a job. Haralson said he learned about the Tourism and Parks Department by happenstance.

"I had never heard of the Parks and Tourism department," Haralson said. "I went to talk to one of my friends at a photography business about a job and he said somebody from the parks department just came by looking to hire someone. I went straight over to the Capitol and they hired me on the spot."

Haralson joined the department in 1977 as a darkroom technician. In 1982 Haralson took over the role of chief photographer for the division and the rest is history.

"The department was my life career," Haralson said.

Haralson helped the

department make the transition from film to digital photography.

"It was pretty tough making the transition," Haralson said. "I always said I would never shoot digital. What changed me over is that I went on a photo shoot with a photographer who was using a digital camera and he was able to see what he was shooting right away and make the necessary corrections. That is really great feature to have as a photographer. Now when I take a photo, I know when I got it."

This ability to transition was one of the things that made him special, Rice said.

"One of the finest attributes of Chuck was his ability to change as technology changed," Rice said. "Rather than complaining and whining, he would just go and get the job done."

As chief photographer, Haralson travels all over Arkansas to take photos at some of the biggest attractions in the state.

Traveling the state to take photos means traveling through some rough terrain and taking some pretty intense risks, Haralson said.

"It's not an easy job," Haralson said. "You want to be able to show the entire state."

Getting to the right photo sometimes takes creativity.

"I have been able to shoot photos from zip-lines, trees, kayaks, canoes, horses, ATVs, buildings, bluffs, aerial lifts, bridges, hot air balloons, helicopters, motorcycles, boats, small planes, fire towers, Ferris wheels, while rappelling and others, I'm sure," Haralson said.

This creativity can lead to some dangerous photo shoots.

"I would say my most dangerous shoots are anytime I've had to shoot from a helicopter, because we take the door off and you're just strapped in," Haralson said. "The Roark Bluff shot was quite dangerous because you have to literally crawl on your backside to the outcropping to get to the perfect place to get the shot. Below you is a significant drop of several hundred feet to the Buffalo River."

"Chuck would take pictures perched on the edge of 200-foot cliffs or knee deep in swamps with alligators and water moccasins around," Rice said. "He would always do

what was necessary for the best photo."

Sometimes Haralson gets to take a break from the wild outdoors to take photos of some of the best festivals in Arkansas.

"There is such a variety and number of Arkansas festivals," Haralson said. "But the Chuckwagon Races in Clinton, the World Championship Cardboard Boat races at Greers Ferry Lake in Heber Springs and Bikes, Blues and BBQ in Fayetteville are some of my favorite festivals to photograph."

Haralson said he hopes that he has shown how Arkansas cultural attractions have changed over the years.

"The image of

Arkansas has developed from a hiking and hunting state into a place where we have more music, arts and museum venues," Haralson said.

Haralson has had his work in national publications, including National Geographic Traveler, Southern Living and The New York Times, Chicago Tribune and more.

With all the amazing photos Haralson has taken, he is still searching for the perfect photo.

"I haven't taken the perfect photo yet," Haralson said. "I am always striving for the perfect photo, but I haven't taken it yet. I can't think of a photo where I can't say I could have done something better."



Chuck Haralson took this picture of the lodge at Queen Wilhelmina State Park at twilight.

RYBURN

(Continued from Page 1B) there to protect them. As they get older, these adults often have trust and anger issues of their own.

You are living with a serious and possibly volatile situation. Make a final attempt to have a conversation with your husband. Tell him that you are concerned about his health. Tell him that you worry that his anger problem is increasing his chances for heart disease, as indeed it could. Many men are willing to listen to concerns about their physical health when they will not listen to concerns about their emotional health.

If he will not talk with you, maybe he will talk with someone else. Does he have a minister he trusts? Does he have a brother, sister or best friend who can approach him in a non-threatening way? Is his primary care doctor willing to speak with him?

I saw a man several years ago whose wife refused to get help for

her anger. When he threatened to leave, she sought help immediately. It's not the best way to get someone into treatment, but if it is your only option, then you may consider using it.

We can't control the actions of others, so one can "fix" your husband until he accepts responsibility for his behavior. Therefore, it is important for you to consider counseling. You must decide if you can live under these dysfunctional conditions or if you should move on and establish a new life for yourself and your children.

Nancy Ryburn holds a doctorate degree in psychology from Yeshiva University in New York City. She maintained a private practice in New York before moving to Arkansas where she teaches at Southeast Arkansas College in Pine Bluff. You can reach her at nancyryburn@gmail.com.

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PINE BLUFF COMMERCIAL

'First in Southeast Arkansas'

SUNDAY, August 30, 2015

135th Year, No. 115

24 Pages

\$1.25



School board candidates say educational improvement is needed

By Ray King
OF THE COMMERCIAL STAFF

Eight of the 10 candidates seeking election to the Pine Bluff and Dollarway school boards got a chance to talk about their candidacies Tuesday and each said they believe students in the district are not getting the best education they could.

Alpha Kappa Alpha Sorority Inc., Delta Omega Omega Chapter's Connection Committee sponsored the candidate forum at the Donald W. Reynolds Community Service Center.

Pine Bluff School District Zone 1 incumbent and board president Harold Jackson is being challenged by Sedrick C. Rice; Zone 5 incumbent Aaron Branscomb is facing Stephen Bronskull; and Zone 7 incumbent Andrea D. Roof-Little is opposed by O.D. Brown. In the Dollarway School District, incumbent Charles Gierley is facing Pearly Stepps for the Zone 1 seat and Vonda S. Rogers is challenging incumbent Billy Sanders Lackford in Zone 3.

Branscomb and Gierley did not attend the forum. Responding to the question, "are the students in the district getting the best education and if not, why not," Roof-Little said, "If it's not the best, it's going to be the best."

Roof-Little said she has a daughter who is a student in the district and "I expect her to give 100 percent, so the educators better give 100 percent." "No," Rice said. "The Pine Bluff School District can always do better. There's so much more work to be done and several areas to improve in."

"Today, the answer would be no, despite the incredible things done by the teachers," Bronskull said. "We have to make sure to support every kid who needs us."

"No, I don't believe they're getting the best education in the Pine Bluff District," Brown said.

"We've got some great teachers in Pine Bluff who do a great job with

Please see EDUCATION on 3A

NEW LOCATION



Tuesday Morning employees Joshlyn Mison, left, and Arishia Morgan unload merchandise from a truck into the store.

Tuesday Morning employees prepare to move to larger space

By David Hunter
OF THE COMMERCIAL STAFF

Tuesday Morning employees are to move from its current location in Jefferson Square Shopping Center at 2801 S. Olive St. to a larger space in the shopping center.

Rachel White is manager of the Tuesday Morning store in Pine

Bluff. She said they will be moving because they outgrew their space. The new store will be an additional 9,000 square feet, she said.

"We are one of the lowest-profitting stores," White, who was hired in September 2014, said. "However, our sales took off

after when I first got here. Because of our increase in sales and merchandise, we need more space."

Tuesday Morning sells housewares, rugs, furniture, sheets, decor and specialty food items. They are scheduled to close the current store on Sunday, Sept.

6, and open at a new location next to Citi Trends on Friday, Sept. 11, White said.

White said she is hiring seven employees. They are getting ready to receive an influx of merchandise specific to Halloween and Christmas, White said. They are also receiving foods, chocolate

and soaps. Tuesday Morning opened in Pine Bluff in 1998 and had not moved until now, White said. She said she likes the store to be neat and organized.

"I remember coming here as a kid," she said. "We are one big happy family."

Please see THURSDAY on 3A

City considers hiring grants, communications positions

By Ray King
OF THE COMMERCIAL STAFF

Five members of the Pine Bluff City Council on Thursday agreed that the city needs to hire a communications/marketing director and a grant writer.

The agreement came during what was dubbed a council planning session to develop a three- to five-year plan for the city to comply with an ordinance adopted in 2003.

Mayor Debe Hollingsworth brought up the idea of a marketing/communications director, saying, "Our biggest obstacle overall is our image."

"We've got great things going on here, but the word is not getting out there," Hollingsworth said.

She said city officials had

visited with officials in a number of cities who have marketing/communications directors and all had positive things to say.

Initially, the group was looking at two positions — one to handle marketing, the second communications — but as the discussion progressed, they agreed to combine the communications/marketing tasks into one position — at least initially — and also add a second position to be a grant writer.

"They could have a dual role," Alderman Glen Brown Jr. said of the communications/marketing slot. "We will have to see how much work has to be done."

Alderman Glen Brown Sr. said one of the most important factors to be considered is that the person selected "has to love Pine Bluff."

"We can't get somebody just because their resume looks good," Glen Brown Sr. said.

According to a job description prepared by the mayor's office, the director of marketing "is responsible for the development and implementation of high quality communications and marketing programs."

Regarding the position of grant writer, Evelyn Horton, the administrative assistant to Hollingsworth, said, "The city of Jonesboro has three grant writers and I think we could have one."

Alderman Glen Brown Jr. said a grant writer would help the city find money for a variety of projects.

"We've got to have a grant writer," he said.

Alderman Glen Brown Sr. asked about using somebody

currently on the city payroll, but Hollingsworth said the person would also have to function as grants administrator to ensure that the city stays in compliance with the various requirements.

"We need a grant writer to go and get us some of the money that's out there," Alderman Charles Boyd said.

The group — which also included Aldermen Bill Brunett and Lloyd A. Holcomb Jr., Kelley Bohannon from the mayor's office and Kymara Seala, who acted as the facilitator — then agreed to the two separate positions. The legislation to implement those positions will be presented to the full council for final approval.

Money to pay for the two positions would come from funds set aside for the Pine Bluff Image Campaign.

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Still competing

UAPB's Coleman remains undecided about quarterback

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93°

68°

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PINE BLUFF COMMERCIAL

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WEDNESDAY, September 2, 2015 135th Year, No. 116 16 Pages 75c

Governor asked to set execution dates for 8

By John Lyon
Arkansas News Bureau

LITTLE ROCK — Attorney General Leslie Rutledge on Tuesday asked Gov. Asa Hutchinson to set execution dates for eight death-row inmates, including Kenneth Dewayne Williams of Pine Bluff.

Williams was sentenced to death in Lincoln County after he escaped from Cummins Prison and killed Cecil Boren, 57. Prosecuting Attorney S. Kyle Hunter was a deputy prosecutor when Williams was found guilty by a Lincoln County jury in 2000 and assisted with the prosecution of the case. Hunter was out of

the office Tuesday and could not be reached for comment. His chief deputy, Wayne Juneau, said the office would have no comment at this time. Williams had been serving a life sentence for the 1998 shooting death of Dominique "Nikki" Hurd, a cheerleader at the University of Arkansas at Pine

Bluff, when he escaped and killed Boren. While in prison, Williams sent a letter to The Commercial confessing to the shooting death of Jerrel Jenkins, 36, of Pine Bluff, who was killed the same day Hurd was. Williams was sentenced to life in prison without the possibility of parole for that kill-

ing. A call to Pine Bluff Police Chief Jeff Hubanks, who was a detective at the time Hurd and Jenkins were killed and was one of the investigators on both cases, was not returned by press time. In eight separate letters Tuesday, Rutledge told Hutchinson the

inmates have exhausted their appeals and are not under stays of execution. She noted that the inmates are suing the state in Pulaski County Circuit Court over a law passed earlier this year on lethal injections but said the court has not entered stays of execution in the case.

Please see EXECUTION on 3A

City of Pine Bluff to receive \$201k

By David Hunter
of THE COMMERCIAL STAFF

More than \$200,000 that the city of Pine Bluff repaid to the federal government in 2013 because of improper expenditures is now returning to city coffers. Pine Bluff Economic and Community Development Department Director Larry Matthews said the Pine Bluff City Council will decide how the money will be spent. He made those comments Tuesday at a meeting of the Pine Bluff City Council Economic and Community Development Committee.

The city of Pine Bluff paid \$201,000 to the United States Department of Treasury on behalf of Housing and Urban Development in response to monitoring sessions in 2013, Matthews said.

"They found we had some deficiencies that caused us to have to make repayments," Matthews said.

"We paid our first \$201,000 this year. We got all this money back and we are filtering it into new projects."

These developments stem from improprieties that occurred in the Pine Bluff Department of Economic and Community Development in 2013, Mayor Debe

Please see CITY on 3A

COFFEE WITH CHIEFS



Bessie Lancelin, director of clinical services at Southeast Arkansas Behavioral Health Systems, was the speaker for the monthly Coffee with the Chiefs program Tuesday, which focused on National Recovery Month. Coffee with the Chiefs was sponsored by Interested Citizens for Voter Registration and held at the Arkansas Community Correction Southeast Center at Pine Bluff.

National Recovery Month celebrated during program

By Ray King
of THE COMMERCIAL STAFF

September is National Recovery Month and the monthly Coffee with the Chiefs program celebrated it Tuesday with Bessie Lancelin, director of clinical services of the Southeast Arkansas Behavioral Health System, as the guest speaker.

The program was held in the chapel of the Arkan-

sas Community Correction Southeast Center on West 13th Avenue and was sponsored by Interested Citizens for Voter Registration Inc. Lancelin said she has spent the last 40 years working with people with addictions, and currently, her youngest patient is 11 and the oldest is 73.

She said the youngest is addicted to marijuana, cocaine and other illegal

drugs, while the oldest is addicted to prescription medications.

"No one is immune," Lancelin said. "Alcohol and drug addiction is an illness and it is treatable."

She said there are more homeless people in Pine Bluff than you would think, and the stress associated with being homeless can lead to addiction.

"Imagine that you don't

have the basic necessities in life," Lancelin said. "Then imagine that you are a child and having to go through that and then having to get up and go to school."

"They wouldn't be able to focus on their classes," she said.

Lancelin said substance abuse is growing in Southeast Arkansas, and when dealing with a person who is

Please see RECOVERY on 3A

Several Jefferson County schools rank near bottom of state list

By David Hunter
of THE COMMERCIAL STAFF

Several Jefferson County schools scored among the lowest in the state over a period of three years, in what the Arkansas Department of Education classifies as priority schools.

Forty-six schools are priority, including the Pine Bluff School District's Pine Bluff High School, Belair Middle School, Oak Park Elementary School and Jack Robey Junior High School; the Dollarway School Dis-

trict's Dollarway High School and Robert F. Morehead Middle School; the Watson Chapel School District's Watson Chapel High School; and Pine Bluff Lighthouse Charter Academy.

Focus schools include 10 percent of schools with the largest student performance gaps over a three-year period between targeted and non-targeted student groups, the department said in a news release. Students are included in the targeted group if they are economi-

cally disadvantaged, English learners or have a disability, the department said in a news release.

Focus schools in Jefferson County are the Pine Bluff School District's Broadmoor Elementary School, Southwood Elementary School and Southeast Middle School.

Student performance on Benchmark exams for math and literacy in grades three through eight, Algebra I, geometry and grade 10 literacy from 2011-12, 2012-13 and 2013-14 were used to

name the newly identified priority and focus schools, the Arkansas Department of Education said in a news release. Priority schools are the bottom 5 percent of schools with the lowest performance over a three-year period.

The department released an updated list of priority and focus schools on Monday. The Elementary and Secondary Education Act of 1985 requires states to update the list of priority and focus schools to ensure

that interventions are being implemented in the lowest-performing schools. Arkansas' ESEA Flexibility request was recently renewed for one year, resulting in an updated list, the Arkansas Department of Education said in a news release.

"ADE is committed to supporting quality education that prepares students to succeed in either college or a career," ADE Commissioner Johnny Key said in a news release. "To that end,

Please see SCHOOLS on 3A

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92°
 70°
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PB board advised by state on improving student achievement

By David Hutter
OF THE COMMERCIAL STAFF

Richard Wilde, Arkansas Department of Education School Improvement Unit Programs Manager, discussed challenges Tuesday facing the Pine Bluff School District.

Board member Phyllis Wilkins asked Wilde at a meeting to name three top challenges facing the district. Wilde responded by identifying employee turnover, district culture and relationships among teachers and students.

"As an outsider look-

ing in, you have a high percentage of turnover and you are getting new staff acclimated," Wilde said. "At the same time, the induction of new people is one of your biggest challenges."

These developments follow the Arkansas Department of Education's Special Committee on Academic Distress advising Pine Bluff School District educators at an Aug. 14 meeting in Little Rock about how to improve instruction to students in academically distressed schools.

The department considers a school in aca-

demically distressed if fewer than 49.5 percent of its students achieve proficient or advanced in math and literacy on the state-mandated tests administered for the most recent three-year period. The Pine Bluff School District has three campuses in academic distress: Belair Middle School, Oak Park Elementary School and Pine Bluff High School.

At the Tuesday meeting Wilde said teachers need to embrace the turnaround process. In districts in general, Wilde said some teachers do not believe in the turnaround pro-

cess and are excessively absent. That is an additional challenge, he said.

"Creating relationships between the teachers and the students; the concept is everything should support teachers so the teachers can support students and engage them in instruction," Wilde said.

Wilde invited principals to come to a meeting in October to report on their progress. Wilde suggested the board members come to a meeting on Friday, Nov. 13, to assess the Arkansas Department of Education's review

of the Pine Bluff School District.

"We will try to have a presence at each of your school board meetings," Wilde said. "Before we submit our formal report, it might be nice to project it up here and have a conversation."

He has been working versus what has not been working," Wilde said.

At the Aug. 14 meeting the committee voted to have the Pine Bluff School District have a town hall meeting. Committee members said people have stated Pine Bluff's board is not being open

and transparent.

The Aug. 14 meeting was the second time this summer that Pine Bluff school officials met with the Arkansas Department of Education about efforts to raise achievement in the district's academically distressed schools.

In other business, Pine Bluff Interim Superintendent T.C. Wallace Jr. said the board will not meet on Tuesday, Sept. 15, because of school board elections. The board is moving that regular meeting to Thursday, Sept. 17, Wallace said.

Police officers charged in Freddie Gray case to face separate trials

By Lynn Bul
OF THE COMMERCIAL STAFF

BALTIMORE — Six officers charged in the arrest and death of Freddie Gray will have separate trials, a judge decided Wednesday, one of three rulings issued during the first Circuit Court hearing in the closely watched case.

Judge Barry G. Williams also denied defense motions to dismiss charges against the officers or force Baltimore State's Attorney Marilyn J. Mosby and her staff to recuse themselves from the case.

While such motions hearings are usually low-key affairs, the proceedings Wednesday drew national news media and demonstrators back to a city recovering from riots that ignited the day of Gray's funeral in April.

Six trials could mean a protracted spectacle for the city, unless Williams decides the case should be moved to a different jurisdiction. Williams is scheduled to hear arguments for a requested change of venue next Thursday.

Demonstrations on Wednesday were lively and sometimes tense, but mostly peaceful. One man was arrested and charged with

assault of a police officer, disorderly conduct and making a false statement, authorities said.

The hearing came more than four months after Gray died of a severe spinal injury he suffered while in a police transport van. Gray's case inflamed the national debate over the death of black men in police custody. It also sparked riots that prompted Gov. Larry Hogan, R, to call in the National Guard and Mayor Stephanie Rawlings-Blake, D, to implement a citywide curfew.

The scene Wednesday echoed demonstrations in April and May but on a smaller scale.

All night, all day we will fight for Freddie Gray!" a crowd of about 40 people chanted as the hearing got underway in the Clarence M. Mitchell Jr. Courthouse.

As demonstrators headed from the courthouse toward the Inner Harbor, trailed by two police vans and a helicopter, one young man screamed, "I'm hurt! I got hit by a car!" At some point, police arrested the man. He was placed in an ambulance — as the crowd shouted, "Take off the cuffs!" — and driven away. Some in the group marched to the nearby police headquarters to demand information about

him. Inside the courthouse, the hearing was packed. About 40 members of the public, dozens of reporters, 14 defense lawyers and seven prosecutors filled the dark wooden benches of the chamber. The officers, who had filed waivers that allowed them to be absent, were not in court.

Prosecutors filed charges in May against Officers Caesar R. Goodson Jr., William G. Porter, Edward M. Nero and Garrett E. Miller, Sgt. Alicia D. White and Lt. Brian W. Rice.

Goodson, who drove the van that transported Gray, faces the most serious charges, including second-degree depraved-heart murder, involuntary manslaughter and other counts. Porter, Rice and White have been charged with involuntary manslaughter and other related charges. All six are charged with misconduct in office, second-degree assault and reckless endangerment.

Defense attorneys argued in court that the case against their clients should be dismissed, alleging that Mosby's news conference in May announcing charges against the officers overstepped rules of professional conduct for lawyers in

Maryland. Defense attorney Andrew Graham said the top prosecutor's declaration that she had heard demonstrators' cries of "no justice, no peace" essentially meant "no convictions, no peace."

Graham also argued that it was inappropriate for Mosby to answer questions about evidence in the case during the news conference. She had discussed whether officers gave statements to investigators in April and commented on the knife Gray carried that had been used to justify his arrest, Graham said.

Graham said the nationally televised comments tainted the potential jury pool and "make a fair trial either difficult or impossible."

But prosecutors countered that the defense was taking Mosby's speech out of context and that she had stated that the officers were innocent until proven guilty.

"What she said was 'your peace is sincerely needed,'" Chief Deputy State's Attorney Michael Schatzow said. "It was not an expression of guilt."

Williams said it was "troubling" and "inappropriate" for Mosby to discuss evidence in the case outside of court — specifically making comments about whether the police officers were cooper-

ating with investigators. But the judge said that it was the job of the state Attorney Grievance Commission to determine whether Mosby violated any standards of professional conduct and that none of the allegations were grounds for dismissing the charges. He also said that the defense would be able to question potential jurors to ensure that none were biased by the media coverage.

The defense also argued that prosecutors from the state's attorney's office should be removed from the case because of various potential conflicts of interest. The defense said they had several concerns, including that Mosby is married to City Council member Nick Mosby and has received political and professional support from Gray family attorney William H. "Billy" Murphy Jr.

But Williams said the allegations weren't enough to require the disqualification of Mosby and her staff. "Was the defense implying that Marilyn Mosby couldn't think for herself, the judge asked about calling her marriage to Nick Mosby a conflict."

"Frankly, I do find that assertion troubling and condescending," Williams said.

Dollarway board overturns superintendent's recommendation to fire employee

By David Hutter
OF THE COMMERCIAL STAFF

The Dollarway School Board voted 6-1 Tuesday to overturn Dollarway School District Superintendent Patsy Hughey's recommendation to fire payroll clerk/business manager Dennis Johnson.

Board member Irene Murphy voted for the termination.

Hughey told the board that Johnson had failed to perform several tasks. Hughey said Johnson did not pay invoices by due

dates, did not pay bills in full, did not mail checks in a timely fashion and did not handle paperwork related to employees. As a result, Hughey said some district employees were not paid in full and the district was penalized with late fees.

Johnson is being represented by Neely and Guynn Law Firm attorney Alex Guynn. Guynn said the hearing started at about 6 p.m. Monday and lasted until about 1 a.m. Tuesday.

Guynn refuted

Hughey's statements, saying that Johnson was not responsible for handling child support checks, wage garnishments and employee benefits.

"These things were not my client's fault," Guynn said.

Guynn said Johnson will be trained as a business manager at the expense of the school district.

"I am very happy about this outcome," Guynn said. "He was a perfect employee until July. He was terminated about things

that were beyond his control."

Board member Gene Stewart said that Judge Paul Blume ordered board members to not discuss the case.

Hughey told the board on Monday night that one employee was not offered health insurance because Johnson did not do his duties. Hughey was being represented by lawyer Fred Hart.

"This is a problem," Hughey said. "This is people's insurance. When you do not pay

it, their insurance lapses."

Guynn refuted Hughey on another matter, saying that Johnson did not give himself an extra paycheck.

Guynn said Johnson was hired by the Dollarway School District in November 2011. He was a payroll clerk through April 2015 and then assumed the role of business manager in addition to remaining payroll clerk, Guynn said.

"Dennis Johnson is [an] asset to the Dol-

larway School District," Guynn said.

"He worked nights and weekends. He was rewarded with a recommendation of termination. Dollarway retains a good employee."

Hughey did not return phone calls seeking comment on the board's decision.

Pine Bluff unemployment increases, tops state list among cities

By David Hutter
OF THE COMMERCIAL STAFF

The Pine Bluff unemployment rate was 10.1 percent in July, the highest among cities in Arkansas according to information released by the Arkansas Department of Workforce Services.

Pine Bluff's rate

rose from 9.7 percent in June, 9.1 percent in May and 8.5 percent in April. City unemployment rates are not adjusted for typical seasonal variations.

Springdale had the lowest city unemployment rate at 3.8 percent in July.

El Dorado recorded the second-highest

unemployment rate in the state at 10.8 percent while

Washington County recorded the lowest county unemployment rate at 4.1 percent.

The Arkansas unemployment rate, which is seasonally adjusted, was 5.6 percent in July. This was a slight drop from 5.7 percent in June.

CORRECTION

An excerpt of an article published Wednesday about several Jefferson County schools ranking near the bottom of a state list was incorrectly attached to an article about a National Recovery Month program. The two stories are unrelated.

CLASSIFIEDS 800-876-1441

PB Wastewater Utility awarded

OF THE COMMERCIAL STAFF

The National Association of Clean Water Agencies has awarded the Pine Bluff Wastewater Utility with a peak performance award for its operation of Boyd Point Treatment Plant. Pine Bluff Wastewater Utility

general manager Ken Johnson said. National Association of Clean Water Agencies Executive Director Ken Kirk said in the award it is to recognize six years of complete and consistent National Pollutant Discharge Elimination permit compliance.

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PINE BLUFF COMMERCIAL

'First in Southeast Arkansas'

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TUESDAY, September 15, 2015

135th Year, No. 127

16 Pages

75¢

University of Arkansas at Pine Bluff sees record enrollment

By David Hutter
of the COMMERCIAL STAFF

The University of Arkansas at Pine Bluff is reporting a dramatic increase in freshmen enrollment and total student enrollment, according to figures released Monday by university officials.

First-time freshmen enrollment grew from

496 in fall 2014 to 685 in fall 2015, or an increase of 38.1 percent. Overall student enrollment, including graduate students, grew from 2,513 in fall 2014 to 2,666 in fall 2015, or an increase of 6.1 percent.

UAPB Chancellor Laurence B. Alexander attributed the rise in enrollment to sev-

eral factors, including enhanced scholarship offerings; a return of the pre-licensure (generic) Bachelor of Science in Nursing (BSN) program; new science, technology, engineering and mathematics program offerings; and targeted marketing and recruitment efforts.

"We are excited about the increased number of students who are choosing UAPB to help prepare them for careers of the future," Alexander said in a written statement. "These data represent leaders, doctors, teachers and scientists of tomorrow, and our faculty and staff are dedi-

cated to ensuring their success.

"We are delighted to see that there is such a strong interest by students and parents in UAPB," Alexander said. "The increase has enabled us to achieve one of our highest priorities — growing the university."

is pleased to see the efforts of so many people pay off. He credited faculty, staff, students, alumni and friends for promoting UAPB and the Pine Bluff community.

"While it's great to have a significant increase, we have already returned to the

Please see UAPB on 3A

TOWN HALL



Pine Bluff Mayor Debe Hollingsworth welcomes people Monday to a town hall meeting at the Pine Bluff Convention Center.

Students receive scholarships at meeting

By David Hutter
of the COMMERCIAL STAFF

Two students received \$1,000 scholarships Monday at a town hall meeting at the Pine Bluff Convention Center.

Pine Bluff Mayor Debe Hollingsworth said that volunteers raised money for scholarships. They

organized an event in 2014 to commemorate Pine Bluff turning 175 years old and a family fun day event this year.

Town hall meetings provide a venue for citizens to dialogue with their elected officials and receive updates as to what is happening within their city, Hollingsworth said.

Mayoral assistant Ethel Cogshell presented the scholarship to Treston Hawkins, a student at the University of Arkansas at Pine Bluff. He is a dedicated member of an honors program and "has a personality so bright that when he walks into a room, he brightens the whole room," Cogshell said.

"Despite some of the circumstances that have come your way, you are on a great path," Cogshell said. "We do not want you to give up."

Hawkins thanked the university for putting his name on the ballot and the city of Pine Bluff.

Please see STUDENTS on 3A

Pine Bluff, Dollarway voters to elect board members

By David Hutter
of the COMMERCIAL STAFF

Pine Bluff and Dollarway school districts registered voters can meet their ballots Tuesday for candidates in their respective races.

Dollarway patrons will also vote on a proposed 6.7-mill increase to the current millage rate.

People do not need to present any documents or photo identification to vote, Jefferson County

senior deputy clerk for voter registration Katherine Woodriddle said.

Jefferson County Board of Election Commissioners' Secretary Stu Soffer said that everyone must be asked for identification and that voters can decline to provide it. Soffer said that first-time voters who registered with the county clerk by mail are going to have to provide identification if a "must-show ID" notation is next to their name.

Two-hundred-and-ninety-two people had voted early as of 4 p.m. Monday, the last day of early voting.

For people who are unsure of their voting precinct or school board zone, that information can be obtained through the Arkansas Secretary of State's website www.voterview.ar-nova.org by clicking "Registration Information" and entering a name and date of birth.

"That way, people will know what is on the ballot

before they get to the poll," Woodriddle said.

Dollarway and Pine Bluff school districts will have polling places open election day. Voters in the Watson Chapel and White Hall districts will only vote during early voting or via absentee ballot because they do not have a proposed millage increase or contested races.

Candidates in the Pine Bluff School District

Please see ELECTION on 3A

Quorum Court approves vicious dog ordinance

By Ray King
of the COMMERCIAL STAFF

An ordinance aimed at strengthening county laws about vicious dogs was approved Monday by the Jefferson County Quorum Court.

The ordinance regulates animal control, sets out the responsibilities of dog owners and establishes penalties for violating the ordinance.

Although the ordinance does not specifically mention pit bulls, it was first proposed after the March 21 death of De'Trick Johnson, who was attacked by seven pit bulls when he went to C.J.'s Garage at 300 Thomas Road to talk to the owner of the business.

Prosecuting Attorney S. Kyle Hunter has charged the owner of the dogs, John Chester Smith, 62, with manslaughter, a Class C felony.

"I want to thank the court for finally getting this done," said Justice of the Peace Ted Harden, who sponsored the ordinance.

Also approved was a proposed appropriation ordinance to create a new slot in the Jefferson County Road Department, but not before a lengthy discussion by several members of the county's legislative body, particularly Justice of the Peace Lloyd Franklin II.

The proposal promotes C. J. Gaddy from general foreman to assistant road superintendent and will eliminate the position of general foreman, but Franklin said the proposed ordinance was not clear and should be sent back to committee.

Specifically, Franklin said that the proposal calls for moving \$200,000 from the county road fund to the road department to cover expenses for the rest of the year, including a salary of \$36,800 for Gaddy, instead of the difference between what Gaddy was being paid and the salary for his new slot. Also, the proposed ordinance did not say that the general foreman position

Please see QUORUM on 3A

Inside today's newspaper ...

Account 7A
Classified 08-09
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Market watch
September 14, 2015
Dow Jones Industrial 14,170.14
Nasdaq composite 4,657.76
Details: Page 8A

CEO resignation
State legislator resigns from hospital job in form of protest
— Page 2A

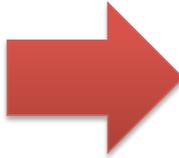
Another milestone
Twins' Hunter hits 350th career home run in Sunday win
— Page 1B

87°
63°
Details: Page 8A

Today's edition honors Jerlean King of Dumas

DRAFT

**Post-
Baccalaureate
Teacher
Residency**



Current Paraprofessionals working in Arkansas Public Schools (will have a minimum work requirement)

Enroll in UAM non-licensure education degree program, Continue working in position,

**Complete Program (non-licensure bachelor's degree) ;
Successfully pass Praxis Core and Content assessment,**

Eligible to Hire as a Teacher of Record to complete residency; Issued a One-Year Provisional License; Receive Support from UAM and District through Mentoring

Teach as assigned, Pass PLT assessment and other licensure requirements; Recommendation for Licensure upon successful completion of residency



Arkansas State Board of Education

PARCC PERFORMANCE LEVEL SETTING

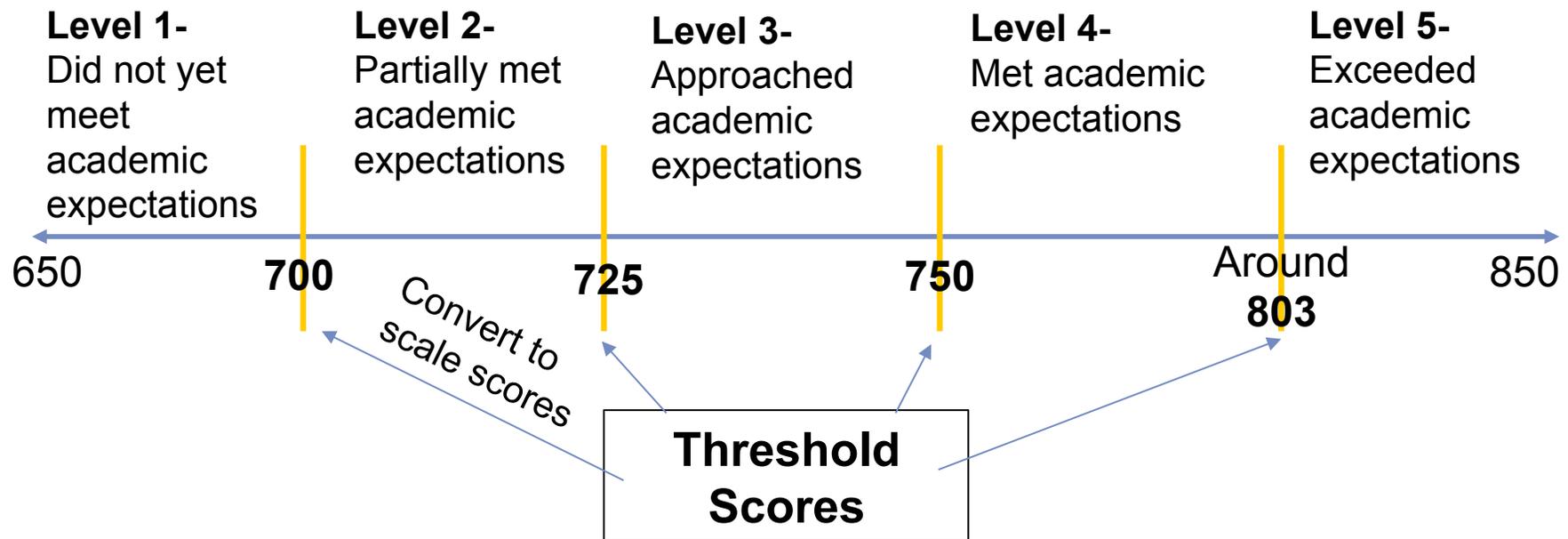
Arkansas State Board of Education

Hope Allen

November 12, 2015

Performance Level Setting

Conduct a systematic process that will result in recommended threshold scores (cut scores) that will form the 5 performance levels that will be used to report the results of the PARCC ELA/Literacy and mathematics assessments.



What is performance level setting?

- A process of deriving levels of performance on educational or professional assessments, by which decisions or classifications of persons will be made (Cizek, 2006)
- Test scores can be used to group students into meaningful Performance Levels
- Performance Level Setting is the process whereby we “draw the lines” that separate the test scores into various Performance Levels

Performance Level Setting Method

- One of a number of approaches available for setting performance levels -Judgmental procedure
- The method followed is one of the most widely-used methods for setting performance levels
- Panelists consider characteristics of each item and expectations of students to make item-level judgments that can be aggregated into overall threshold scores for the test form
- Multiple rounds of judgments and delivery of information are designed to optimize decision making

What were panelists asked to do?

- Panelists made recommendations as to what students at each performance level would be able to demonstrate in terms of their knowledge, skills, and abilities.
- Panelists did this by evaluating test questions on the PARCC assessments, and judging how many points a student would be likely to earn.

Item-Level Judgment Task

For every item on the PBA and EOY assessments, read the test question (which may have multiple parts) and considering the knowledge, skills, and abilities needed to successfully respond, ask:

“How many points would a borderline Level 3 student likely earn if they answered the question?”

Level 3 for this exercise was defined as a student whose performance is described by the Level 3 PLDs as **adequate** command of CCSS for the grade/course.

Borderline: bottom of the range of Level 3 students (*just-barely a Level 3 student*)

Answered: means 2 out of 3 times (or 2/3rds of the time)

Process

- Panelists engaged in three rounds of this judgment task. Between rounds their judgments were shared and they were provided opportunities for group discussion.
- They were provided information about actual student performance at the item level, and eventually between rounds 2 and 3, they were provided with impact data. This means that they saw the impact of their collective judgments for the form they were evaluating on the assignment of students into performance levels. This sometimes causes them to engage in additional conversation and to make slight adjustments.
- At the end of each week an articulation panel met to consider results between grade levels. They had the ability to make slight adjustments to the recommendations of the individual room panels.

Governing Board

- The panels moved forward recommendations to the PARCC Governing Board, which is comprised of the PARCC state chiefs.
- The Governing Board made minor adjustments within the range of panelists' scores and voted to approve.

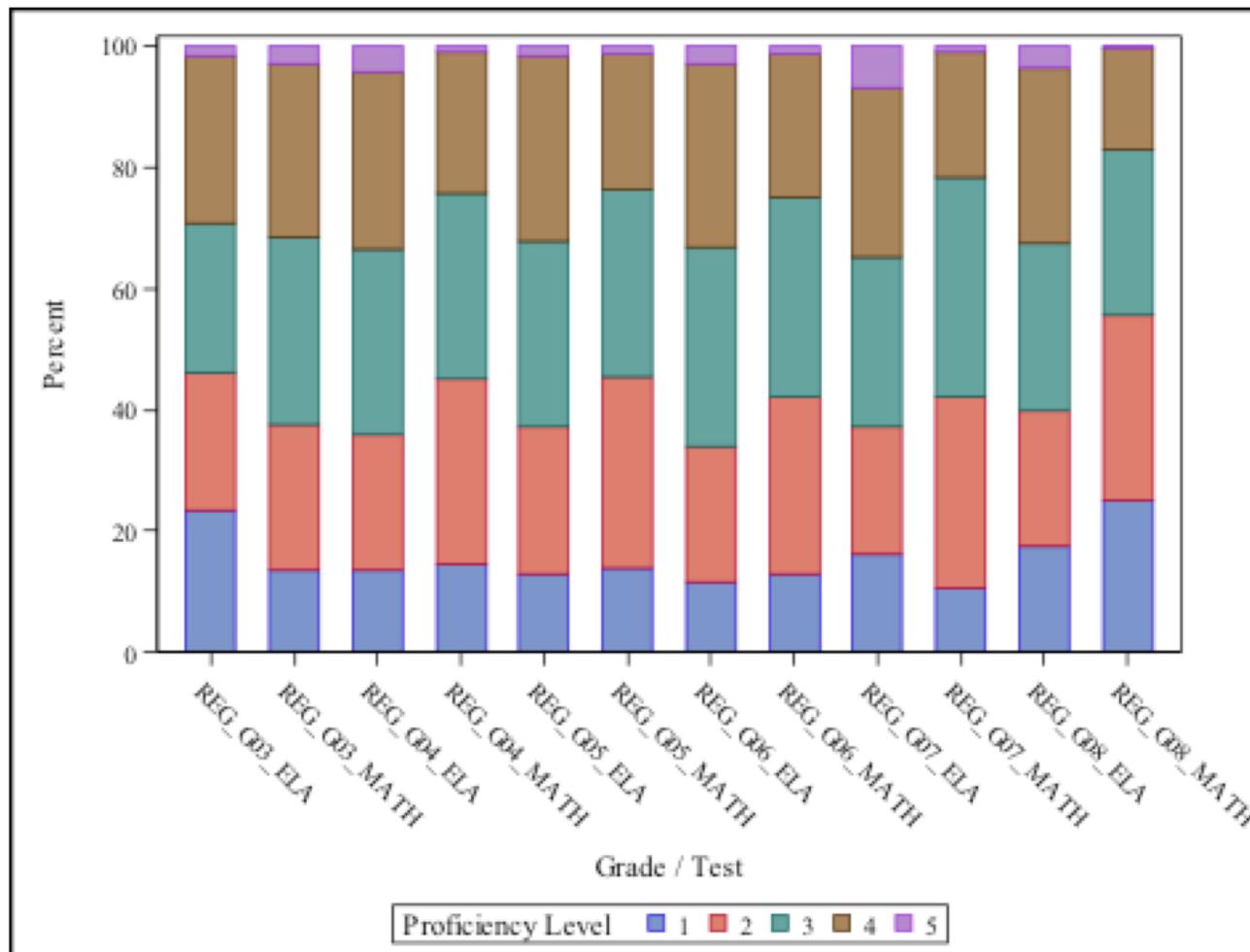
Arkansas High School State Data

	% at level 3 and above	% at level 4 and above
Required Assessments		
Algebra 1 (N = 34,433)	60%	28%
Geometry (N = 32,611)	57%	21%
ELA Gr. 9 (N = 35,325)	64%	36%
ELA Gr. 10 (N = 33,529)	60%	37%
Optional Assessments		
Algebra 2 (N = 10, 611)	39%	15%
ELA Gr. 11 (N = 12, 765)	69%	43%

Arkansas 3-8 State Data

Grades 3 – 8 ELA and Math Preliminary Summary Results Using Fatal Flaw Review File

Percentage of Students at Each PARCC Performance Level for Grades 3 - 8



ELA Grades 3-8 State Data

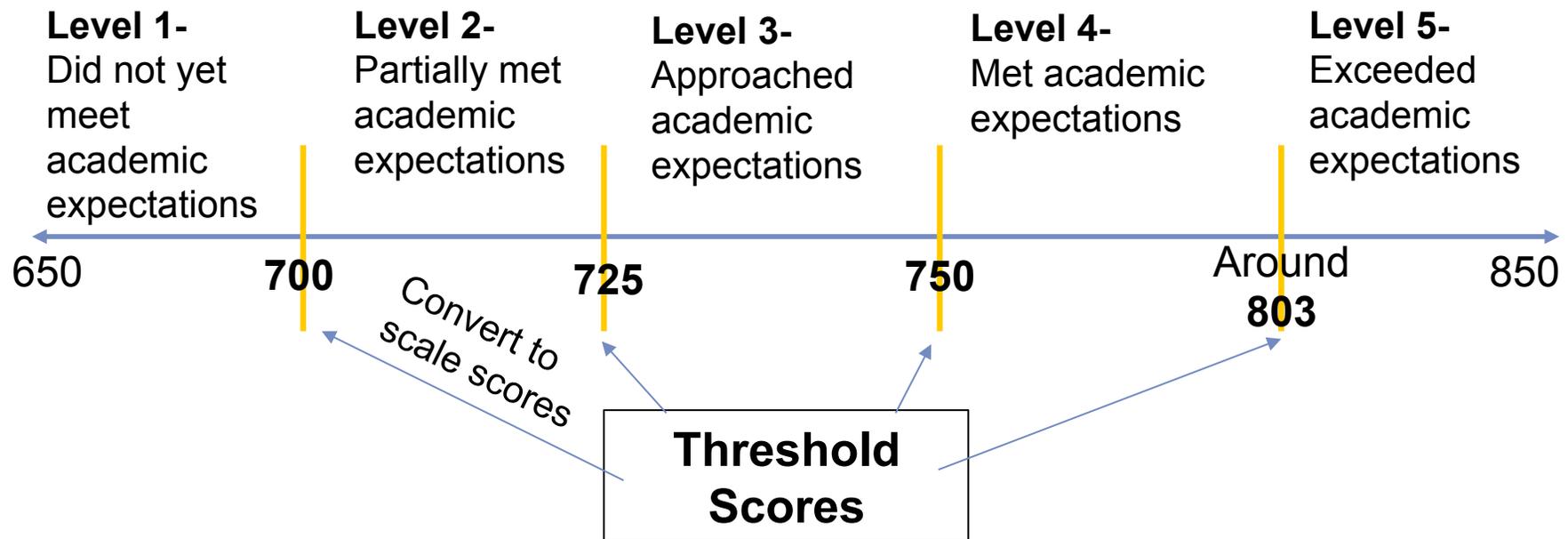
Grade	N of Students	Level 1	Level 2	Level 3	Level 4	Level 5	Level 3 and Above	Level 4 and Above
3	34871	23%	23%	25%	27%	2%	54%	29%
4	34946	13%	22%	31%	29%	4%	64%	34%
5	35051	13%	24%	30%	31%	2%	63%	32%
6	34850	11%	22%	33%	30%	3%	66%	33%
7	35433	16%	21%	28%	28%	7%	63%	35%
8	35344	18%	22%	28%	29%	4%	60%	32%

Math Grades 3-8 State Data

Grade	N of Students	Level 1	Level 2	Level 3	Level 4	Level 5	Level 3 and Above	Level 4 and Above
3	34931	14%	24%	31%	29%	3%	62%	31%
4	34987	15%	30%	31%	23%	1%	55%	24%
5	35103	14%	32%	31%	22%	1%	54%	24%
6	34874	13%	29%	33%	23%	1%	58%	25%
7	35247	11%	32%	36%	21%	1%	58%	22%
8*	28980	25%	31%	27%	17%	0%	44%	17%

Performance Level Setting

The ADE is requesting approval of the scale cut scores for grades 3-8 PARCC Assessments.



ACADEMIC IMPROVEMENT PLAN

Academic Improvement Plan (AIP)

- Pursuant to Arkansas Code § 6-15-2009 the State Board of Education shall make its determination of the requisite scale score of student performance.
- Students performing below this passing level would require an Academic Improvement Plan.

What is an Academic Improvement Plan?

- A plan detailing *supplemental* or *intervention* and *remedial* instruction, or both, in *deficient* academic areas for any student who does not score at the passing level on the state-mandated assessments.
- Schools make determinations about how to deliver interventions that are appropriate for the student.

Performance Levels

Level	Description
1	The student performance demonstrated at this level <u>did not yet meet</u> academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.
2	The student performance demonstrated at this level <u>partially met</u> academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course. AIP Assigned
3	The student performance demonstrated at this level <u>approached</u> academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.
4	The student performance demonstrated at this level <u>met academic</u> expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course. No AIP Assigned
5	The student performance demonstrated at this level <u>exceeded</u> academic expectations for the knowledge, skills, and practices embodied by the standards assessed at their grade level or course.



ADE Recommendation

- ADE requests approval of a requisite cut score of 749 on the PARCC assessment for which a student would be assigned an Academic Improvement Plan.

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

October 16, 2015

**State Board
of Education**

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Crossett
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Fayetteville
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Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Ms. Trish Flanagan
Future School
P.O. Box 11288
Fort Smith, AR 72917

RE: Notice of State Board of Education Hearing
Future School Application for an Open-Enrollment Charter School

Dear Ms. Flanagan:

On October 14, 2015, the Charter Authorizing Panel met and approved the open-enrollment charter school application request for Future School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Wednesday, October 21, 2015**, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, November 12, 2015. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the panel's decision is requested, the application will be an action item for the State Board of Education on November 12th, 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) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Program Coordinator
Charter Schools

CC: Superintendent Gooden, Fort Smith School District
Superintendent Ciesla, Greenwood School District
Superintendent Rose, Lavaca School District
Superintendent Schneider, Van Buren School District
Superintendent Pittman, Hackett School District
Superintendent Ragsdale, Hartford School District
Superintendent Woolly, Alma School District
Superintendent Ross, Mansfield School District

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

FUTURE SCHOOL OF FORT SMITH

SUMMARY

Future School of Fort Smith

Sponsoring Entity: Future School
IRS Status: 501(c)(3) Determination Letter
Grade Levels: 10-12
Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	10	150
2017-2018	10,11	300
2018-2019 forward	10,11,12	450

Address of Proposed Charter: ~~12 North 11th Street~~ 5001 North O Street
Fort Smith, AR ~~72901~~ 72904

Mission Statement:

Future School of Fort Smith envisions a global community where all young adults demonstrate limitless self-actualization as innovative and compassionate 21st century leaders. Our mission is to **embolden students to identify their interests, cultivate relevant skills, and connect to authentic learning; graduating with three years of real-world work, volunteer and collegiate experience.** To achieve our mission, we are a partner in a cross-sector collaboration between local K-12 educators, higher education and industry.

Through our real-world learning model, Future School of Fort Smith guides students to develop their strengths and passions while also preparing for in-demand employment opportunities. To accomplish our mission, we prioritize building, maintaining and growing relationships with our students, families, community partners and instructors at school and through community outreach. As a center of educational innovation, we partner with local schools to build and test new instructional approaches like project-based classrooms and integrated and ubiquitous technology to offer a diverse range of options for students and families. Upon graduation, students will be well positioned to continue their studies through our collegiate partnership within the University of Arkansas system at the University of Arkansas at Fort Smith or a higher education institution of their choice.

Information on the School District in Which the Charter Would Be Located

Fort Smith School District

71.15 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) - Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support on Included with Response Document

Dr. Paul B. Beran

University of Arkansas Fort Smith

Kent M. Watson

Propak Logistics, Inc.

Judy R. McReynolds

ArcBest

Jerry Glidewell

Fort Smith Boys & Girls Clubs

Additional Letters of Support on File in Charter Office

Jim Walcott	Weldon, Williams, and Lick
Jeremy Schreckhise	Arkansas Oklahoma Gas Corporation
Dr. Kerrie Tauber	University of Arkansas at Fort Smith
Talicia Richardson	
Rick Goins	University of Arkansas at Fort Smith
Sarah Daigle and Madelynn Jones	Currant Technology Group
Jessica Hayes	Montessori School of Fort Smith
Tim Allen	Fort Smith Chamber of Commerce
Sam Sicard	First National Bank of Fort Smith
Ron Tucker	Baldor Electric Company
Dr. Carol Reeves	University of Arkansas
Conley Bone	
Eric Wilson	Noble Impact
Trish Richardson	Upward Bound, UAFS
John McIntosh	64.6 Downtown
Jackie Flake	Community Bible Church
Senator Jake Files	Arkansas Senate
Alex Thomas	
Hollye Dickinson	Mercy Health Foundation
Patti Grasso	
Mike Barr	WeatherBarr Windows & Doors
Suzy Smith	Beland Manor Inn
Keley Simpson	First Presbyterian Church
Monica Waltman	Parent
Don Ernst	
Susan Mayes-Smith	Consultant

Other Documentation of Support on File in Charter Office

Articles from Arkansas Online and the City Wire reporting on the vote of the Fort Smith School Board to endorse Future School of Fort Smith

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

PART A GENERAL INFORMATION

No explanation is given for the change in the location.

C6: SCHEDULE OF COURSES OFFERED

It is not clear that the applicant understands that four AP courses must always be offered.

The applicant will have to replace Survey of Fine Arts as it is no longer an available.

C15: BUSINESS AND BUDGETING PLAN

The letter that indicated financial support does not include a specific dollar amount while the donated financial support doubled from the initial budget (\$250,000) to the revised budget (\$500,000).

C18: FACILITIES

The budget states that \$250,000 will be spent to renovate church property where the school will be located.

C20: FOOD SERVICES

The applicant needs to confirm that the charter will follow federal and state procurement regulations when obtaining a food service management company.

Other:

It is not clear how the state assessment will be incorporated into the grading scale, and the applicant withdrew waivers that relate to the grading scale.

The applicant states that background checks will be done in accordance with state laws; however, there are no state laws that pertain to background checks for community internship partners.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Future School of Fort Smith

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

Fully Responsive

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions

- Explain in detail how personalized learning plans will be developed using appropriate assessment tools.

Applicant Response:

Each student will have a personal learning plan that addresses his/her interests and academic, career, and personal (including social-emotional) competencies, simultaneously aligning with the Common Core State Standards (CCSS), Arkansas Curriculum Frameworks and graduation requirements. At the beginning of a student's career at Future School, his/her learning team, led by an advisor from intake to graduation, assesses the student's current aptitudes, interests and mastery level of academic, career and personal objectives, through assessments such as the Myer's Briggs personality test, the NWEA subject-level MAP test and the College and Work Readiness Assessment (CCRA) designed by the Council for Financial Aid to Education. To support the development and implementation of personalized learning plans for Future School students, school leaders and advisors will receive support from educational partner, Big Picture Learning. (See attached document)

The learning team, including the student, advisor, parent and other instructors, utilize the assessment data and input from the student and parents to design the learning plan which includes a description of the learning opportunities students pursue, including projects, workshops, courses (face-to-face,

online and concurrent), internships, and lectures; a detailed specification of tasks to be accomplished; and a plan for documenting learning.

Responding to questions like ‘*What are my goals this semester? For the year? By graduation? After graduation?*’ and ‘*How can my core/elective coursework help me reach my goals?*’ the team helps the student set learning goals for the semester. With the end goals for the student in mind, the team designs a plan for the student to identify activities, resources, deadlines and partnerships needed to accomplish their goals. Assignments and objectives from all courses (core and electives) are integrated into the learning plan in addition to objectives and deliverables from the student’s internship project. To develop student portfolios, advisors consult with students on a weekly basis, parents and mentors provide feedback monthly and the learning team meets at the end of each semester to gauge and celebrate student progress, which is illustrated in semester grades on each student’s transcript. By integrating all the student’s learning activities, the learning plan allows the student to create a personalized plan for learning and value coursework as an opportunity to reinforce and develop relevant skills and understanding.

Students will build and own their learning plans, becoming responsible and accountable for their learning, personal growth and post-high school planning with the support of their advisors, parents, and mentors.

Students will monitor their progress towards academic and real-world learning goals through their personalized learning plan that culminates in a final student portfolio. Designed by the learning team (student, advisor, parents and mentor), the portfolio is a collection of student work that is updated and showcased each semester and during the final exhibition in 12th grade, complementing the student’s final transcript. The learning plan is also a tool that supports the implementation of students requiring an Individualized Education Plan (IEP). During the real-world lab time, advisors meet with students and members of learning team to evaluate progress and refine the plan on an on-going basis.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school’s establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

Concerns and Additional Questions

- Provide newspaper clippings of the notices of public hearings that show the publication dates.

Applicant Response: See attached document.

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

Fully Responsive

Concerns and Additional Questions

- Identify what individual, job position(s), or entity(s) will have final decision making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

Applicant Response:

The Future School board of directors maintains final decision making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

In areas (1-3), the school principal (director), also serving the function of superintendent, makes initial decisions in regards to day-to-day school operations. The school principal will seek consultation from appropriate staff and faculty members whenever possible. To ensure a transparent system of checks and balances, the school principal will communicate monthly with the board of directors and present pressing decisions to the board where applicable.

C3: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter;
- Innovations that would distinguish the charter from other schools

Fully Responsive

Concerns and Additional Questions

- Confirm that the phrase “not passing their AP exams” is used to mean not scoring high enough on Advanced Placement (AP) exams to receive college credit.

Applicant Response:

The phrase “not passing their AP exams” is used to mean not scoring high enough on Advanced Placement (AP) exams to receive college credit. The following is the original excerpt:

‘While schools are using AP and pre-AP courses as their primary means of college preparation, half of the students in these schools do not participate in AP National Board testing (51% at Northside High School, 48% at Southside High School). Of those who do participate, a significant number are not passing their AP exams and therefore receive no college credit (66% at Northside and 40% at Southside). All told, 83% of students at Northside and 71% of students at Southside are not receiving the benefit of college credit from the schools’ focus on AP and pre-AP courses.’

C5: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter’s mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need

for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- Explain the inconsistency in using the same levels of mathematics, science and English language arts achievement as students in the local district as goals for the charter students when the district performance was provided to demonstrate the need for the charter.
- Discuss growth expectations for students performing below grade level who need accelerated instruction and growth to get on pace to graduate.
- Confirm that alternative assessments that will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Applicant Response:

To clarify, Future School students will meet or exceed the state averages in mathematics, science and English language arts achievement. Students below grade level will be supported in multiple ways. Through the use of a personalized learning plan, which includes monitoring growth in real world performance indicators, students will be challenged and motivated to increase their below grade level performance. Through their internships and time with advisors, the amount of individualized time spent with meaningful adults will assure an increase in their achievement. As mentioned previously, the real world lab will be critical to the supportive role of the advisor for all academic deficiencies and difficulties. As well, the increased application of knowledge as documented in student portfolios will assure the increase of support to make sure growth is accelerated and sustained. Through an emphasis on personalization, including any intervention such as additional class time, tutoring outside of school, etc., Future School will meet the needs of any students with disabilities including the utilization of alternative assessments, modifications and accommodations.

Finally, our real world learning approach also focuses on other highly valued competencies that are often not addressed systematically in traditional high schools. These include work-based and workplace competencies, including social-emotional competencies, that are often seen as equally or more important than state and district performance indicators and will be included in student performance evaluations.

C6: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Partially Responsive

Concerns and Additional Questions

- Provide an enumerated list of required courses for every grade level, including the 38 required courses for graduation and the required offering of the four AP courses.

Applicant Response:

In addition to addressing students' academic, real world and social competencies outside the traditional class structure, we also provide the 38 required courses for graduation including offering (4) AP courses.

1. Language Arts – 6 units
 - a. 4 units English
 - b. 1 unit oral communications or ½ unit oral communications and ½ unit of drama (embedded into English)
 - c. 1 unit journalism (other options approved by the department)
2. Science- 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)
 - a. 1 unit biology
 - b. 1 unit chemistry
 - c. 1 unit physics (other options as approved by the Department)
3. Mathematics- 6 units
 - a. 1 unit Algebra I
 - b. 1 unit geometry
 - c. 1 unit Algebra II
 - d. 1 unit pre-calculus mathematics to include trigonometry (other options as approved by the Department)
4. Foreign Languages – 2 units of the same language
5. Fine Arts- 3 ½ units
 - a. 1 unit art
 - b. 1 unit instrumental music
 - c. 1 unit vocal music
 - d. ½ unit survey of fine arts or an advanced art or an advanced music course
6. Computer Applications with emphasis on current applications – 1 unit
7. Social Studies – 4 units
 - a. 1 unit American history with emphasis on 20th Century America
 - b. 1 unit world history
 - c. ½ unit civics
 - d. ½ unit of Arkansas history if not taught in 7 or 8 grade (other options as approved by the Department)
8. Economics- ½ unit
9. Health & Safety Education & Physical Education- 1 ½ units
 - a. 1 unit physical education
 - b. ½ unit health and safety education
10. Career & Technical Education- 9 units of sequenced career and technical education courses (programs of study) representing (3) occupational areas.

11. Advanced Placement (AP courses) offered as needed.

Sample Course of Study (10-12th grades, students requiring 9th grade courses will earn credit on-line)

10 th Grade	Fall	Spring
Academic (4)		
Math	Geometry	
Science	Biology	
English	English I0	
Social Studies	World History	
Real-World Lab (1)	Office Management	Internship
Career Focus (1)	Computer Applications I	Computer Applications II
Total Credits = 6		

11 th Grade	Fall	Spring
Academic (4)		
Math	Algebra II	
Science	Physics	
English	English II	
Social Studies	U.S. History	
Real-World Lab (1)	Entrepreneurship I	Entrepreneurship II
Career Focus (1)	Spanish I	Spanish II
	Survey of Fine Arts	
Total Credits = 6		

12 th Grade	Fall	Spring
Academic (4)		
Math	Statistics	
Science	Chemistry	
English	English 12	
Social Studies	Civics	Economics
Real-World Lab (1)	JAG	
Career Focus (1)	Spanish III	Spanish IV
	Intramural Athletics	
Total Credits = 6		

Remaining issues: It is not clear that the applicant understands that four AP courses must always be offered.

The applicant will have to replace Survey of Fine Arts as it is no longer an available.

C7: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

Fully Responsive

Concerns and Additional Questions

- Complete the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017	10	
2017-2018	10,11	
2018-2019	10,11,12	
2019-2020	10,11,12	
2020-2021	10,11,12	

Applicant Response:

School Year	Grade Levels	Maximum Enrollment
2016-2017	10	150
2017-2018	10,11	300
2018-2019	10,11,12	450
2019-2020	10,11,12	450
2020-2021	10,11,12	450

C8: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the state standards

Fully Responsive

Concerns and Additional Questions

- Explain how the school will ensure that the curricula in all areas are aligned with Arkansas Curriculum Frameworks.

Applicant Response:

To ensure alignment with Arkansas Curriculum Frameworks, Future School instructors, under the guidance of the school principal, will utilize tools such as a digital portfolio system (e.g., Richer Picture: www.richerpicture.com) and a mastery tracking system (e.g., JumpRope: www.jumprope.com)

Richer Picture will allow the faculty to create electronic learning plans and archive project work in a way that allows us (and students) to see a clear arc of progress through projects. JumpRope would allow the faculty to align those projects to standards and State Frameworks and describe an arc of progress through standards toward graduation.

C9: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions

- Explain who will counsel students in crisis.
- Explain who will handle health needs during emergencies.
- Revise the special education section to state that special education teachers will be licensed in special education as this federal and state requirement cannot be waived.
- Specify if 1:18 ratio is the overall special education teacher caseload or if it is the per period range, which cannot be waived (See Section 17 of Special Procedural Requirements and Program Standards at <https://arksped.k12.ar.us/PolicyAndRegulations/Sections1to30.html>).
- Explain how Gifted and Talented (G/T) students will be assessed given that no funds for a trained G/T professional are included in the budget.

Applicant Response:

Our collaborative approach to student services, utilizing existing services in our community, allows us to effectively and efficiently meet all students' needs. We are contracting with Perspectives Behavioral Health Management, LLC to provide all mental health care needs for our students. (See attached document) To handle emergencies, an emergency response plan will be developed and discussed annually as part of professional development and operational planning.

To revise the special education section of student services, we confirm that special education teachers will be licensed in special education, as this federal and state requirement cannot be waived. The following is the revised response:

‘Future School will provide a special education instructor for each grade. We anticipate a special education population similar to district schools and the national average of 12%, resulting in a teacher to student ratio of no more than 1:18 per caseload, no more than 6 students per class period. Future School will use certified Teachers to provide these services and the school will comply with all aspects of IDEA, 504, and IEP implementation.

Upon referral for G/T services, students will be assessed utilizing funds from the assessment budget.

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

Concerns and Additional Questions

- Confirm that the charter school shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies, and if there is no paper media with general circulation, notification shall be mailed to parents, as required in Section 7.02.2 of the Standards for Accreditation.

Applicant Response:

Future School confirms that Future School shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies, and if there is no paper media with general circulation, notification shall be mailed to parents, as required in Section 7.02.2 of the Standards for Accreditation.

C12: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Fully Responsive

Concerns and Additional Questions

- Explain under what circumstances the charter will exclude a student who has been expelled from another public school.
- Explain how the maximum number of students will be enrolled at the beginning of each school year if parents have until the beginning of May to enroll students selected in the lottery with each parent of a student on the waiting list who is then offered admission having 30 days to respond before the next person on the list can be contacted.
- Confirm that no response to the prompt about the weighted lottery means that no weighted lottery is required or explain why a weighted lottery is needed and provide the federal or administrative order.

Applicant Response:

In the case a new student has been expelled from a previous school, prior to the student's first day of class, Future School staff will develop a success plan with the Advisory council and the student's learning team to ensure the student successfully integrates into school culture of high expectations.

The maximum number of students will be enrolled each year. The school year starts in August and a lottery is held in April. Families have 30 days from notification to accept or reject the slot, so in early May, Future School will have received decisions from families who have a spot. The remaining slots will be offered one-by-one to each student on the waiting list until we have reached full enrollment. Waitlisted students will have 5 days to accept their slot. This will ensure ample time to notify students, offer slots to waitlisted students and provide outreach to more students if necessary.

Future School confirms that no weighted lottery is required.

C13: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

C14: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions

- Provide the number of years of experience that will be required for the School Office Director.
- Revise to state that special education teachers will be licensed in special education as this federal and state requirement cannot be waived.

Applicant Response:

We will seek highly qualified applicants and as noted on pages 32-33, the school office director should have 3-5 years of experience.

Future School will provide a special education instructor for each grade. We anticipate a special education population similar to district schools and the national average of 12%, resulting in a teacher to student ratio of no more than 1:18 per caseload, no more than 6 students per class period. Our target ratio is a 1:15 caseload. Future School will use certified Teachers to provide these services and the school will comply with all aspects of IDEA, 504, and IEP implementation.

C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;

- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Partially Responsive

Concerns and Additional Questions

- Describe in more detail the “unique partnership with the district.”
- Verify that the part-time business manager will be a contracted employee.
- Provide contact information of the funding partners and copies of existing agreements for additional funding.
- Provide documentation that the \$250,000 in start-up funding has been awarded.

Applicant Response:

As of this writing, Future School of Fort Smith and the Fort Smith Public School district are in discussions as to the nature of a partnership.

Future School verifies that the part-time business manager will be a contracted employee.

Documentation of start-up funding is attached.

Remaining issue: The letter that indicated financial support does not include a specific dollar amount while the donated financial support doubled from the initial budget (\$250,000) to the revised budget (\$500,000).

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school’s financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is

not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;

- The employees of the public school district where the charter school will be located;
- The sponsor of the charter school; and
- Employees, directors and/or administrators of the charter school

Fully Responsive

Concerns and Additional Questions

- Explain the discrepancy as the response to one part of this section indicates no site has been selected, but another part indicates a facility owner who is named on the signed Facility Utilization Agreement. The agreement includes the same address that is provided on page 2 of the application.
- Explain how students will be accommodated once the cap of 450 is met, given the facility discussed “accommodates 350 students.”
- Consider revising the budget to include building improvements, rather than specific items such as “windows.”

Applicant Response:

See new Facilities Utilization Agreement for 30,000sq ft property (attached)

Remaining issue: The budget states that \$250,000 will be spent to renovate church property where the school will be located.

C19: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C20: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Partially Responsive

Concerns and Additional Questions

- Confirm that the school will apply for the Federal National School Lunch Program.
- Confirm an understanding that a school cannot require students to purchase a meal plan in order to participate in the Federal National School Lunch Program.
- Explain in detail how students will be served with multiple vendors.
- Explain in detail how reimbursable meals will be counted at each point of service, given that only one person will be overseeing nutritional services.
- Explain how students will be fed reimbursable meals during internships.

Applicant Response:

Future School will apply for the Federal National School Lunch Program. Future School understands that we cannot require students to purchase a meal plan in order to participate in the Federal National School Lunch Program. Future School's lunch vendor will meet all federal guidelines to participate in the program in providing a nutritious lunch to students who qualify. The nutrition director will count each reimbursable meal at the only point of service on the school campus. The lunch will meet National School Lunch Program requirements for reimbursable meals. Meals will be served at the Future School location.

Remaining issue: The applicant needs to confirm that the charter will follow federal and state procurement regulations when obtaining a food service management company.

C21: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

Concerns and Additional Questions

- Explain how the school intends to verify and maintain a unitary system of desegregated public schools.
- Provide data to support your claims.

Applicant Response:

Future School will also review the desegregation status of the surrounding districts, as necessary. Future School will ensure that all of our admission processes (including the use a random, anonymous lottery and a waiting list if necessary) are race-neutral, and that will monitor such processes regularly to ensure legal compliance.

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant’s plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

Fully Responsive

C24: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

Other:

- Explain in detail how the grading scale will incorporate the state assessment.
- Explain if and how background checks will be conducted for community members involved in internships

Applicant Response:

State assessment will be used as a major data piece in the review of the student's personalized learning plan. If adequate progress were not made, a specialized section of the plan would focus on additional intensive remediation services, which would be incorporated into the learning plan. With multiple avenues to demonstrate mastery in academics, college, career preparation and social development, Future School students will be awarded a grade to demonstrate achievement in all areas.

Background checks, in accordance with state laws, will be conducted on all faculty and community internship partners.

Remaining issues: It is not clear on how the state assessment will be incorporated into the grading scale and withdrew waivers that relate to the grading scale.

The applicant states that background checks will be done in accordance with state laws; however; there are no state laws that pertain to background checks for community internship partners.

2016-2017
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$70,000.00	1	\$73,500.00
2	Assistant Principal			1	\$70,000.00
3					
4					
5					
6					
7	Subtotal:		\$70,000.00		\$143,500.00
8	Fringe Benefits (rate used 30%)		\$21,000.00		\$43,050.00
9	Total Administration:		<u>\$91,000.00</u>		<u>\$186,550.00</u>

Line#	Regular Classroom Instruction:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
10	Teachers	6	\$50,000.00	12	\$51,250.00
11	Aides				
12	Subtotal:		\$300,000.00		\$615,000.00
13	Teacher Fringe Benefits (rate used 30%)		\$90,000.00		\$184,500.00
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:		<u>\$390,000.00</u>		<u>\$799,500.00</u>

Line#	Special Education:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
16	Teachers	1	\$50,000.00	2	\$51,250.00
17	Aides				
18	Subtotal:		\$50,000.00		\$102,500.00
19	Teacher Fringe Benefits (rate used 30%)		\$15,000.00		\$30,750.00
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:		<u>\$65,000.00</u>		<u>\$133,250.00</u>

Line#	Gifted and Talented Program:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
22	Teachers	0		0	
23	Aides				
24	Subtotal:		\$0.00		\$0.00
25	Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:		<u>\$0.00</u>		<u>\$0.00</u>

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers		\$0.00		\$0.00
29 Aides				
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
34 _____		\$0.00		\$0.00
35 _____				
36 _____				
37 _____				
38 _____				
39 Subtotal:		\$0.00		\$0.00
40 Fringe Benefits (rate used _____)		\$0.00		\$0.00
41 Total English Language Learner Program:		\$0.00		\$0.00

Guidance Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
42 _____		\$0.00		\$0.00
43 _____				
44 _____				
45 _____				
46 _____				
47 Subtotal:		\$0.00		\$0.00
48 Fringe Benefits (rate used _____)		\$0.00		\$0.00
49 Total Guidance Services:		\$0.00		\$0.00

Health Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
50 _____		\$0.00		\$0.00
51 _____				
52 _____				
53 _____				
54 _____				
55 Subtotal:		\$0.00		\$0.00
56 Fringe Benefits (rate used _____)		\$0.00		\$0.00
57 Total Health Services:		\$0.00		\$0.00

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions		\$0.00		\$0.00
59 _____				
60 _____				
61 _____				
62 _____				
63 Subtotal:		\$0.00		\$0.00
64 Fringe Benefits (rate used _____)		\$0.00		\$0.00
65 Total Media Services:		\$0.00		\$0.00

Fiscal Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		\$0.00
67 _____		
68 _____		
69 _____		
70 _____		
71 Subtotal:		\$0.00
72 Fringe Benefits (rate used _____)		\$0.00
73 Total Fiscal Services:		\$0.00

Maintenance and Operation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		\$0.00
75 _____		
76 _____		
77 _____		
78 _____		
79 Subtotal:		\$0.00
80 Fringe Benefits (rate used _____)		\$0.00
81 Total Maintenance and Operation:		\$0.00

Pupil Transportation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		\$0.00
83 _____		
84 _____		
85 _____		
86 _____		
87 Subtotal:		\$0.00
88 Fringe Benefits (rate used _____)		\$0.00
89 Total Pupil Transportation:		\$0.00

Food Services:		2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90	List Positions _____		\$0.00		\$0.00
91	_____				
92	_____				
93	_____				
94	_____				
95	Subtotal:		\$0.00		\$0.00
96	Fringe Benefits (rate used _____)		\$0.00		\$0.00
97	Total Food Services:		\$0.00		\$0.00

Data Processing:		2016-2017 No. FTEs		2017-2018 No. FTEs	
98	List Positions _____				
99	School Office Director _____	1	\$40,000.00	1	\$42,000.00
100	_____				
101	_____				
102	_____				
103	Subtotal:		\$40,000.00		\$42,000.00
104	Fringe Benefits (rate used 30%)		\$12,000.00		\$12,600.00
105	Total Data Processing:		\$52,000.00		\$54,600.00

Substitute Personnel:		2016-2017 No. FTEs		2017-2018 No. FTEs	
106	Number of Certified Substitutes _____		\$0.00		\$0.00
107	Number of Classified Substitutes _____				
108	Subtotal:		\$0.00		\$0.00
109	Certified Fringe Benefits (rate used _____)		\$0.00		\$0.00
110	Classified Fringe Benefits (rate used _____)				
111	Total Substitute Personnel:		\$0.00		\$0.00

112	TOTAL EXPENDITURES FOR SALARIES:		\$598,000.00		\$1,173,900.00
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>150</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$996,900.00</u>	
2	No. of Students <u>150</u> x <u>\$26.00</u> Professional Development	<u>\$3,900.00</u>	
3	No. of Students <u>105</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$108,465.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	2017-2018		
6	No. of Students <u>300</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$1,993,800.00</u>
7	No. of Students <u>300</u> x <u>\$26.00</u> Professional Development		<u>\$7,800.00</u>
8	No. of Students <u>210</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$216,930.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$1,109,265.00</u></u>	<u><u>\$2,218,530.00</u></u>
	Other Sources of Revenues:		
	<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>		
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	Start Up Funding _____	<u>\$500,000.00</u>	
16	Total Other Sources of Revenues:	<u><u>\$500,000.00</u></u>	
17	TOTAL REVENUES:	<u><u>\$1,609,265.00</u></u>	<u><u>\$2,218,530.00</u></u>

EXPENDITURES

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Administration:		
18	Salaries and Benefits	<u>\$91,000.00</u>	<u>\$186,550.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 Prof. Development _____	<u>\$5,000.00</u>	<u>\$10,000.00</u>
20	V - AD 2 Outreach _____	<u>\$5,000.00</u>	<u>\$5,000.00</u>
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$13,000.00</u>	<u>\$7,000.00</u>
25	Equipment	<u>\$16,000.00</u>	<u>\$3,000.00</u>
	Other (List Below)		
26	_____		
27	_____		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$130,000.00</u></u>	<u><u>\$211,550.00</u></u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Regular Classroom Instruction:		
32	Salaries and Benefits	<u>\$390,000.00</u>	<u>\$799,500.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Prof. Development</u>	<u>\$30,000.00</u>	<u>\$60,000.00</u>
34	V - CI 2 <u>Assessments</u>	<u>\$12,000.00</u>	<u>\$24,000.00</u>
35	V - CI 3 _____		
36	V - CI 4 _____		
37	V - CI 5 _____		
38	Supplies and Materials	<u>\$145,200.00</u>	<u>\$181,200.00</u>
39	Equipment		
	Other (List Below)		
40	_____		
41	_____		
42	_____		
43	_____		
44	_____		
45	Total Regular Classroom Instruction:	<u><u>\$577,200.00</u></u>	<u><u>\$1,064,700.00</u></u>
	Special Education:		
46	Salaries and Benefits	<u>\$65,000.00</u>	<u>\$133,250.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Speech, OT, PT</u>	<u>\$9,000.00</u>	<u>\$18,000.00</u>
48	V - SE 2 <u>Prof. Development</u>	<u>\$5,000.00</u>	<u>\$10,000.00</u>
49	V - SE 3 _____		
50	V - SE 4 _____		
51	V - SE 5 _____		
52	Supplies and Materials	<u>\$6,000.00</u>	<u>\$12,000.00</u>
53	Equipment		
	Other (List Below)		
54	_____		
55	_____		
56	_____		
57	_____		
58	_____		
59	Total Special Education:	<u><u>\$85,000.00</u></u>	<u><u>\$173,250.00</u></u>
	Gifted and Talented Program:		
60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Waiver requested</u>		
62	V - GT2 _____		
63	V - GT3 _____		
64	V - GT4 _____		
65	V - GT5 _____		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68	_____		
69	_____		
70	_____		
71	_____		
72	_____		
73	Total Gifted and Talented Program:	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

Alternative Education Program/ Alternative Learning Environments:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
75	V - ALE1 Waiver requested	
76	V - ALE2	
77	V - ALE3	
78	V - ALE4	
79	V - ALE5	
80	Supplies and Materials	
81	Equipment	
82	Other (List Below)	
83		
84		
85		
86		
87	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00

English Language Learner Program:

88	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
89	V - ELL1 ELL Specialist	\$10,000.00
90	V - ELL2	\$20,000.00
91	V - ELL3	
92	V - ELL4	
93	V - ELL5	
94	Supplies and Materials	\$1,000.00
95	Equipment	\$2,000.00
96	Other (List Below)	
97		
98		
99		
100		
101	Total English Language Learner Program:	\$11,000.00

Guidance Services:

102	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
103	v - GS1 Community Provider	\$10,000.00
104	V - GS2	\$15,000.00
105	V - GS3	
106	V - GS4	
107	V - GS5	
108	Supplies and Materials	
109	Equipment	
110	Other (List Below)	
111		
112		
113		
114		
115	Total Guidance Services:	\$10,000.00

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
Health Services:			
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
117	V - HS1 <u>Community Clinic</u>	\$15,000.00	\$20,000.00
118	V - HS2 _____		
119	V - HS3 _____		
120	V - HS4 _____		
121	V - HS5 _____		
122	Supplies and Materials	\$500.00	\$1,000.00
123	Equipment		
	Other (List Below)		
124	_____		
125	_____		
126	_____		
127	_____		
128	_____		
129	Total Health Services:	<u>\$15,500.00</u>	<u>\$21,000.00</u>
Media Services:			
130	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
131	V - MS1 <u>Broadband connection</u>	\$5,000.00	\$5,000.00
132	V - MS2 _____		
133	V - MS3 _____		
134	V - MS4 _____		
135	V - MS5 _____		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	_____		
139	_____		
140	_____		
141	_____		
142	_____		
143	Total Media Services:	<u>\$5,000.00</u>	<u>\$5,000.00</u>
Fiscal Services:			
144	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
145	V - FS1 <u>CPA</u>	\$40,000.00	\$60,000.00
146	V - FS2 <u>Legal Audit</u>	\$10,000.00	\$10,000.00
147	V - FS3 _____		
148	V - FS4 _____		
149	V - FS5 _____		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	_____		
153	_____		
154	_____		
155	_____		
156	_____		
157	Total Fiscal Services:	<u>\$50,000.00</u>	<u>\$70,000.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Maintenance and Operation:		
	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Maintenance/Repairs	\$7,000.00	\$7,000.00
160	V - MO2 Utilities	\$20,000.00	\$20,000.00
161	V - MO3 Disposal/Waste Services	\$4,000.00	\$4,000.00
162	V - MO4 Custodian	\$15,000.00	\$20,000.00
163	V - MO5		
164	Supplies and Materials	\$7,000.00	\$10,000.00
165	Equipment		
166	Other (List Below)		
167	_____		
168	_____		
169	_____		
170	_____		
171	Total Maintenance and Operation:	<u>\$53,000.00</u>	<u>\$61,000.00</u>

172	Pupil Transportation:		
	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
173	V - PT1 Monthly Bus Passes (\$350/student)	\$52,500.00	\$105,000.00
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
180	Other (List Below)		
181	_____		
182	_____		
183	_____		
184	_____		
185	Total Pupil Transportation:	<u>\$52,500.00</u>	<u>\$105,000.00</u>

186	Food Services:		
	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 Nutrition Director	\$20,000.00	\$40,000.00
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials	\$81,000.00	\$192,000.00
193	Equipment		
194	Other (List Below)		
195	_____		
196	_____		
197	_____		
198	_____		
199	Total Food Services:	<u>\$101,000.00</u>	<u>\$232,000.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Data Processing:		
200	Salaries and Benefits	\$52,000.00	\$54,600.00
	Purchased Services - List Vendors Below		
201	V - DP1		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$4,500.00	\$9,000.00
207	Equipment		
	Other (List Below)		
208	_____		
209	_____		
210	_____		
211	_____		
212	_____		
213	Total Data Processing:	<u>\$56,500.00</u>	<u>\$63,600.00</u>
	Substitute Personnel:		
214	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
215	V - SB1 Substitute Services	\$5,250.00	\$10,500.00
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$5,250.00</u>	<u>\$10,500.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$48,000.00	\$48,000.00
	Facility Upgrades - List Upgrades Below		
222	_____		
223	Building Renovations	\$250,000.00	
224	_____		
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year	\$10,000.00	\$10,000.00
230	Content Insurance for One Full Year	\$10,000.00	\$10,000.00
231	Total Facilities:	<u>\$318,000.00</u>	<u>\$68,000.00</u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	<u>_____</u>	<u>_____</u>

Other Expenditures:

List Other Expenditures Below

235	_____	_____	_____
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	TOTAL EXPENDITURES:	<u>\$1,469,950.00</u>	<u>\$2,122,600.00</u>

Net Revenue over Expenditures:

\$139,315.00

\$95,930.00

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

Attachment 1: Educational Partner Letter

September 8, 2015

Arkansas Department of Education
Charter Authorizing Panel
4 Capitol Mall #26
Little Rock, Arkansas
72201

Charter Authorizing Panel:

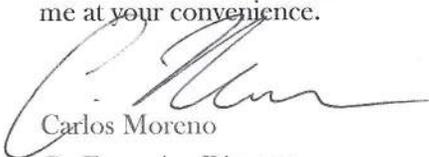
This letter is to demonstrate our organizations' support for the Future's School application. We have reviewed the application, and we find the education program fully in line with the modern learning approaches and techniques that have worked so successfully to meet today's education needs in our experience. We are proud to partner with the founding team of the Future School as they work to provide a different kind of educational opportunity for the students and families of Fort Smith. Big Picture Learning is pleased to share our extensive expertise and experience creating curriculum and schools built around real-world, interest-based learning opportunities for students in partnership with the board, staff, parents, and students of Future School to implement this new school design.

Our organization, Big Picture Learning (www.bigpicture.org) has supported the development of over 200 public schools in the U.S. and abroad. Our 'One student at a time' philosophy puts students in the driver's seat of their education and has been recognized as an innovative approach to public education since 1995. Through internships, an intensive advising program and personalized learning plans for each student, we help school communities design and sustain a student-centered approach to learning.

We have already begun our work to help the founders of the Future School of Fort Smith design various components of their student-centered educational approach. Upon approval of the Future School charter, our Big Picture Learning (BPL) team will assist the school leadership team by providing specific technical assistance and support services, which include:

- School, Program, and Curriculum Designs: Program development (e.g., daily schedule, organization of advisories, integration of LTI - Learning through Internship), and curriculum development (e.g., standards alignment, instructional strategies, and assessment).
- Principal Training/Coaching. BPL will provide education, training, and support services for Future School of Fort Smith school leaders through weekly/monthly correspondence, on-site training and annual conferences.
- Staff Training/Coaching. BPL will provide education, training, and support services for Future School of Fort Smith BPL school advisors and staff through weekly/monthly correspondence, on-site training and annual conferences.

Please use this as an official letter of support, with a formal Memorandum of Understanding to be completed once the school's application is approved. If you need any additional information or have questions, please do not hesitate to contact me at your convenience.



Carlos Moreno
Co-Executive Director

Governor: I Can End Test Contract

Crews Hunt For Missing Man

TIMES RECORD STAFF

Authorities are searching for a man they believe has been missing since last week.

Sebastian County Emergency Management Director Jeff Turner said the county's Search and Rescue Unit, along with other local authorities are looking for William Darrell Buchanan of Fort Smith, who was reported missing June 16.

Buchanan is described as a white male with black hair and brown eyes in his early 50s, possibly 51, Turner said. He is about 5 feet, 11 inches tall and weighs about 180 pounds.

He was last seen walking in the Fianna Hills area, Turner said. Turner said crews are searching the wooded areas near Fianna Hills and the surrounding areas between Arkansas 253 and U.S. 271.

Turner said it was unsure if the man has a history of mental illness or is in need of medication. A missing persons report was filed with the Fort Smith Police Department, he said, adding he encouraged those with any knowledge about Buchanan to call the police at 709-5116.

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By John Lyon
ARKANSAS NEWS BUREAU
LYON@ARKANSASNEWS.COM

LITTLE ROCK — Gov. Asa Hutchinson said Monday he is directing the state Education Department to withdraw from the Partnership for Assessment of Readiness for College and Careers despite a recent vote by the state Board of Education to renew the state's commitment to PARCC.

In a letter to Education Commissioner Johnny Key, Hutchinson said that under the state's memorandum of understanding with PARCC, if the governor is succeeded by another person, the successor "shall affirm in writing to the governor's board chair the state's continued commitment to participate in the consortium and to the binding commitments made by that official's predecessor within five

months of office."

Hutchinson took office Jan. 13, succeeding Mike Beebe, who was prevented by term limits from seeking a third term.

"Since I took office, there has been no action by the governor or the commissioner of education to reaffirm the state's continued commitment and participation in the PARCC consortium," Hutchinson said Monday in his letter. "On the contrary, I have publicly expressed my support for withdrawing from PARCC."

For the first time this spring, Arkansas schools administered standardized tests developed by PARCC and aligned with the Common Core State Standards.



Hutchinson

During this year's legislative session, the House approved a bill by Rep. Mark Lowery, R-Maumelle, to withdraw from PARCC, but the Senate amended the bill, which became law, so that it only prohibited the state from contracting with PARCC for more than a year at a time.

Earlier this month, a task force created by Hutchinson to review Common Core and PARCC recommended that the state not renew its contract with PARCC, which expires June 30, and that it instead seek a contract to administer ACT Aspire tests. Among other things, the task force said ACT Aspire tests can be completed in about half the time that students need to complete the PARCC tests.

The task force has not yet made a recommendation on whether the state should keep Common Core.

Hutchinson accepted the task force's recommendation and asked the Education Board to end the PARCC contract, but on June 11 the board voted 7-1 to renew the contract, rejecting the governor's request. The decision requires legislative approval.

The governor said Monday in his letter, "Based on actions during the regular session, it is clear that legislators want to move away from PARCC."

It should also be noted that the number of other states participating in PARCC has dropped substantially, a trend that could make the prospect of cross-state comparability difficult in the future."

Since 2010, the number of states in the PARCC consortium has dwindled from 26 to 12.

Hutchinson acknowledged that the decision as to what should replace PARCC is not his alone to make.

"In my judgment, ACT and ACT Aspire are the right assessment tools to accomplish the goal of national comparison of student achievement and long-term stability," he said in the letter to Key. "I recognize the role of the state Board of Education in assessment selection and that certain steps are required to make a change. Please coordinate with the state Board of Education to select a new assessment provider."

Jay Barth, who was among the Education Board members who voted to renew the contract with PARCC, said Monday he had not read the language Hutchinson cited from the memorandum of understanding and had not previously been aware of the memorandum. Barth said he would need to look into the matter before commenting.

INDUCTEES: First Group Honored Formed After Faubus Closed High Schools

CONTINUED FROM PAGE 1A
• Hattie Caraway, the first woman elected to the U.S. Senate.

• Hester Davis, a leader in the development of cultural resources management legislation and programs who blazed a trail for women in archaeology.

• Roberta Fulbright, a former publisher of the Northwest Arkansas Times who championed the University of Arkansas, fought corruption and advocated for women's equality.

The first organization to be inducted is:

• Women's Emergency Committee to Open Our Schools, or WEC, which

was formed in Little Rock in 1958 in response to Gov. Orval Faubus' closing of the city's four public high schools to prevent further desegregation.

A selection committee chose the inductees from 73 nominations submitted by the public. The inductees will be honored in an Aug. 27 ceremony at the Statehouse Convention Center in Little Rock. Ticket information and information about the inductees are available at www.arwomenshalloffame.com.

"It certainly is long overdue that we recognize the extraordinary history of women in Arkansas' history,

its leadership and its problem solving," Hutchinson said during Monday's news conference.

"Whether you look at the incredible history of women in Arkansas from the political arena of Hattie Caraway, our first woman elected in her own right in the United States Senate, to Daisy Bates, the civil rights leader, our entire history of Arkansas is filled with extraordinary women who have provided leadership," he said.

Nan Snow of Little Rock, board president of the Women's Hall of Fame, said the inductees "have made a major impact on the lives

of others and helped elevate the status of women in our state, the nation and, in some cases, around the world."

The organization intends to induct a new group each year. Information about the first inductees will be included in a traveling exhibit, but eventually the organization hopes to establish a fixed location, Snow said.

Snow told reporters Clinton was chosen "on her merit" and not because of her presidential bid. She said Clinton and the other living inductees have been invited to the ceremony but said she had not heard whether

Clinton would attend.

The Women's Hall of Fame began as a partnership between the North Little Rock Chamber of Commerce and Arkansas Business Publishing Group of Little Rock. Terry Hartwick, the chamber's president and CEO, said he got the idea after noticing that Arkansas Business Hall of Fame includes mostly men.

Hartwick said he thought about the many women who have had a positive impact on the state's history and asked himself, "How are the young women in Arkansas going to remember them if we don't start celebrating what they've done?"



CHAD HUNTER • TIMES RECORD

Fort Smith School Board member David Hunton votes on an issue Monday night during a board meeting.

COTTON: Hutchinson Says Confederate Flag 'Part Of History'

CONTINUED FROM PAGE 1A
He also said, "The CofCC is hardly responsible for the actions of this deranged individual merely because he gleaned accurate information from our website."

On Monday, South Carolina Gov. Nikki Haley called for removal of the Confederate flag, a symbol that Roof has posed with in several photos, from that state's Capitol. The flag's removal would require an act of the South Carolina Legislature.

Hutchinson was asked Monday about his thoughts on the Confederate flag and Arkansas' state flag, which includes a star over the word "Arkansas" that is meant to represent the Confederacy, according to the secretary of state's website.

"It's part of history," Hutchinson said. "It should not be utilized as a symbol for current events. It is history, and obviously we understand that history more deeply in the South than anywhere else."

Hutchinson was on a European economic-development mission when the shooting occurred. On Sunday night, he attended a vigil in North Little Rock for the shooting victims.

"I think what we've got to concentrate on is not the politics of those decisions now, but as we remembered yesterday at the Bethel AME Church, we really remembered the nine families and really celebrated the lives of those that made

a difference every day that lost their life in that tragedy," he said.

Hutchinson said the demonstrations of faith by South Carolinians in a difficult time have been an example for the nation.

"I just hope Arkansas never has such a tragedy that happens here, but I think we've learned a lot from how South Carolina has handled it in terms of forgiveness, in terms of unity, in terms of working together in the community," he said.

PROPOSAL: Board Drafts Nonschool Facility Use Policy

CONTINUED FROM PAGE 1A
The school board backed off that plan in 2014 following opposition from a group of local businessmen, in addition to a third-party study that predicts Fort Smith schools likely will see little enrollment growth over the next decade.

Led by First National Bank of Fort Smith President Sam Sicard, the group cited concerns of additional costs and "the further division of our community" in a letter to the superintendent. The group's suggested alternative was "expansion and reinvestment in our two existing high schools."

"I guess the push-back we had from certain members of the community put the potential high school on the back burner," Wade said. "But if we do that on a permanent basis, we've got to do something with our existing facilities."

Wade referred to the latest proposal as a "large group of projects that are going to cost significant sums of money."

"In this case if we're going to follow the lead of some of these members of this community to try to expand existing facilities," he said, "we're going to have to have significant financial help from the community by way of a millage increase."

In other business, the school board voted 4-2 supporting the first reading of an updated policy governing the community use of school facilities that adds a "viewpoint neutral" stance on nonschool-related events.

The policy states, "The use of Fort Smith Public School facilities by non-school organizations shall be viewpoint neutral" and "in no way imply endorsement of the beliefs or goals of the organization."

School Board President Deanie Mehl and board member Susan McFerran voted against the measure. In the past Mehl has suggested prohibiting partisan rallies on school grounds.

YARD ART: Owner Built Life-Sized Duck Hunter For Client

CONTINUED FROM PAGE 1A
Large pottery planters are also available, and Brett designs customized pieces for clients like a

recent one of a life-sized duck hunter with ducks.

The Footes, who have been in the metal art business for about 20

years, formerly had a business in Hot Springs called Desert Edge Imports and are in the process of setting up an-

other outlet in Ocala, Fla.

Yard Art is located at 6618 U.S. 271 South near Chaser's Bar in Fort Smith.

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NOTICE OF PUBLIC HEARING-OPEN TO THE PUBLIC

Future School invites high school students, parents, educators and community members to a series of community conversations this summer to discuss our plans to submit an application for an open enrollment public charter high school in Fort Smith. This will be an opportunity to meet with others in our community to share ideas about innovation in education for high school students in Fort Smith.

RSVP & Info: Trish.Flanagan@trish@fsfuture.org
Place: Elm Grove Community Center
Dates: July 9, 16, 28
Time: 6-7:30pm
*Refreshments will be provided

Escuela Futura se invite a los alumnos secundarios, los padres, los profesores y miembros de la comunidad a una serie de conversaciones este verano para discutir nuestra aplicación de escuela secundaria pública. Este es una oportunidad a reunirse y conversar con otra gente en la comunidad para compartir ideas innovadores de educación secundaria en Fort Smith.

RSVP y Info: Trish.Flanagan@trish@fsfuture.org
Lugar: Elm Grove Community Center
Fechas: July 9, 16, 28
Tiempo: 6-7:30pm
*Refrigerios se proveerán

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August 31, 2015

Arkansas Department of Education
4 Capitol Mall, #26
Little Rock, AR 72201

Ms. Flanagan,

Enjoyed our meeting on August 21, 2015, it was exciting to hear about the possible new and upcoming opportunities for students in the Fort Smith area.

As discussed, Perspectives Behavioral Health Management, LLC, is looking forward to building a partnership with Future School to provide school based mental health services. We are energized about be a part of this new conceptualized learning environment. We feel it will have a positive impact on the Fort Smith community.

Regards,

A handwritten signature in dark ink that reads "Adam W. Baker". The signature is written in a cursive style and is placed on a light-colored rectangular background.

Adam W. Baker
Chief Executive Officer

August 4, 2015

Johnny Key
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Johnny,

I am writing on behalf of the Future School charter, which has a charter petition to establish a school in Fort Smith that will be addressed by the Charter Authorizing Panel on October 15. This proposed school in my view is unique in that it has strong business support, as well as partnering with the traditional school district to provide opportunities for all kids in Fort Smith.

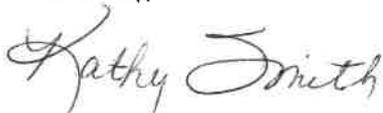
A specific initiative within the foundation's strategy for what we call our "Home Region" is to assist area industries to attract and retain quality associates. A significant portion of this initiative is having quality educational options for families in the region.

While we in Northwest Arkansas have been blessed with excellent traditional district schools, we feel that more comprehensive school districts sometimes struggle to serve families that want a smaller setting or different options. To their credit, the traditional district also feels this way and is willing to partner to create additional options for students, even if they aren't being directly served by the district schools. This was a model that was envisioned when the charter school law was passed in 1995.

Many families in the Fort Smith area are excited about the possibility of Future School becoming an option in the area, and we join them in supporting the school's application.

Please don't hesitate to contact me if you have any questions.

Sincerely,



Kathy Smith
Senior Program Officer – Arkansas Education



Mr. Johnny Key
Commissioner
Arkansas Department of Education

Dear Mr. Key ,

I am writing to confirm that I will support Future School of Fort Smith if the financial needs arise and are requested by the Board of Directors of Future School. I am confident between start-up grants, federal grants, fundraising, and my commitment that Future School finances will be sustainable for the long term.

Please let me know of any questions that I may be of assistance.

Kindest Regards,

A handwritten signature in black ink, appearing to read "Steve Clark", with a long, sweeping horizontal line extending to the right.

Steve Clark

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Faith Assembly of God Church

Lessee(Tenant): Future School of Fort Smith

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:

The facility is used on Sundays for church service and on one Tuesday each month for a luncheon.

Address of Premises: 5001 North O Street Fort Smith, Arkansas 72904

Square Footage: 30,000 sq ft

Terms of Lease: July 1, 2016-July 1, 2018

Rental Amount: \$2,000/month

Contingency: The terms of this agreement are contingent upon

Future School

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

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: Future School of Fort Smith

By: Future School By Irish Flanagan Date 9/9/15

Lessor: Faith Assembly of God Church

By: Faith Ass by Pastor Cary Moore Date 9-9-15

Please see following page for additional contingencies.

Additional Contingencies

Facilities usage agreement (attached document) is additionally contingent upon approval of a lease agreement by Faith Assembly of God Church board of directors and the church body and the Future School of Fort Smith board of directors. Under the lease agreement, (1) Faith Assembly of God Church will retain the right to have church services on the property on Sundays and third Tuesday of every month, and (2) Future School will be responsible for all maintenance and repair of the leased property and for all utilities by the leased property.

Lessee: Future School of Fort Smith Date: 9/9/15
Lessor: with approval of Faith Assembly of God Church Date: 9-9-15



September 8, 2015

Arkansas Department of Education
Arkansas State Board of Education
501 Capitol Mall
Little Rock, AR 72201

To the Arkansas Department of Education:

I am in my tenth year of service as the Chancellor of the University of Arkansas - Fort Smith and I am writing this letter in support of the new high school educational initiative in Fort Smith called Future School. The University of Arkansas - Fort Smith sees great potential in new approaches to teaching and learning, particularly one like Future School which capitalizes on real world learning and internships.

Where UAFS can really lend support to the students of Future School will be in the dual credit area where students can simultaneously earn high school and college credit for a course and exit high school with a high school diploma and a university transcript that is transferable to whatever college or university a student might choose to attend. As a student at UAFS, a Future School student will have access to our expanded library, cultural opportunities on campus and in the community, and state of the art learning opportunities that feature our highly skilled and specialized faculty and our high tech learning environments.

Cities with options for student learning in high school create opportunity for success that can accommodate varied learning styles and subject interests. The Future School can add value to an already established quality learning environment that the Fort Smith Schools provide every day. I look forward to the Arkansas Department of Education considering this proposal favorably.

Collegially,

A handwritten signature in black ink, appearing to read "Paul B. Beran", is written over a horizontal line.

Paul B. Beran, Ph.D.
Chancellor

ch



August 2, 2015

Arkansas Department of Education
Arkansas State Board of Education
401 Capitol Mall
Little Rock, AR 72201

Charter School Review Committee:

I am an Arkansas native with rather a unique experience on web and mobile technology projects for multiple Fortune 100 brands over the last 20 years at Tyson Foods, Rockfish Digital, and Propak Logistics. I fully support the initiatives and the approach that the Future School is taking in bringing real world, modern, and relevant technology education to high school classrooms and hope this model can be replicated in schools across the state to improve the caliber and quality of technology talent in the state which is necessary to sustain technology jobs in the state. In our hiring process technology education alone does not result in a successful hire so we look for relevant real world experience primarily from internships or technology hobbies. As a personal note my internship at Tyson Foods was invaluable – as other students were learning the absolute basics of code, I was developing the Tyson Intranet website for 14,000+ users.

I view Northwest Arkansas and the River Valley as a greenfield opportunity. We have severe gaps in available relevant technology talent, knowledge, process & tools that exist in high tech areas of the country. Personally I view this as the single largest economic roadblock in NWA and the River Valley but I am also encouraged with progress on this front, specifically by targeting web, mobile, robotics, and “internet of things” technology in high school education.

I believe that technology education in high school is the first building block to transition the River Valley and NWA into the “digital economy”. I will provide any and all resources at my disposal to make this initiative successful including:

- Provide internship opportunities, projects, mentorship, and workspace
- Advise on technology content needed for high school graduates to be employable and have relevant experience coupled with knowledge
- Assist in the hiring process of technology teachers, as well as ongoing advise & mentorship to ensure that changes in the marketplace are reflected in the classroom

I will be available for any questions or further commentary on topics addressed in this letter. I applaud you for consideration and participation in necessary steps to “put this region on the map” technologically.

Regards,


Kent M. Watson
Vice President Propak Logistics, Inc.

We'll take it from here.sm

P.O. Box 11708 Fort Smith, AR 72917 Office 479.478.7800 Fax 479.478.0386

propak.com



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3801 Old Greenwood Road
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479.785.6000
arcb.com

Judy R. McReynolds
President & Chief Executive Officer
p: 479.785.6281
f: 479.785.6124
jrmcreynolds@arcb.com

September 3, 2015

Arkansas Department of Education
Arkansas State Board of Education
4 Capitol Mall #26
Little Rock, AR 72201

Dear Sir or Madame:

On behalf of ArcBest Corporation, I would like to offer my support for The Future School of Fort Smith. As a member of the Fort Smith Regional Council and corporate supporter of the Fort Smith Regional Chamber of Commerce, economic development is an important goal; bringing new jobs and retaining existing jobs in our region.

In April, 2015, ArcBest Corporation broke ground for construction of its new corporate headquarters at Chaffee Crossing in Fort Smith in support of our plan to create 975 additional jobs in Fort Smith through 2021. We believe this region possesses a great pool of talent, and we look forward to having these exceptional employees build a career with us. With these plans to grow the company's local workforce, educational options for our local students are extremely important.

ArcBest Corporation is a proud supporter of the Fort Smith Public School district, partnering with local schools in Partners in Education and supporting various other annual events and functions, and will continue to partner with them in the future, as well as support The Future School of Fort Smith and its unique learning environment.

Together, Fort Smith will remain competitive in the 21st century.

Sincerely,

A handwritten signature in black ink, appearing to read "Judy R. McReynolds", written in a cursive style.

Judy R. McReynolds



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646-9519

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782-6392

GOLDTRAP UNIT
8800 South Dallas
452-5779

HUNTS PARK
3000 Dodson Avenue

September 4, 2015

TO: Arkansas Department of Education

RE: Charter School in Fort Smith, Arkansas

Please consider the approval of a Charter School in Fort Smith, Arkansas. Having worked in the Boys & Girls Clubs movement for the past 36 years, I realize the importance and power of education.

A Charter School in our community will help reach young people who are in need of project based learning, personalized learning plans, and increased mentoring. Having a choice in real world learning will help students become more successful in their career endeavors.

The Fort Smith Boys & Girls Clubs is willing to partner with the proposed Charter School in an effort to share space, resources and opportunities. Our organization has four Club sites and 95 acres of property. We serve 3,200 registered members (boys and girls ages 6-18). More than 400 volunteers help mentor, coach and support the Club.

Our mission is to help young people from all backgrounds, develop qualities needed to become responsible adults and leaders. To better fulfill this mission, we partner with several local agencies, including: Girl Scouts, Special Olympics, Fort Smith Public Schools, River Valley Regional Food Bank, University of Arkansas Fort Smith, etc.

We are excited to see potential for a Charter School in our community and strongly urge your endorsement.

Sincerely,

Jerry Glidewell
Executive Director
Fort Smith Boys & Girls Clubs

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years of service

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Attachment 12: Additional Letters of Support

Name	Title	Affiliation
Tim Allen	President, Fort Smith Chamber of Commerce	Community Organization
Sam Sicard	President, First National Bank	Community Organization
Jackie Flake	Pastor, Community Bible Church	Community Member
Jake Files	State Senator	Community Member
Jim Walcott	President, Williams, Weldon and Lick	Internship Partner
Jeremy Schreckhise	Vice President of Information Technology, Arkansas Oklahoma Gas	Internship Partner
Ron Tucker	CEO & President, Baldor Electric Company	Community Organization
Dr. Carol Reeves	Associate Vice Provost of Entrepreneurship, University of Arkansas	Community Organization
Conley Bone	Vice President, Newroads Telecom	Community Organization
Dr. Kerrie Tauber	Assistant Professor, University of Arkansas at Fort Smith	Internship Partner
Susan Mayes-Smith	Retired principal, TMCC High School	Advisor
Eric Wilson	CEO, Noble Impact	Community Organization
Talicia Richardson	Self-employed; education & business management	Internship Partner
Trish Richardson	Director of Upward Bound, UAFS	Community Organization
Rick Goins	Director of Alumni Affairs, UAFS	Internship Partner
Sarah Daigle	CEO & Team, Currant Technology Group	Internship Partner
Jessica Hayes	Director, Montessori of Fort Smith	Internship Partner
Alex Thomas	Director of Enrollment, Clinton School of Public Service	Community Member
Hollye Dickinson	Annual Giving Manager, Mercy Health Foundation	Community Member
Patti Grasso	Administrative Assistant, Propak Logistics	Community Member
Mike Barr	President, Weatherbarr Windows & Doors	Community Member
Suzy Smith	Owner, Beland Manor	Community Member
Keley Simpson	Missions Facilitator, First Presbyterian	Community Member
Monica Waltman	Community volunteer	Community Member

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

Red=Waivers not previously requested, need additional discussion, or have remaining issues
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

Future School of Fort Smith Waivers Requested in Original Application 2015 Open-Enrollment Application

1. School Board

ARK. CODE ANN. § 6-13-601 et seq. District Board of Directors

ARK. CODE ANN. § 6-14-101 et seq. School Board Elections

Future School seeks exemption from these portions of the Education Code in order to govern the Future School board as planned in this charter. Future School believes these sections are only to school districts and seeks to ensure no confusion regarding the governance structure and bylaws of the Future School board. The waivers requested under the Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. § 6-13-629.

Legal Comments: Applicant should clarify what specific sections/subsections it is seeking and rationale should be provided to explain how this waiver will help the Applicant meet its goals. ADE Legal Services does not have information to provide additional guidance on necessary waivers.

Applicant Response: *Future School requests waivers of Ark. Code Ann. Sections 6-13-608, 6-13-613, 6-13-616, 6-13-619 (a)(1), (c) and (d), 6-13-621, 6-13-628, 6-13-630, 6-13-631, 6-13-632, 6-13-634, and 6-13-635, as well as 6-14-101 et seq. Future School seeks the waivers of these sections to have the flexibility to form a governing body that is unique to its situation, and named sections are generally only applicable to school districts.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

2. Grading Scale

ARK. CODE ANN. § 6-15-902(a) Grading Scale

ADE Rules Governing Uniform Grading Scale

Future School seeks exemption from this portion of the Education Code to allow for a more holistic grading system which includes state mandated assessments, college readiness exams and a comprehensive student portfolio based on student work in Real-World Lab. Academic progress is further assessed once a year through the ACT and Aspire assessments to determine college readiness and is assessed annually through state mandated assessment or the next generation of assessment.

Legal Comments: Rationale should be provided to explain how this waiver will help the Applicant meet its goals, in addition to, clarification of the assessment process, timing, etc. that it

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

will implement.

Applicant Response: Future School no longer seeks this waiver.

Remaining Issues: None

3. Teacher Licensure

ARK. CODE ANN. § 6-15-1004 Qualified teacher in every classroom

ARK. CODE ANN. § 6-17-301 concerning Employment of certified personnel

ARK. CODE ANN. § 6-17-302 concerning Principals' responsibility

ARK. CODE ANN. § 6-17-209 concerning Certification to teach particular grade or subject matter

ARK. CODE ANN. § 6-17-401 concerning Teacher licensure requirement

ARK. CODE ANN. § 6-17-902 concerning Definition of teacher

ARK. CODE ANN. § 6-17-919 concerning Warrants void without valid teaching license

ADE Rules Governing Educator Licensure

Standards of Accreditation 15.02 and 15.03

Future School seeks an exemption from these portions of the Education Code. While Future School will ensure that all teachers are Highly Qualified Teachers and will seek to hire licensed teachers and administrators whenever possible, it is imperative for success that Future School have flexibility to hire teachers and administrators who are most qualified and best positioned to implement the unique programmatic plan. Our plan is built on the model we believe best prepares students for success in college and career. Future School will seek out and provide extensive training, support, and coaching for its teachers and administrators and comply with all state and federal law to ensure a safe campus and professional environment.

Legal Comments: None

Remaining Issues: None

4. Business Manager

ARK. CODE ANN. § 6-15-2302 General Business Manager

Future School seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

qualifications established by rule of the Department of Education. Future School will hire or contract with a qualified general business manager who is able to address the specific needs of the school.

Legal Comments: In order to effectuate this waiver, the Applicant should also request a waiver of the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts.

Applicant Response: *Future School wishes to amend this waiver request to include those Rules.*

Remaining Issues: None

5. Flag

ARK. CODE ANN. § 6-16-105 United States flag

ARK. CODE ANN. § 6-16-106 Arkansas flag

Future School seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds to display the U.S. and Arkansas flags.

Legal Comments: Applicant should clarify why this waiver is needed (i.e., why a flagstaff cannot be erected or why alternate placement is not possible).

Applicant Response: *Future School seeks this waiver to minimize the changes made to property, which is being leased by a landlord. Future School plans to display the flag, if allowed by landlord, as provided for by law. Alternatively, Future School will display the flag in a prominent area within the building.*

Remaining Issues: None

6. Planning Period

ARK. CODE ANN. § 6-17-114 Daily Planning Period

Future School seeks exemption from this portion of the Education Code because Future School's unique schedule requires flexibility to adapt teacher schedules to match the internship requirements and adjusted instructional time. Teachers will actually have increased planning time during a week at Future School where we emphasize the importance of preparation and planning, but not necessarily daily.

Legal Comments: None

Remaining Issues: None

Red=Waivers not previously requested, need additional discussion, or have remaining issues
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

7. Teacher Duty

ARK. CODE ANN. § 6-17-111 Duty Free Lunch

ARK. CODE ANN. § 6-17-117 Non-Instructional Duties

Future School seeks exemption from this portion of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. Future School offers of employment will be made while notifying potential hires of this exemption and potential expectations.

Legal Comments: None

Remaining Issues: None

8. Personnel

ARK. CODE ANN. § 6-17-201 et seq. Certified Personnel Policies

ARK. CODE ANN. § 6-17-203 Committee on Personnel Policies - Members

Future School seeks exemption from this portion of the Education.

ARK. CODE ANN. § 6-17-2301 et seq. Classified School Employee Personnel Policy Law

Future School seeks exemption from this portion of the Education Code. Future School will develop human resources policies and procedures that are best suited to serve our unique programmatic model, including, but not limited to the following: terms and conditions of employment; salary schedule; fringe benefits; and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

ARK. CODE ANN. § 6-17-201(c)(2) Classified employee compensation

ARK. CODE ANN. § 6-17-2203 Classified employees minimum salary act

ARK. CODE ANN. § 6-17-2403 Teacher compensation program of 2003

ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Future School seeks exemption from these portions of the Education Code and the ADE Rules. Future School will develop competitive but flexible compensation schedules for its employees.

Legal Comments: To effectuate these waivers, applicant must seek a waiver of Ark. Code Ann. § 6-17-807. Applicant should clarify what specific sections/subsections of Ark. Code Ann. § 6-

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

17-201 and the specific sections of the Rules that it is seeking. Applicant should provide rationale to explain how these waivers will help the Applicant meet its goals, including what specific policies will be utilized.

Applicant Response: *Future School asks for waivers of Ark. Code Ann. Sections 6-17-807, 6-17-201 (c), and 6-17-203 through 6-17-205, and Sections 4-8 of the Rules. Future School seeks these waivers to have the flexibility to create a compensation system that is unique to its situation, while providing an adequate level of compensation for our staff.*

Remaining Issues: Is Applicant requesting waiver of all of 6-17-201(c) or just 6-17-201(c)(2)? The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

9. Teacher Fair Dismissal / Public School Employee Fair Hearing Act

ARK. CODE ANN. § 6-17-1501 et seq. Teacher Fair Dismissal Act

ARK. CODE ANN. § 6-17-1701 et seq. Public School Employee Fair Hearing Act

Future School seeks exemption from this portion of the Education because the Future School programmatic model requires the flexibility to recruit, hire, and retain the most qualified and effective teachers available. Future School teachers and administrators are expected to be highly flexible and responsive to the needs of students, families, and industry partners. Future School offers of employment will be made while notifying potential hires of this exemption.

Legal Comments: None

Remaining Issues: None

10. Guidance and Counseling

ARK. CODE ANN. § 6-18-1001 et seq. Public School Services Act

ADE Rules Governing Public School Student Services

Standards of Accreditation 16.01

Future School seeks exemption from this portion of the Education Code. Future School instructors through their Real-World Lab groups will initially provide the services traditionally provided by a guidance counselor. In Future School's unique programmatic model, a student's Real-World Lab instructor stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.

Legal Comments: Waiver of the entire ADE Rules Governing Public School Student Services

Red=Waivers not previously requested, need additional discussion, or have remaining issues
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

is not necessary. Only Section 3.01.1 is necessary.

Applicant Response: *Future School wishes to amend our request to just include Section 3.01.1.*

Remaining Issues: None

11. School Nurses

ARK. CODE ANN. § 6-18-706 School nurse

ARK. CODE ANN. § 6-18-1001 et seq.

ADE Rules Governing Public School Student Services

Standards for Accreditation 16.03 Health and Safety Services

Future School seeks exemption from these portions of the Education Code and the ADE Rules. At Future School, we believe the duties of the school nurse will be fulfilled by the entire staff. Future School will utilize front office staff, such as the School Office Director, to fulfill basic first aid and this person will receive professional development and training in first aid, CPR, and AED use. All administrative staff will receive this training and will support the School Office Director as needed. Future School's Directors will work with our board and community network to reach out to the local medical community to aid in providing free health and vision screenings to students.

Legal Comments: Instead of Ark. Code Ann. § 6-18-1001 et seq., it appears that only a waiver of Ark. Code Ann. § 6-18-1005(a)(6) is necessary. Waiver of the entire ADE Rules Governing Public School Student Services is not necessary. Only Section 3.01.6 is necessary.

Applicant Response: *Future School wishes to amend our request to include Sections 6-18-1005(a)(6) and 3.01.6.*

Remaining Issues: None

12. Superintendent

ARK. CODE ANN. § 6-13-109 School superintendent

ARK. CODE ANN. § 6-17-302 Principal – responsibilities

Standards for Accreditation 15.01 and 15.02

Future School seeks exemption from these portions of the Education Code and the ADE Rules. Future School plans to employ a principal who will serve as the Superintendent and an assistant principal, with a student population of 300. Either one of these individuals, or a third party, might also fulfill the superintendent role in addition to their campus leadership position. This

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would allow Future School to use its human resources best to enact the programmatic model.

ARK. CODE ANN. § 6-17-427

ARK. CODE ANN. § 6-5-405(b)(1) Superintendent and Assistant Superintendent Professional Development

ADE Rules Governing Superintendent Mentoring Program

Standards of Accreditation 15.01 and 15.03

Future School seeks exemption from these Education Code provisions and ADE Rules. Future School must have the flexibility to attract and retain an individual who is highly skilled and eager to develop and grow a project-based learning, technology integrated school of the future with a unique schedule and a real-world internship model. The individual selected will receive additional training and coaching to fulfill this role.

Legal Comments: Applicant should clarify whether Ark. Code Ann. § 6-5-405(b)(1) was a typo, and if so, which section is requested to be waived.

Applicant Response: *Future School withdraws its request from a waiver of 6-5-405(b)(1) as that statute has been repealed.*

Remaining Issues: None

13. Transportation

ARK. CODE ANN. § 6-19-101 et seq. Transportation

Future School seeks exemption from these portions of the Education Code. Any transportation services provided to students at Future School will be independently contracted and will be in full compliance with this section.

Legal Comments: Because Applicant states transportation will be in full compliance with this section, it should be explained what specific section/subsection Applicant wants waived and why the waiver is needed.

Applicant Response: *Future School seeks this waiver to provide flexibility to our transportation plans. Future School plans to provide monthly bus passes to students who can benefit from this service.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

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Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

14. Business Operations

ARK. CODE ANN. § 6-21-304 Manner of making purchases

Future School seeks exemption from these portions of the Education Code. This section of code requires that each instance in which the estimated purchase price shall equal or exceed \$10,000. For all purchases between \$1,000 and \$50,000, Future School will use either a state approved vendor or obtain a minimum of three quotes. Future School will obtain bids in each instance in which the estimated purchase price meets or exceeds \$50,000.

Legal Comments: Applicant should provide rationale to explain how these waivers will help the Applicant meet its goals. Also, if the authorizer approves this waiver, Applicant needs to be aware that federal procurement laws and procedures cannot be waived.

Applicant Response: *Future School seeks this waiver to provide flexibility in purchasing processes. However, Future School will seek the best value for purchases made. Future School understands that if a waiver request is granted, it does not include a waiver for any federal procurement laws and procedures.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

15. Gifted and Talented / Alternative Learning Environment

ARK. CODE ANN. § 6-18-1005(b)(5) Alternative Learning Environment

ARK. CODE ANN. § 6-18-503(a)(1)(C)(i) Alternative Learning Environment

ARK. CODE ANN. § 6-20-2208(c)(6)

ARK. CODE ANN. § 6-42-101 et seq.

ARK. CODE ANN. § 6-48-101 et seq.

ADE Rules Governing Gifted and Talented Program 18.01-18.03

ADE Rules Governing the Distribution of Students with Special Needs Funds

Future School seeks exemption from these portions of the Education Code and the Department of Education Rules. In Future School's unique programmatic model, the idea that certain students receive instruction in an Alternative Learning Environment (ALE) or based on classification as "gifted and talented" is at odds with our approach of engaging each student in a career preparatory internship of his or her choice. We believe an environment that is appropriately student-centered, engaging, and rigorous, is best for all students. At Future School, each child is

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

given the opportunity to develop his or her own gifts and talents.

Legal Comments: Applicant should clarify what specific sections of the Rules that it is seeking to have waived, and should provide rationale to explain how these waivers will help the Applicant meet its goals, and how the Applicant plans to assure students develop their gifts and talents. It appears the Applicant needs a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards, and Section 18 of the ADE Standards for Accreditation.

Applicant Response: *Future School wishes to amend this waiver, requesting a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards, Section 18 of the ADE Standards for Accreditation and Section 4 of the Special Needs Funding Rules. Our personalized, real world curriculum and education model effectively offer opportunities for advanced enrichment and support to students requiring such accommodations and learning interventions.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

16. Library Media Specialist

ARK. CODE ANN. § 6-25-103 and -104 School Media Library and Technology

Standard of Accreditation 16.02.3

Future School seeks exemption from this portion of the Education Code and ADE Rules. In this section of the code, the hiring of a licensed library media specialist is required. In Future School, we will utilize online libraries, such as OverDrive or online check-out from local libraries to eReader programs on the student's classroom-ready device. Future School will also partner with local public libraries for student internship opportunities and programmatic partnerships to serve our students and engage them in literacy. The library and media center at Future School will be served by our technology instructors ensuring our students have online access high quality materials and through partnerships in the community where students use their local library as their school library.

Legal Comments: None

Remaining Issues: None

17. Class Size

Standards of Accreditation 10.02

Future School seeks exemption from this portion of the Department of Education Rules. There are times, in the Future School model where, larger class sizes are preferred for student learning. For example, students will take online language classes where they will work at

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Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

differentiated levels on a device, or partner with other classes for PE in a large studio or gym space off-site.

Legal Comments: Applicant should clarify what the maximum class size limits will be, which classes, if any, will be exempt from the larger class sizes, and provide more rationale on why this waiver is required and why larger class sizes are preferred.

Applicant Response: *Future School requests this waiver to allow for as needed enlarged class sizes in our on-line learning center, allowing for more course options for students taking self-paced courses on-line. Maximum class size will be 40 students.*

Remaining Issues: None

18. Curriculum

ARK. CODE ANN. § 9-03-4

Future School seeks for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the charter school. The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.

Legal Comments: Applicant needs to provide the correct code for which a waiver is requested as Title 9 is not in the Education Code. ADE Legal Services does not have enough information to determine validity of request or other waivers that may be needed.

Applicant Response: *Future School amends this waiver request to state a request for waiver on Section 9.03.4.1. Future School is asking for a waiver to teach Oral Communications as a separate class in order that the curriculum meets requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by Future School. Future School ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students required coursework.*

Remaining Issues: Applicant should clarify the amended waiver is from Section 9.03.4.1 of the Standards of Accreditation.

19. Student Policies

ARK. CODE ANN. § 6-18-501 et seq. Student Discipline Policies

ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies

Red=Waivers not previously requested, need additional discussion, or have remaining issues

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Future School seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. All Future School policies will comply with all state and federal laws and seek to best serve the community of the school. Future School seeks to use the most progressive discipline management techniques such as restorative justice and student-body counsels and arbitrators whenever appropriate.

Legal Comments: Applicant should provide rationale to explain how these waivers will help the Applicant meet its goals. Because Applicant states policies will comply with all state laws, it should be explained why the waivers are requested.

Applicant Response: *Future School seeks the flexibility to develop its own discipline policies, which will be comprehensive and afford all students and their families full due process rights for any disciplinary offenses and appeals up to and including a hearing in front of the Future School board.*

Remaining Issues: The Applicant should provide further rationale regarding the use of these waivers and how they will help the Applicant to meet its goals. ADE Legal Services does not have enough information to provide additional guidance on necessary waivers.

Desegregation Analysis: Fully Responsive

Concerns and Additional Questions

- Explain how the school intends to verify and maintain a unitary system of desegregated schools.
- Provide data to support the claims.

Applicant Response: Future School will also review the desegregation status of the surrounding districts, as necessary. Future School will ensure that all of our admission processes (including the use a random, anonymous lottery and a waiting list if necessary) are race-neutral, and that will monitor such processes regularly to ensure legal compliance.

Remaining Issues: None

**ADE LEGAL
DESEGREGATION
ANALYSIS**

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Application for
Future School of Fort Smith

Date: September 30, 2015

I. INTRODUCTION

Future School submitted an application for an open-enrollment public charter school, Future School of Fort Smith. The proposed charter school would be located within the boundaries of the Fort Smith School District. The proposed charter school would provide instruction to students in grades ten through twelve (10-12). The proposed charter school would possess a student enrollment cap of 450. According to its application, the proposed charter school expects to draw students from the Fort Smith, Hartford, Alma, Greenwood, Van Buren, Lavaca, Hackett, and Mansfield school districts.

II. STATUTORY REQUIREMENTS

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the charter authorizer to “carefully review the potential impact of an application for a 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.” Ark. Code Ann. § 6-23-106(b) requires the charter authorizer to “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.” 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**

The applicant addresses Desegregation Assurances on pages 42 and 43 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the school districts listed by the applicant as affected by its proposed school is as follows:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Alma School District	120	12	45	125	44	2,875	3,221
	3.73%	0.37%	1.40%	3.88%	1.37%	89.26%	--
Ft. Smith School District	836	856	1,686	4,569	207	6,163	14,317
	5.84%	5.98%	11.78%	31.91%	1.45%	43.05%	--
Greenwood School District	102	51	17	151	96	3,204	3,621
	2.82%	1.41%	0.47%	4.17%	2.65%	88.48%	--
Hackett School District	24	2	2	8	14	560	610
	3.93%	0.33%	0.33%	1.31%	2.30%	91.80%	--
Lavaca School District	37	7	5	47	13	741	850
	0.71%	0.12%	1.12%	5.49%	1.18%	91.39%	--
Mansfield School District	1	22	2	25	21	768	839
	0.12%	2.62%	0.24%	2.98%	2.50%	91.54%	--
Van Buren School District	313	166	149	937	121	4,142	5,828
	5.37%	2.85%	2.56%	16.08%	2.08%	71.07%	--
DISTRICTS	1,433	1,116	1,906	5,862	516	18,453	29,286
TOTAL	4.89%	3.81%	6.51%	20.02%	1.76%	63.01%	--

Source: ADE Data Center, Oct. 1, 2014 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 ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of*

Education, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Fort Smith, Hartford, Alma, Greenwood, Van Buren, Lavaca, Hackett, and Mansfield school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-rationally motivated reasons for the charter school’s existence.

c. and request parental input regarding Future School's annual performance.

Additionally families will be asked to participate in an annual family survey to collect feedback on Future School's performance and to inform other family, school, and community events to be responsive to this feedback. Families will be asked to respond to survey questions, like the examples included below, on a scale from 1-5 where 1 = strongly disagree, 2 = disagree, 3 = neutral/no opinion, 4 = agree, 5 = strongly agree. Surveys will be administered in English and Spanish and can be translated to other languages based on family language needs.

Sample Family Survey Questions:

1. Teachers at this school provide lots of encouragement and support for students.
2. The teachers at this school truly care about my child.
3. My child is getting a good education at this school.
4. Teachers and administrators treat students with respect.
5. My child can get extra help at this school when he/she needs it.
6. I expect my child to graduate from high school.
7. I expect my child to graduate from college.
8. My child is receiving unique educational opportunities at this school.
9. The work and projects my child does in their internship support their learning.
10. My child enjoys attending this school.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Future School will locate its open-enrollment public charter school within the boundaries of the Fort Smith School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to maintain the majority of its students from the Fort Smith, Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts.

The Future School is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, the Future School finds that neither the Fort Smith School District, nor any of the other school districts listed above, is currently subject to any court orders or judicial decrees concerning the desegregation of its schools. The applicant would also note that none of the listed school districts have filed proof with the Department of Education claiming a conflict with the provisions of the Public School Choice Act of 2015. As an open-enrollment public charter school, the Future School 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.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

It is certainly our belief, as the founders of Future School, that Future School is positioned to continue

sustainably and to be replicated as a model throughout the country. Future School builds on a proven models of real-world learning, incorporating the tradition of internships, apprenticeships, into an individualized, relevant, and fun, hands-on high school experience. We see opportunities to develop lasting, applicable skills and real networks through work, innovation, collaboration, and problem-solving, as a universal value add. We and other project-based, real-world learning school sites across the country have come to see the life-changing potential inherent in the transformation of the traditional education model and in placing trust in our secondary students and future leaders. We are committed to bringing this change-catalyst to our hometown corner of the globe, Fort Smith, Arkansas. We believe Fort Smith students are well positioned to meet their futures head-on and pilot a new model for what it means to graduate college and career ready.

Future School will continue and grow because it will be deeply embedded in the Fort Smith community and will add value to students and families, industry partners, and community members alike. To the playing field of traditional education, we bring a visionary approach. We bring expertise at networking and identifying opportunities. We bring educational vision for student engagement in hands-on, deeper learning projects that have relevance in their communities. From our student projects with local artists and community service organizations, to our students' individual learning plans that put high schoolers in internships with industry partners, Future School will be indispensably linked to the Fort Smith community however we can be for greater success. Our students will be creating a targeted social media presence for a community organization or identifying pathways for local food purchasing for local restaurants. Our students will be conducting efficiency studies on the river transportation sector and measuring changing weather patterns in Arkansas. All our efforts will be for student development towards future studies and careers and for partners who will use these projects to advance and grow towards greater sustainability, humanity, and efficacy.

Trish Flanagan brings a deep understanding of the issues facing education systems and proven methodologies for guiding students and partners to greater success. Trish brings experience from her time as a Teach For America corps member in Brownsville, Texas on the US-Mexico border, her work as a school leader in Roatan, Honduras, and her experience developing successful education initiatives in Little Rock. Trish is interested in disruptive education models that turn our traditional compartmentalization of students upside down and instead follow the incorporate proven strategies to trust our students as citizens. Trish has been instrumental in the founding of Future School and has strategically designed the leadership model for the school to be sustainable-prioritizing the hiring of highly qualified, local educators from the local community, wherever possible. Trish has an undeniable talent and more than 15 years of experience building business and community partnerships in education and, after a year of on-the-ground work in Fort Smith, is perfectly equipped to guide the launch and establishment of Future School.

Future School will owe much of its success to board tirelessly focused on constructive partnerships. Brandon Cox, our board president, is on the Fort Smith City Planning Commission and has been extremely active in his city and school system. His support for Future School is essential. Jason Green, our board vice president, is a committed business leader with extensive public service and leadership experience including executive service with the Boy Scouts of America. Steve Clark, our board treasurer, one of Arkansas' top business innovators, and the founder and Chairman of high school education initiative, Noble Impact, has long envisioned a real-world learning school that developed young entrepreneurs in his hometown. The Future School's board is the perfect team to position the school for long-term success and sustainability. Boyd Logan, our board secretary, brings decades of education experience as a National Board Certified Teacher and fully endorses the design and mission of Future School. The uniquely effective school founder and board have already formed Memorandums of Understanding (MOU's) with the University of Arkansas at Fort Smith and the Fort Smith School District. Support is clear and non-partisan. This model is in demand and this team is excited to implement it.

Future School will recruit and train teachers, primarily from Fort Smith and the surrounding communities who are passionate about project-based learning and a sustainable and transformative school model. The principal and Trish, as the school founder, will provide guidance, curriculum resources, professional development, and instructional coaching to ensure we are supporting the best instructional force for relevant, deeper learning and connecting this at every imaginable opportunity with resources in the community. We have confidence that an effective, creative, collaborative, and sustainable teaching environment will draw and keep the best candidates around, creating a sustainable model for teacher recruitment. We will be a small but closely knit team of instructional leaders and visionaries as we work together at Future School to deliver on what's best for our students.

APPLICATION

Future School of Fort Smith

Open-Enrollment Charter Application
2015

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ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Future School of Fort Smith

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Future School of Fort Smith

Grade Level(s) for the School: 10-12 Student Enrollment Cap: 450

Name of Sponsoring Entity: Future School

Other Charter Schools Sponsored by this Entity (Name and Location):
N/A

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Trish Flanagan

Address: PO Box 11288 City: Fort Smith

ZIP: 72917-1288 Daytime Phone Number: (313) 873 3162 FAX: ()

Email: trish@fsfuture.org

Charter Site

Address: 12 North 11th Street City: Fort Smith

ZIP: 72901 Date of Proposed Opening: August 22, 2016

Chief Operating Officer
of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: () _____

The proposed charter will be located in the Fort Smith School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Brandon Cox Position: Board Officer State of Residence: AR

Name: Steve Clark Position: Board Officer State of Residence: AR

Name: Jason Green Position: Board Officer State of Residence: AR

Name: Boyd Logan Position: Board Officer State of Residence: AR

Name: Trish Flanagan Position: School Founder State of Residence: AR

Name: Elizabeth Stephens Position: Advisor State of Residence: TX

Name: Susan Mayes-Smith Position: Advisor State of Residence: NV

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

14317 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Fort Smith</u>	<u>Van Buren</u>	<u>Alma</u>
<u>Hartford</u>	<u>Hackett</u>	<u>Mansfield</u>
<u>Greenwood</u>	<u>Lavaca</u>	_____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Future School of Fort Smith envisions a global community where all young adults demonstrate limitless self-actualization as innovative and compassionate 21st century leaders. Our mission is to **embolden students to identify their interests, cultivate relevant skills, and connect to authentic learning; graduating with three years of real-world work, volunteer and collegiate experience**. To achieve our mission, we are a partner in a cross-sector collaboration between local K-12 educators, higher education and industry.

Through our real-world learning model, Future School of Fort Smith guides students to develop their strengths and passions while also preparing for in-demand employment opportunities. To accomplish our mission, we prioritize building, maintaining and growing relationships with our students, families, community partners and instructors at school and through community outreach. As a center of educational innovation, we partner with local schools to build and test new instructional approaches like project-based classrooms and integrated and ubiquitous technology to offer a diverse range of options for students and families. Upon graduation, students will be well positioned to continue their studies through our collegiate partnership within the University of Arkansas system at the University of Arkansas at Fort Smith or a higher education institution of their choice.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Future School of Fort Smith prepares students for life as adults in the 'real world' by incorporating the following features into public high school education.

Student choice: Providing real opportunities for students to make informed choices and contribute their voice as young leaders in our community.

Personalized curricula: Students work with their Advisor, Mentor and parents to design and implement a personalized learning plan customized to their interests, learning style and goals.

Project-based classrooms: A hands-on, project-based, deeper learning instructional model that is intentionally cross-curricular and utilizes real-world scenarios to connect with partners in industry whenever possible.

Integrated technology: Complete technology integration where students with a one-to-one device-to-student ratio will use technology in all aspects of their education to prepare for the technological demands of college and career while also developing key skills in design and coding.

Real-world internships: Internships, culminating with a final student portfolio, complement classroom experience, connecting high school educational experience with future career exploration, goal setting, and preparation.

Cross-sector partnerships: Collaborating with K-12 educators, higher education and community organizations/businesses to cultivate college, career and world-ready graduates.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

To fulfill and exceed public hearing requirements, Future School of Fort Smith (or Future School) held three community conversations with students, parents, educators and community members during the month of July 2015. These meetings were held at strategic community centers at various parks throughout Fort Smith, culminating in over 60 participants supporting plans to open Future School. In meeting and exceeding the requirement to publicly announce the event in a locally circulated newspaper, a notice of hearing was included in the main section of the Times Record on June 23, June 30, July 7 and July 14. In addition to the newspaper notices, invitations (in Spanish & English) to encourage diverse public participation were distributed amongst local businesses, restaurants, youth centers, public libraries and other public spaces utilized by the community. Spanish translation was offered at all meetings.

The first meeting was held at the Creekmore Park Community Center on June 10. Over nine guests, including a majority of Hispanic parents and local educators, learned about Future School through a presentation made by school representatives. Participants continued in a 30-minute conversation including small group discussions (3-5 people) in order to generate feedback about the school that was then shared in a whole group closing conversation. The following questions were posed to this intimate group of stakeholders; *What brought you to this meeting? What questions do you have about Future School?* A summary of responses is recorded below:

- *I have a granddaughter who is not engaged. Her self-esteem is low and I want to help her. I think this program will really help her. She's going into the 9th grade. That's why I'm involved, I want to help her.*
- *I have a daughter, she's grown and gone, but she has done so many things I never expected her to do, but I think if she had a program like this it would really help her to do more. I'd like to be involved.*
- *I work at a local business and was encouraged to get involved. My boss thought that my opinion would be valuable to the community.*
- *I work in the school district. I'm a paraprofessional. They invited me through Facebook. I said, sure, I'll be there to support, whatever is good for the kids. Just reading this, this sounds really good, and I'm here to support.*
- *I'm a little jealous; I wanted to go to a school like this. I was in a traditional school as well. I'm here because I believe in what Future School is doing. I wonder how can we prepare our youth for their future? There are a lot of people who want to help you.*
- *This could be an answer for those kids, just like mine, who just don't fit in that box, they just don't thrive in it, and I've been excited about it ever since.*
- *I work with students in alternative education, so that's why I'm here, just looking for other alternatives.*
- *The fact that it's student-led is huge and amazing.*

- *What about students who struggle being self-directed? It sounds like they have a lot of independence, which I like, but for students who struggle, I worry about them.*
- *The city is moving in the direction of revitalizing downtown. How will parents respond to a downtown school?*
- *Bilingual staff is essential for communicating with students' families.*
- *How will transportation work with students getting to their internships?*
- *How are at-risk students identified and supported?*
- *What can lower-schools do to prepare students to be successful in this kind of model when they reach high school?*

After receiving feedback from the first meeting, the 2nd (June 10) and 3rd (official public hearing date, July 16) meetings were held on Thursdays to accommodate stakeholder schedules. The venue also changed to a community center in the heart of the north side of Fort Smith, where Future School will be located and will draw students. (20) Fort Smith community members attended the meeting on July 9th and (31) interested stakeholders joined the official public hearing on July 16. The meetings attracted a diverse group of participants including local district leadership, paraprofessionals, Special Education teachers, retired teachers, parents, high school students, family members, news media, and business and community leaders. Following the same presentation made during the first meeting, the group posed questions to Future School leaders. There was a diverse array of questions and feedback, including general questions about the structure of an open-enrollment charter. The following is a summary of further questions asked by stakeholders.

- *How many students do you anticipate in the first year? How are you recruiting?*
- *Will Future School also have Common Core?*
- *How soon can students be placed on the list to attend?*
- *Based on the teachers teaching in this new type of setting, how will you go about recruiting teachers?*
- *Who are your partners in Fort Smith?*
- *Will you still have the same accountability as regular public schools?*
- *Will there be a time that the community will be able to see the application?*
- *Will you have any private funding?*
- *Will it be only open enrollment for only Fort Smith or our surrounding areas?*
- *What can we do to help!!*
- *Are there going to be extracurricular activities/programs offered at Future School?*
- *Will you consider partnering with University of Arkansas to offer discounts to graduates of Future School?*

In addition, to receiving invitations to present to other community groups, we received emails from those who participated. A local educator shared following feedback, via email, from the public hearing.

'I just wanted to take a minute and tell you 'thank-you' for your commitment to education and our community. It was so refreshing to hear what students in our area may have a chance to do. Your transparency and honesty was remarkable and I can't wait to see what the future holds for our community and students!'

Future School believes these conversations were highly successful in informing the public on the plans for the school, generating feedback and support as well as providing accurate information to stakeholders. We are following up with many of these questions via an email of Frequently Asked Questions document.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
 - D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Future School governance is designed to support the mission of the school while strengthening partnerships at every level to best serve students. To this end, Future School will be governed by a board of directors, the same entity that governs the non-profit Future School 501(c)(3) organization. To clarify governance procedures in this section, Future School will be referred to as Future School and the sponsoring entity as the FS board. As the sponsoring entity, the FS board will recruit and hire a school principal. As the school leader and superintendent, the principal will be responsible to recruit, recommend and train the Future School staff in addition to other start-up operational activities. The first new hire, in year two, will be the assistant principal followed by instructors and staff. The assistant principal will assist the principal in recruiting and training the Future School staff in addition to managing and leading other on-going operational, instructional, management, and fiscal activities.

Future School's governance structure is designed to promote transparency and open communication. The FS

board will be responsible for final hiring decisions and will receive monthly communication about school community activities from principal and advisory council. The principal oversees and supports the assistant principal who provides the same support and supervision to instructors. Instructors and students communicate concerns and feedback to the FS board through the advisory council, composed of parents, instructors, students and community members.

Rules governing the FS board are excerpted below from the Future School by-laws. The FS board consists of at least four and no more than 12 directors with diverse backgrounds and interests. Within these limits, the board may increase or decrease the number of directors serving on the board, including for the purpose of staggering the terms of directors. All corporate powers will be exercised by or under the authority of the FS board and the affairs of the Future School (including financial and personnel decisions) will be managed under the direction of the FS board, except as otherwise provided by law.

The FS board will appoint a nominating committee, which will present a slate of potential directors and officers for election by the board of directors. This slate will be presented at the annual meeting of the FS board. Directors will serve a term of three years, with the possibility of a reappointment for additional three-year terms, for a total of no more than nine years. After election, the term of a director may not be reduced, except for cause as specified in these by-laws. Directors will serve staggered terms to be determined at the first board meeting. After serving three full three-year terms, a director will not be eligible for re-election to the board of directors until he or she has been off of the board for at least one year. A director may resign at any time by filing a written resignation with the chair of the board.

Directors will receive annual training on best practices in school board leadership and school management. Directors will receive no compensation for carrying out their duties as directors. The board may adopt policies providing for reasonable reimbursement of directors for expenses incurred in conjunction with carrying out board responsibilities, such as travel expenses to attend board meetings. Directors are not restricted from being remunerated for professional services provided to the corporation. Such remuneration will be reasonable and fair to the corporation and must be reviewed and approved in accordance with the board Conflict of Interest policy and state law.

Future School Board of Directors:

Brandon Cox, President

Qualifications: See biography in following pages; Average hours worked: 6 hours per month

Duties: Attend and participate in all board meetings, preside over all meetings of the Board of Directors, see that all orders and resolutions are placed into effect, assist in representing the School within the community and in recruiting potential board members, instructors and students.

Jason Green, Vice-President

Qualifications: See biography in following pages; Average hours worked: 6 hours per month

Duties: Attend and participate in all board meetings, preside at all meetings of the Board of Directors when the President is not present, assist in representing the School within the community and in recruiting potential board members, instructors and students.

Boyd Logan, Secretary

Qualifications: See biography in following pages; Average hours worked: 6 hours per month

Duties: Attend and participate in all board meetings, keep records of the Board's actions and take minutes at meetings, cause notice to be given of all meetings of directors and committees as required by the Bylaws, maintain corporate records, assist in representing the School within the community and in recruiting potential board members, instructors and students.

Steve Clark, Treasurer

Qualifications: See biography in following pages; Average hours worked: 6 hours per month

Duties: Attend and participate in all board meetings, oversee budget preparation, oversee the financial management of the school, ensure that appropriate financial reports, including an account of major transactions and the financial condition of the corporation, are made available to the board of directors on a timely basis, assist in representing the School within the community and in recruiting potential board members, instructors and students.

Advisory Council

In addition to the board, the advisory council will play a fundamental role in the governance of the school by ensuring that all voices in the school community are heard and addressed and that communication is open and transparent. The advisory council will examine the success criteria of the school against regular metrics of its performance and will vote on suggestions for operational improvements that do not require board approval to continually move Future School nearer its mission.

The advisory council will consist of instructors/staff, students, parents, and community members who support the mission of Future School. The council will consist of ten members (at least two students and one instructor) who are elected for year-long terms that are renewable for a maximum of two years in total service. Each member will have full voting privileges. Members are appointed through a school-wide nomination and voting process conducted on an annual basis. Anyone may nominate a prospective council member. Any student/instructor may nominate himself/herself or another student/instructor for inclusion on the council. To strengthen the efficacy of the council in developing a strong school community, each Future School instructor will be allotted \$1000 annually to fund parental involvement activities, such as parental engagement training, birthday celebrations, cultural events and other school-based community gatherings.

The two student representatives are the voice for the student body and represent its interests and concerns to the council and FS board. To facilitate positive educational outcomes, students must be thought of as participants in, not merely recipients of, the educational process. To improve the quality of the educational program, the student representatives are encouraged to provide timely opinions, ideas, proposals, suggested guidelines, and other student concerns to the council and board.

Council elections will be conducted in the fall and the nominees with the highest percentage of votes will serve on the council. Members selected for the council shall appoint a chairperson, secretary, and treasurer to oversee council service and business operations. The advisory council may elect a representative to attend FS board meetings and may be considered as a potential candidate for board membership. The advisory council is required to meet at least once per academic semester. All members shall have the following duties:

- To attend any and all meetings called by the chairperson of the advisory council.
- To notify the chair when unable to attend a meeting.
- To serve on committees as appointed by the chair.
- All members will serve on at least one of the standing committees.
- To vote on any and all motions presented to the council.
- Two students will serve on the advisory council and have full voting privileges.

3. Give the mission statement for the proposed charter school.

Applicant Response:

Future School of Fort Smith envisions a global community where all young adults demonstrate limitless self-actualization as innovative and compassionate 21st century leaders. Our mission is to **embolden students to identify their interests, cultivate relevant skills, and connect to authentic learning; graduating with three years of real-world work, volunteer and collegiate experience.** To achieve our mission, we are a partner in a cross-sector collaboration between local K-12 educators, higher education and industry.

Through our real-world learning model, Future School of Fort Smith guides students to develop their strengths and passions while also preparing for in-demand employment opportunities. To accomplish our mission, we prioritize building, maintaining and growing relationships with our students, families, community partners and instructors at school and through community outreach. As a center of educational innovation, we partner with local schools to build and test new instructional approaches like project-based classrooms and integrated and ubiquitous technology to offer a diverse range of options for students and families. Upon graduation, students will be well positioned to continue their studies through our collegiate partnership within the University of Arkansas system at the University of Arkansas at Fort Smith or a higher education institution of their choice.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Fort Smith School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	76.67	72.40	77.28
Targeted Achievement Gap Group	70.51	66.08	72.34
African American	68.87	57.56	76.23
Hispanic	68.88	65.60	78.54
White/Caucasian	82.94	79.83	77.24
Economically Disadvantaged	71.11	66.76	71.79
English Language Learners/ Limited English Proficient	63.29	60.64	77.27
Students with Disabilities	32.47	36.21	75

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Fort Smith School District	
Campus Name	Tilles Elementary School	
Grade Levels	P-6	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	71.58	66.12
Targeted Achievement Gap Group	71.27	65.75
African American	57.69	50
Hispanic	75.42	66.95
White/Caucasian	74.29	74.29
Economically Disadvantaged	71.67	66.11
English Language Learners/ Limited English Proficient	70.1	62.89
Students with Disabilities	25	22.22

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Fort Smith School District	
Campus Name	William O'Darby Junior High School	
Grade Levels	7-9	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	72.44	63.40
Targeted Achievement Gap Group	71.68	62.20
African American	73.17	52.38
Hispanic	71.04	61.11
White/Caucasian	75.70	71.18
Economically Disadvantaged	72.02	62.84
English Language Learners/ Limited English Proficient	63.7	51.04
Students with Disabilities	15.38	18.56

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Fort Smith Public Schools		
Campus Name	Northside High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	58.04	57.07	82.42
Targeted Achievement Gap Group	52.85	54.70	82.57
African American	52.58	44.94	85.33
Hispanic	50.97	56.21	86.86
White/Caucasian	68.53	65.31	72.41
Economically Disadvantaged	52.93	56	82.39
English Language Learners/ Limited English Proficient	31.29	48.15	85.60
Students with Disabilities	13.46	16	70.18

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

To develop the student's potential for self-actualization as an adult, Future School adds to the educational options for public school students and works to close the academic achievement gap. District-wide there is a significant gap in academic success between subgroups and the total student population. The two traditional public high schools in Fort Smith, Arkansas, Northside High School and Southside High School, serve a population of nearly 3,000 students between them in grades 10-12. In 2014, both campuses were marked as *Needs Improvement* campuses based on academic performance. The Targeted Achievement Gap Group (TAGG) students and Economically Disadvantaged students particularly fell below their peer group in academic performance.

The percentage of all students in the district achieving proficiency or above in mathematics is (72.40%), Yet with the exception of Caucasian students (79.83%) proficient or above, all subgroups scored significantly lower: TAGG (66.08%), African American (57.56%), Hispanic (65.60%), Economically Disadvantaged (66.76%), English Language Learners (ELL, 60.64%), Students with Disabilities (36.21%). The same trend is followed in district's literacy proficiency levels. All students at proficient or above in literacy is 76.67% across the district. With the exception of Caucasian students, 82.94% proficient or above, all subgroups scored significantly lower; TAGG (70.51%), African American (68.87%), Hispanic (68.88%), Economically Disadvantaged (71.11%), English Language Learners (ELL, 63.29%), Students with Disabilities (32.47%). Additionally, the adjusted cohort graduation rate for all students including subgroups (77.28%), is lower than 2012-2013 national and state averages, 81% and 85% respectively (National Center for Education Statistics, 2015).

Traditional district schools serving students from lower socioeconomic backgrounds see an even greater gap in academic achievement. At Northside High School, the poverty rate among students is 81.40%, with only 57.6% of students achieving combined math and literacy proficiency (Arkansas Department of Education, 2015). Comparatively, the poverty rate at Southside High School is 37.49% and 79.4% of students are proficient or above in math and literacy (Arkansas Department of Education, 2015). As partners with the local school district, Future School is determined to support their efforts, like many across the nation, facing this tremendous

challenge of academic inequity.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

To ensure on-time graduation and to offer a personalized education plan, student learning is supported through a diverse range of course options including face-to-face classroom instruction, on-line courses, concurrent courses and internship projects. We are determined to help students build a skills and aptitudes 'toolbox' during high school. Not only will students earn an average of 18 credits in the 10-12th grades, graduating with a Smart Core designated diploma, they will have the opportunity to develop technical and professional skill sets in addition to earning college credit. We seek to increase college and career preparedness for our students and reduce the percentage of high school graduates in need of remediation in college. 47.8% of college students required remedial coursework in Arkansas in 2012 (Arkansas Department of Higher Education, 2013). Through our close collaboration with the University of Arkansas at Fort Smith in curriculum design and concurrent courses, as well as Common Core aligned curricula and personalized learning plans, students will be robustly prepared for college-level work upon graduation.

The Fort Smith School District strives to provide relevant and engaging learning opportunities for students. Elementary and junior high students at Morrison, Sunnymede, and Ramsey use technology to access learning through a school-wide digital conversion program. At Northside and Southside High Schools, students choose from a range of career and college preparatory courses, predominantly Advanced Placement courses, entrepreneurship courses, and technological skill development opportunities (such as the EAST Initiative). They can also earn concurrent college credit through the Western Arkansas Technical Center (WATC) program or participate in an energetic Future Business Leaders of America (FBLA) chapter at either campus. Most of these programs, however, are auxiliary and reach only a small percentage of all students. Future School serves to introduce innovation to these offerings not only in the method of instructional delivery and school culture, but also by introducing career focus courses, technological skill development and real-world learning through internship to all students as core requirements for graduation.

While schools are using AP and pre-AP courses as their primary means of college preparation, half of the students in these schools do not participate in AP National Board testing (51% at Northside High School, 48% at Southside High School). Of those who do participate, a significant number are not passing their AP exams and therefore receive no college credit (66% at Northside and 40% at Southside). All told, 83% of students at Northside and 71% of students at Southside are not receiving the benefit of college credit from the schools' focus on AP and pre-AP courses. To ensure rigor and earned college credit for students, we will focus on placing students in the diverse concurrent offerings at UAFS.

Additionally, according to three-years of senior exit surveys from Fort Smith, students reported an urgent need to better prepare them for future careers and increase the relevance of their high school experience. In 2014, 672 of 796 (in district) graduating seniors (84%) reported the following review of their educational experience (Fort Smith Public Schools, 2014). The majority of respondents attended Ramsey Junior High (29%) and Chaffin Junior High (26%). Total percentages represent 'sometimes' or 'never' responses to survey questions (see Appendices for survey data):

- 55% felt inadequately prepared to use technology
- 44% needed more career planning help from their counselors
- 28% were unprepared for the transition to college/work
- 30% were not encouraged to continue their education
- 33% regularly felt unchallenged/disengaged in class

In light of this data, Future School is uniquely designed to respond. Future School will model a proven approach to increasing student engagement and success. Since 1995, 75 schools in the U.S. and abroad have

transformed the learning environment through internships and student portfolios as a part of the Big Picture Learning network (BPL) and their internship model. Future School will incorporate best practices from BPL schools. The following data illustrate the success of this model when compared to the Fort Smith School District (BPL Alumni Report, 2012 and National Student Clearing House, 2012).

- Increased college enrollment: 74% of BPL graduates enrolled in college within a year of graduation, compared to 65% in Fort Smith.
- Increased college persistence: Average freshmen-to-sophomore persistence rate is 89% in BPL schools, compared to 62% in Fort Smith.
- College graduation: 50% of BPL graduates in 2006 completed college in four years, compared to 30% who graduated in six years in Fort Smith.
- Increased employment: 74% of BPL respondents who are working and not in school reported securing a job through a high school internship contact.
- Continued community engagement: Nearly half of respondents from BPL schools (47%) reported that they currently perform some form of community service. The most common sectors for involvement are fundraising (16%) and tutoring or other education activities with youth (16%).

Future School will provide a model that fully engages students in their education by honoring student voice and choice through our real-world learning model incorporating student-designed internships. Students will be uniquely prepared to build their professional toolboxes as they consider careers that appeal to them and will have developed 21st century mindsets, skills, and professional networks during their high school experience. 69% of last year's graduating Fort Smith students plan to continue their studies at an Arkansas institution. In response to this need, Our students will be well positioned upon graduation to continue their studies through our partnerships within the University of Arkansas system, including the University of Arkansas at Fort Smith or any other institution of higher education.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

A (2006) Gates' Foundation study, "The Silent Epidemic: Perspectives of High School Dropouts," (Bridgeland, et al., 2006) found that 47% of high school dropouts left school because classes were uninteresting. In 2013 the Gallup Student Poll found that nearly half of 5th-12th grade students in the U.S. felt stuck or discouraged at school. This disinterest is symptomatic of the disconnect between antiquated education models and the lives of students today. We know that students thrive when education is personally engaging, delivers relevant skills and training, and offers authentic, real-world application. By trusting and enlisting students as our partners, our educational model increases access to quality educational innovations for all students: project-based instruction, integrated technology, real-world internships, and an personalized learning plan which connects it all to a student's interests and skills.

Project-Based Instruction

Project-based instruction (PBI) reconfigures the classroom into a problem-solving space where students drive their learning through self-directed, team-based strategies. This inquiry-based, collaborative instruction is proven to increase student engagement, thereby increasing daily attendance, graduation rates and academic performance. Future School is aligning with project-based instruction as a model proven to be successful for Arkansas students. By aligning our classroom instruction with project-based methods, students will be well positioned for academic success and relevant learning.

In our project-based environment, instructors facilitate learning by introducing learning objectives and students work on standards-based team projects to develop problem-solving and communication skills as well as social aptitudes such as empathy and determination (Belland, et al., 2006). When personalized, student-driven focus is applied to this concept, learning is accelerated. Instructors at Future School will receive access to professional development and curriculum resources to help them execute an effective PBI model. All classes at Future School will strive to incorporate PBI and metrics of teacher effectiveness will include PBI objectives such as problem-solving, collaboration, and exhibition. In a self-directed learning environment, students draw on their

natural strengths as artists, engineers, leaders, and strategists. And as they work in collaboration they are able to learn from their teammates. With experience from across sectors, our instructors create a student-centered learning environment where students problem-solve, teach and lead others. In PBI:

'Teachers coach students with suggestions for further study or inquiry but do not assign predetermined learning activities. Instead, students pursue their own problem solutions by clarifying a problem, posing necessary questions, researching these questions, and producing a product that displays their thinking. These activities are generally conducted in collaborative learning groups that often solve the same problem in different ways and arrive at different answers (Bellisimo, Maxwell, & Mergendoller, 2006).'

Integrated Technology

Technology literacy is an absolute necessity in university classrooms and career environments today. The ability to efficiently utilize basic platforms like word processing and email are no longer required only for students with particular interest in technology and computers. These skills and many others such as cloud computing, design, and coding, is foundational for career success in the 21st century. According to the *2014 Nation's Report Card: Technology and Engineering Literacy Framework*, eighth grade students should be able to use 'digital and network tools' efficiently as well as analyze on-line information for credibility and usefulness. High school graduates should be proficient in advanced search methods, digital tools and on-line resources (NAGB, 2014). Secretary of Education, Arne Duncan, insists future generations need fluency in 21st century tools and skills.

'Innovation in education isn't about the latest gadget or app, or about how adept a student is at using a smartphone to consume the latest Internet meme. It's about how technological tools can empower students to become who they want to be, and who we need them to be—the kind of children and young people who ask, "What can I improve? How can I help? What can I build?" (Duncan, 2015).'

To meet these and future needs that we cannot yet anticipate, Future School students will occupy a digital classroom where they will learn innovative programming to design and build the world of the future. Integrated into core courses as well through specific electives, students will learn drafting and graphic design, photo and video editing, website design and coding, and the basic presentation platforms and tech maintenance necessary to live in this digital age.

With integrated technology, Future School is responding to over half (55%) of Fort Smith's graduating seniors who reported that they 'sometimes or never' felt their school taught them how to use new technology (Fort Smith Public Schools, 2014). Aligning with the 1:1 computing device goal set by Arkansas State Chief Technical Officer (CTO) Mark Meyers, every Future School student will work from their own laptop to complete coursework and communicate with instructors, classmates and industry mentors (Wood, 2015). Students will be able to work outside of class via an on-line learning management system such as Google Classroom, to gain competency utilizing such communication and educational tools typical in a college and career environment. To meet diverse learning styles and schedules, we will offer various courses at no cost to students, including self-paced online and concurrent credit courses at our partnering university. Our internship model and core curriculum will be informed through our collaboration with mentors, incorporating in-demand programs such as Adobe InDesign and Illustrator, CAD, and coding languages such as JavaScript and Python for students interested in diving deeper into computer science education.

Real-World Internships

Through real-world internships students identify their interests and connect with learning opportunities in their community. The internship model builds on strategies proven in the international Big Picture Learning (BPL) network and the Kansas City-based Center for Advanced Professional Studies (CAPS). Many educators believe that internships are the future of high school as students reach beyond project-based learning in the classroom to build knowledge, understanding and skills in the context of authentic work.

Students work with their advisor to identify their interests and design an internship with local businesses and community organizations to explore potential careers and build relationships with mentors. Collaborating with industry partners, we incorporate current and future workforce demands into the internship design. Through a personalized learning plan, each internship is unique and offers value in real world learning for students as well as community outreach and recruitment for industry partners. A high-quality internship is one that the student is

interested in, where the mentor is a good match for the student and where there is the potential for real, rigorous project work. Design, implementation and monitoring of internships are provided by the advisor, during Real-World Lab periods, who works with the mentor throughout the course of the internship.

5. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Mathematics	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	Meet or exceed local district performance	Annual review beginning in the Summer of 2017
English Language Arts	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	Meet or exceed local district performance	Annual review beginning in the Summer of 2017
Science	State mandated assessments, the ACT Aspire assessment in 10th grade & the ACT in 11th	Meet or exceed local district performance	Annual review beginning in the Summer of 2017
College & Work Readiness	Council for Financial Aid to Education's- College and Work Readiness Assessment	80% of students demonstrate 5% growth each year	Annual review beginning in the Summer of 2017
Graduation	Calculation of Future School Graduation Rate by the ADE on the District Report Card	Meet or exceed local district performance	Annual review beginning in the Summer of 2017
Post-secondary education/employment	Student Portfolios	100% of students apply to college or post-secondary career training	Annual review beginning in the Summer of 2019
Community/Parent Involvement	Advisory Council Community Engagement Report	90% of parents attend a school sponsored event	Annual review beginning in the Summer of 2017

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Attainment of the goals outlined on the table above is a strong indication that Future School is achieving its mission. For the purpose of measuring and demonstrating accountability to the state of Arkansas, Future School aims to meet the above academic goals based on data-driven test scores and credits earned. The measurements included above capture a snapshot of students' academic performance across a spectrum of academic assessments and will demonstrate that the hands-on, project-based model with integrated technology and internships results in academic success in addition to other career and college preparation- focused

outcomes for students.

Beyond academic assessments, we will also measure real-world preparation based on reaching defined college and career objectives. Through the nationally recognized College and Work Readiness Assessment (CCRA) designed by the Council for Financial Aid to Education, our students and their learning teams will be able to evaluate progress towards becoming prepared for a 21st century workforce and post-secondary education. Although not mandated by the state, we believe monitoring and evaluating student performance for preparation for life after high school to be a priority. Students and their parents have demonstrated interest in this level of self-evaluation so as to graduate with confidence and preparation to succeed in college and career. As well, our industry and community partners have indicated that closing not only the academic achievement gap, but the readiness gap for recent graduates in college and career is paramount to 21st century success. Future School ensures that 100% of students participate in authentic internships or internship projects, energizing student motivation and building life long learners with a personalized connection and eagerness to learn about the world around them. Future School will also connect with families and aim to reach the goal of 90% of Future School families participating in family engagement events each year.

A key component to our plan for supporting students in attaining rigorous academic and career preparation goals is consistency. The goals we have set above will be met through our relentless pursuit of increasing relevancy and community support in our students' lives. We believe reaching these goals will demonstrate our commitment to ensuring that innovation in public education is successful when coupled with community collaboration and reliable educational and operational strategies.

The first "constant" in the school day is that the school will start later and stay longer. We might be overstepping here, but our observations are that teenagers prefer to sleep in and start their day a little later. Research into adolescent brains confirms this. It has consistently shown that students' "clocks" are set for a later wake time, and they tend to go later into the night. Further, research has shown that sleep is an integral part of cognition, as sleeping minds process recent learning into long-term memory. Thus our school acknowledges that teenagers' sleep cycles are different than adults, and thus Future School will start at 9:00 am so that we might accommodate their real need of sleep. We will begin later with them, when they are refreshed and ready. Future School will also go later in the day until 4:30 pm, since teenagers' sleep cycles make them more cognitively aware later in the day and into the early evening. Thus, the adults at Future School will work when students are the most willing and equipped to work well.

Second, students' weekly schedules will be determined by their internship's days and times, yet generally they will be at their internship location once a week and on campus the remaining four. Most internships will be held on Tuesdays, reserving the rest of the week for academic instruction. Our observations are that teenagers are often drawn to the novel, the new, yet they need stability in their schedules. The block schedule serves to provide students with diversity of academic and professional learning situations. The variations of their school week offers them consistency without monotony.

Third, all proposed internships will be thoroughly researched by an employee of Future School to assure the safety of the student as well as the presence of a genuine learning opportunity. Student safety is our first priority in any internship. And this is not just physical safety. We will preview each work site and then further monitor students for their emotional and mental safety as well. We will also monitor for learning, constantly seeking to know if the internship mentor is actively teaching what he or she knows or does to the student. Future School will interview potential mentors and require a background check. We will go on site before and during the student's internship to reassure the safety and learning of the student. Advisors will regularly conference with each student, reviewing their journals or blogs about their internships and asking questions to assure their safety and learning. Dr. Judith Smetana's research has shown that adolescents actually believe and further expect that the adults in their lives "have an obligation to be involved with their safety and a responsibility to teach them how to interact with society"(Ginsburg, 2014). Thus advisory conferences will assure students that their safety, well being, and learning are constantly at the center of our school, even when they are not physically present there.

Fourth, all project-based learning and all personalized curricula will be approved and further monitored by course teachers and advisors. Grades are given by the teacher of record based on student performance of pre-established project objectives and mastery of skills. The mentor at the internship is invited to contribute to the evaluation process, but school grades are determined solely by the teachers who know the students the best. We will establish the concept of "teacher of record" early with students so that they know who their "boss" is and

understand that the internships are for their education, rather than the other way around.

Fifth, all students will finish their day with an advisory block, which is a structured and guided period to develop components of their work portfolios. They will work on all real-world projects, including one-to-one and small group advising meetings on internships, professional/personal skill development and team collaboration. This time will be organized by their advisor, by the adult who has committed to working with them their entire high school career. Advisors will structure the time so that students might journal, blog or hold a teacher-student conference concerning their internships, or they might receive tutoring and homework help in core subjects. Students requiring remediation or advanced coursework will have the opportunity to work on coursework in the Learning Center.

Given that our model consists of multiple 'real-world' learning components, we wanted to elaborate on the ways in which students will be supported in meeting rigorous goals. In addition to the formal assessments listed above, Future School will participate in an annual review process and utilize surveys of graduating seniors to assess their Future School experience and track their post-secondary plans and activities to continue to measure the success of our mission.

6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

Simulating the real world, students will have a diverse range of options to both learn and demonstrate academic success. Each school day, students will complete coursework in three topical areas: core coursework, career focus courses and Real-World Lab. In the core courses, students will earn credits that count toward graduation in English, Social Studies, Mathematics and Science. In career focus courses, students will earn credits for a variety of electives including: Business Education, CTE, EAST, Family & Consumer Sciences, Marketing Education, Skilled & Technical Sciences, Television Production, Debate, Journalism & Yearbook, WATC, Health Careers as well as technology specific classes in design, coding, and specific programs, platforms, and skills. In Real-World Lab, students will design and implement their learning plan with their advisor and earn elective credit for specific courses such as, Jobs for Arkansas Graduates and Internship, thus growing their real-world ready toolboxes. Future School has committed funding for a limited amount of concurrent courses per grade for students who are prepared and seeking college level coursework.

A typical classroom at Future School will be a dynamic, student-centered, project-based learning space. All instructors will attend trainings as a team in order to refine their teaching talents in the areas of project-based instruction and real-world learning. Courses are designed by instructors who work collaboratively to integrate Common Core State Standards, Next Generation Science Standards and Arkansas Frameworks into relevant and engaging lessons. For example, during a 90-minute shared planning period, our Social Studies and English instructors will plan units in tandem to maximize deeper learning opportunities for students. They would be able to plan a unit/lesson around Arkansas current events and incorporate writing/literacy objectives into student learning activities and projects such as a simulated 5 o'clock television news report created by students. In this way, students can creatively master learning objectives of both subjects. Instructors will work with support staff from our educational partners during the school year and summer trainings to design customized and Common Core aligned curricula. By backwards planning for the school year, instructors will create curricula including scope and sequences, unit plans, and daily lesson plans. Various professional development opportunities will be available at no cost to a limited number of our education partners. To support the demanding work of instructors, they will have ample planning time during the school week to prepare and further develop curriculum throughout the school year. Instructors will have time while students are off campus at internships to lesson plan, engage in professional development and build relationships with parents and community partners.

On-line and concurrent courses will be available in specific instances where a student requires a specialized

course. For example, credit recovery will be available for students needing to make-up credits through digital coursework approved by the Arkansas Department of Education. If there is no instructor with fluency in reading and writing in a foreign language, students interested in foreign languages will be able to take either on-line or concurrent courses. Courses requiring unique facility or materials needs such as a gymnasium, art studio or manufacturing equipment will be coordinated with local partners such as the Boys and Girls' Club of Fort Smith and the University of Arkansas at Fort Smith.

Course of Study

The attached sample course of study is designed for a student entering 10th grade who has earned at least 4 credits that count toward graduation, earning an average of 18 credits in 10-12th grades and fulfilling the 22 credit Smart Core requirement. In year one, this student will earn 6 credits; (4 core courses) Geometry, Biology, English 10 and World History, (1 advisory elective) Office Management & Internship, (1 career focus elective) Computer Applications I & II. It is assumed that for most students, they have already completed the Oral Communications requirement. For students who have not completed this course, additional work will be assigned through either English or Real-World Lab courses in order to earn an embedded Oral Communications credit as it is a crucial skill in college and career. In addition, although most 10th graders will have completed most of their Physical Education and Health & Safety requirements, as embedded courses, we will work to incorporate health and wellness education and activities into curricula. Likewise, we plan to integrate arts education into core courses where applicable.

Core courses will be taught in 90-minute blocks 4 times per 2-week period. In addition to face-to-face classroom time where students work directly with their instructor and teammates, students will work on coursework that will be integrated into their learning plan during their 90-minute advisory block during the school day. With 1:1 devices students will also be able to continue their learning and schoolwork remotely. This offers flexibility for the student and helps them put into practice methods of time management and team collaboration just as they will in college and career. A blended learning environment of this type allows students to gather relevant information and instruction directly through contact with their instructor and synthesis and demonstrate learning at various other locations both during the school day and after school. In order to meet the needs of our diverse student population, Internet access at home will not be necessary and creative planning on the part of the learning team will ensure the student is able to work on school projects in a way that is integrated into their home life.

To creatively utilize our limited staffing resources, our instructors will teach a core course in their area of expertise and chose one of the electives approved by the Arkansas Department of Education in the following areas: Business Education, CTE, EAST, Family & Consumer Sciences, Marketing Education, Skilled & Technical Sciences, Television Production, Debate, Journalism & Yearbook, WATC, Health Careers. Electives offered at Future School will be determined by area of instructor expertise/interest and student interest. For example, if an instructor has experience starting a small business and a sizable number of students are interested in that course, we would offer Small Business Operations as an elective.

Learning Plan & Internships

To support the internship component, our instructors also serve as an advisor to a cohort of 20 students. In Arkansas, high school instructors can be required to teach up to 150 students each day. This makes it incredibly challenging to build meaningful relationships with students. To resolve this, most schools hire support staff like counselors, social workers and other specialists who are again responsible for supporting an entire student body. This is expensive and inefficient. In our model, we have requested waivers that would allow each advisor to carry out these support roles, including organizing home visits. Students meet in their advisory group an average of 6 hours per week of instruction and earn elective credit for this instructional time. For continuity, each advisor loops to the next grade with their students, creating lasting, meaningful relationships.

Students will monitor their progress towards academic and real-world learning goals through their personalized learning plan that culminates in a final student portfolio. Designed by the learning team (student, advisor, parents and mentor), the portfolio is a collection of student work that is updated and showcased each semester and during the final exhibition in 12th grade. The student and advisor begin the process of designing the learning plan at the beginning of the school year by identifying student interests and aptitudes in technological fluency, professional communication, leadership and personal development. Responding to questions like '*What are my goals this semester? For the year? By graduation? After graduation?*' and '*How can my core/elective coursework*

help me reach my goals?' the team helps the student set learning goals for the semester. With the end goals for the student in mind, the team designs a plan for the student to identify activities, resources, deadlines and partnerships needed to accomplish their goals.

Assignments and objectives from all courses (core and electives) are integrated into the learning plan in addition to objectives and deliverables from the student's internship project. To develop student portfolios, advisors consult with students on a weekly basis, parents and mentors provide feedback monthly and the learning team meets at the end of each semester to gauge and celebrate student progress. By integrating all the student's learning activities, the learning plan allows the student to create a personalized plan for learning and value coursework as an opportunity to reinforce and develop relevant skills and understanding. The learning plan is also a tool that supports the implementation of students requiring an Individualized Education Plan (IEP).

The internship is an integral component of the student's real-world learning and is the tool for applying what is learned in the classroom in a real setting with adults. To succeed in college and career, internships reinforce and allow for practice of competencies described in the learning plan; leadership, personal development, technological fluency and professional communication. Starting their spring semester of 10th grade, all students will complete an internship. No one internship will be the same. Because they are designed by students and their learning teams, internships may be completed on the Future School campus, off-site, as an individual or in a group and for a semester, a year or multiple years. To prepare for a professional workplace and job responsibility, students will spend their fall semester of 10th grade on campus, building skills and content knowledge around professional communication, leadership, and other skills necessary for local business environments. Students will spend a minimum of 8 hours per week at their internship sites in order to apply what they are learning in class. On Tuesday, during the designated internship times, advisors will be able to develop relationships with parents and industry mentors while on home/office visits in the field. They will also use this time to collaborate with other instructors, provide one-on-one student support and engage in professional growth activities. Organizing and maintaining internships for students is time-intensive, so to ensure instructors are able to prepare for other classes and responsibilities, there will be additional planning periods (90-270 minutes) allocated throughout the school week.

Unique Programming

Future School sets out to fulfill a calling from President Obama who praised the Big Picture Learning Network, a model of real-world learning we incorporate, in a speech in 2010, saying, "...[BPL] gives students that individual attention, while also preparing them through real-world, hands-on training [for] the possibility of succeeding in a career" (Big Picture Learning, 2015). In a traditional public high school, classes are divided into content-specific, hour-long chunks with little context, relevance, or interaction. As a result, students most often feel disconnected from their education, even those who are able to be successful in this format. Employers often find, even after a student completes a university program, that they require further preparation to step up to a challenge, think critically, work collaboratively, and complete projects successfully.

At Future School, we give students real, authentic work that is hands-on, intentionally cross-curricular and connects with partners in industry to create networks whenever possible. To make this connection authentic, we provide a unique, student-designed internship for each student in every semester that complements their classroom experience and builds mindsets, skills, and networks towards a meaningful and productive future. We build partnerships with experts and leaders in industry to bring these individuals into the school setting and further connect the educational experience of the students with their future career while honing those highly desired skills that employers expect in their team. Finally, Future School offers a unique partnership with the University of Arkansas at Fort Smith that will allow students to earn concurrent credit in a university setting.

The day at Future School will begin later and end later than a traditional school. We are requesting a waiver for a late start day each week in order to create remediation and enrichment opportunities for our students. During this late-start time, we will have opportunities for individual conferences, remediation, and enrichment programming. We are also requesting a waiver for an extended school day that will allow our students to earn the required credit hours during instructional days while putting time into their internship on non-instructional days. Our schedule will also follow that of a more typical work-day, with instruction or internship work taking place from 9:00AM-4:30pm, allowing our students the most opportunity to be successful in their internships at their internship sites and maximizing instructional time during the day.

Students will attend their classes on a block schedule Monday, Wednesday, Thursday and Friday and work on their internship on Tuesdays. Real-World Lab time will be built into class days for small group focus on language and literacy skills, career skills, and health or art. This crucial time will allow advisors to work with our students in much needed activities such as developing specific literacy skills, understanding the importance of professionalism, creating a resume, thinking through long-term goals or creating visuals to compliment or comment on their learning plan. Starting in the 10th grade, assuming students enter with at least 4 credits from 9th grade, they will earn on average six credits per year towards the completion of their high school graduation plan and/or their Associate's or other transferable credit.

After being granted charter status and having the waivers within this application approved, Future School will be able to employ highly qualified personnel based upon their content knowledge without regard to whether they hold licensure as a teacher and advisor. All instructors meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, but Future School instructors may not meet be hired with the same licensure requirements as district counterparts. Future School requests a waiver to section 6-15-1004 regarding determinations for qualified instructors in every public school classroom (each teacher in a core area must have bachelor's degree and meet content knowledge requirements) and section 6-17-401 regarding teacher's licensure requirement (each teacher in a core area must have bachelor's degree and meet content knowledge requirements). This will give Future School flexibility to employ the most engaging and relevant instructors and those who are eager to create and implement real-world curriculum and focus on technology integration in addition to developing and nurturing partnerships with industry mentors.

Values

Future School integrates our four core values of *relevance*, *perseverance*, *engagement* and *opportunity* into our educational philosophy and day-to-day student experience.

Relevance

To engage students and prepare them for the world outside of the classroom, we merge the old with the new by incorporating proven instructional best practices with new strategies and technology. For centuries, the heart of the learning process has been a meaningful connection with ideas and instructors. In our career-oriented classrooms, students develop lifelong relationships with their instructors and internship mentors as apprentices.

Perseverance

Through project-based learning, students work in teams with instructors and classmates to develop multi-faceted solutions to given challenges. By constantly developing the highest level thinking skills of analysis, creation and invention, students also simultaneously master state-mandated learning objectives (Common Core State Standards Initiative, 2014). Our rigorous expectations embolden students to earn a high school diploma and persevere in college and career.

Engagement

In a rapidly changing global society, many job seekers are searching for careers infused with purpose and are no longer solely satisfied with earning high salaries (Szeltner & Zukin, 2012). Future School champions meaningful engagement in service and community collaboration because it promotes social development and increases motivation by engaging students as leaders working with adult community and business leaders to solve real-world challenges.

Opportunity

In the 21st century workforce, productivity now involves the ability to problem solve, innovate and create value, (Time Magazine, 2012). To meet this demand, Future School fosters an entrepreneurial mindset: creative thinking, problem solving and navigating obscurity and risk. Through professionally focused projects with community service partners and businesses, students learn to see problems as opportunities to create solutions and develop partnerships. They become leaders by innovating solutions to real-world challenges and simultaneously creating value in their professional careers.

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

When a school commits to real-world learning, it inherently also commits to building a changing, vibrant, and responsive school culture. Real-world learning requires real world scheduling of internships that must merge students' academics, their daily schedules, as well as a school's overall educational program with the adult world of work. This is not a simple task, easily handled in a traditional setting of high school, but rather it is a complex pedagogical process, which requires us to rethink how high school is done.

Future School has done this rethinking. Our multi-faceted approach to education allows for the essential element of student choice. Much has been said about choice theory, but the simple way to explain it is that when individuals are allowed to choose between a few worthy options, they tend to engage longer and with better results. And what is true for most people is equally true for independent-minded adolescents. At Future School, students will be given choices, of academic concentrations, of internships, of how they might fulfill the rigorous academic requirements for each course, each grade. Through a robust and effective staff of 6 full-time instructors in the areas of Math, Science, English Language Arts, Social Studies, Career, Technology, students at Future School will engage in meaningful class instruction and on-line courses. Each student will play a significant role in the decision-making process of his or her own education. In every choice a student makes, his will is engaged; her determination is set, and their learning will come because they have chosen to learn.

Concerned adults might ask about the wisdom of allowing teenagers to make their own educational choices. Indeed, this might be a problem, if adolescents were not guided by their instructors and advisors. Project-based instruction is a process of negotiation in which both student and teacher work together to determine what constitutes a complex final work and what academic concepts and skills must be obtained in order to complete the project. Personalized curricula goes beyond the project itself, as the teacher understands the student's academic interest, abilities, and needs and matches the student's level to the expectations of the course. Thus both teacher and student hold responsibilities toward the student's education; the teacher must guide the student to a higher expectation, a greater work. The student must commit to complete the project's parts they can do independently and to learn the parts they have yet to understand. Thus when the concept of choice is introduced to the students, it will not be introduced in isolation, but rather like this: Students at Future School have the freedom of choice *and* the privilege of responsibility.

Although our educational program consists of many programmatic features, like student choice, learning through internships, project-based learning, and personalized curricula, we want to reassure you that our students will receive as much academics as they will real world learning. In fact, most of their schedules will be days of academic instruction at school in their classrooms. So, are they going to read Shakespeare in English class? Yes. Are they going to learn about DNA in biology? Yes. Are they going to receive the academics required for Common Core Standards? Yes. Our students will receive all required academics that are a part of every Arkansas high school, yet this high school experience will be unique in how academics are integrated into their real life experiences at their internships and in their use of technology.

How is this accomplished? By beginning with student choice. When students enroll at Future School, they will be invited to choose one of four academic concentrations that will allow them to design their internships and the academic work that accompanies them. There are four concentrations:

Arts and Letters: this concentration includes internships in studio arts, museum studies, library studies, culinary arts, theater and dance, music, domestic arts (sowing, quilting, gardening, and interior decorating), fashion design, news journalism, magazine writing and editing, visual media and entertainment, as well as school-based publishing such as with the yearbook and the literary magazine.

Technology and Industry: this concentration includes internships in computer science (programming, coding, web design, word press, database design, networking, and automation and control), business operations, data management and analysis, landscape design, manufacturing, agriculture, insurance, maintenance and repair, as well as working with electricians, plumbers, mechanics, and other contractors.

Education and Public Service: this concentration includes internships in elementary schools and after school programs (literacy programs, homework centers, instructors' aides, coaching in physical education, or refereeing for intramural sports), in medical facilities as candy strippers, in gyms and physical therapy clinics, in the federal courthouse as an assistant to a legal clerk, at the local university as a research assistant, as well as working in soup kitchens, charitable fundraising, assisted living facilities, day care programs, firehouses, and state parks.

Entrepreneurship: this concentration allows for students to experience the process of designing and starting a project, community organization or even a company. We envision that the entrepreneurship concentration will be chosen primarily by upperclassmen who have already invested in an internship their first or second year at Future School and are now prepared to create an original internship that furthers their potential career path.

Because student learning will be as varied as the students' interest, ability and maturity, project-based instruction and personalized curricula is the working solution to applying what they are learning at their internships to what they are learning in their classrooms. This is the true dynamic of Future School, as the students grow and change, so do we, so that we may accommodate their educational growth.

What a School Day Looks Like

The way that we believe we can show this is to walk you through what a day will be like at Future School. However we find this task difficult since the interplay of these three features (internships, project-based learning, and personalized curricula) creates this changing dynamic that will be a part of the school schedule, a part of each student's day. Because of this, we cannot show you just one schedule, one school day. Rather we want you to picture in your mind three students and we want to tell you how their story might unfold, how their educational path might follow.

These two students are in two different internships in two different academic concentrations with two different advisors. Thus their school days are different, yet they are also the same. Let us show you how:

Picture in your mind a tenth grade student named Sophia. As a child Sophia enjoyed growing vegetables in the garden with her grandmother, so on Tuesday she is trying out her green thumb with her internship in landscape design. She interns at the local landscape company that is contracted to create the outdoor space that will surround the new museum. Her mentor has given her a challenge: to identify every insect that might have an adverse or beneficial effect on the landscape they create.

On Wednesday, her work in Biology class is aiding her already. She is learning plant cellular structure and plants' needs in order to enable photosynthesis and reproduction. Sophia has negotiated with her science instructor a standards-based project in which she will explain the biological environment that she and her mentor are designing for the museum, replete with full explanations of each plant species and animal life (insects, worms, etc.) that will become a part of this small ecosystem.

The budgeting of plants and flowers has engaged her use of her Advanced Spreadsheet Applications elective so that she can calculate overall landscape costs. But mostly work in her Geometry class is finding an application here, as she must explain her landscape design according to the principles of plane geometry. Her Geometry instructor has further challenged her to consider the depth of soil as part of her geometric space in which she must account, thus she needs help in thinking of the new concepts available in three-dimensional geometry, where mass and volume become additional factors in their landscape calculations.

Her project has further led her to a more personalized curricula in which she is understanding the classification of native Arkansas plants and flowers and their specific needs for sunlight, water, and soil. Sophia is still collaborating with her instructor how she will disseminate her final project. Her instructor is challenging her to create a computer-based model of the landscaped area, so Sophia considers extending her internship into the next semester where she can work with her Computer Applications I instructor to create a digital product.

Joey is a junior at Future School. He is a student who has struggled in self-monitoring and completion of independent work. Because of this, he must remain on campus with the adult support he needs at this time. However, this has not been much of an issue for Joey ever since his teacher has noticed that Joey has an "eye" for pictures. His internship is within the Arts and Letters concentration as he serves as the school's

photographer for the newspaper and yearbook. His work is primarily on campus, mentored by his English instructor, yet advised by a photographer at the Fort Smith's local newspaper, *The Times Record*. His internship requires extensive knowledge of digital photography, camera technology, and digital design, as most of his intern days are in the "digital dark room," photo shopping pictures, designing layout, and making sure his work is compatible with the local printer. Joey is able to utilize the tools in digital photography as a lens into cultural and historical contexts that he's learning in his on-line Survey of Fine Arts course. When his services are needed off campus, he is driven and therefore accompanied by a school employee, which give him the one-on-one support that he needs.

Later, when Joey has gained greater responsibility and therefore greater freedom in his internship, he can be assigned to the local paper that currently advises him. But at this point, Joey takes pictures and focuses on his academics, which has taken an interesting turn. Joey is currently enrolled in American History. Because he shoots pictures in various sites around Fort Smith, he has become interested in the local history of the sites to which he sets his camera. Specifically, when his history class studied local Fort Smith history, Joey became curious in researching Judge Parker, Fort Smith's notorious "hanging judge". Because Common Core Standards require the critical reading of original historical documents and other nonfiction texts, Joey's research project contains original court documents as well as his original pictures of the historical sites and the new Marshall's Museum under construction. His instructor has further challenged him to reflect on his research, considering the legacy that we create and how he might want to be remembered. Thus, his internship has created an academic concentration where his particular academic interest in local history is applied to his real world learning as well as his technological skill development.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

We believe our project-based instruction, integrated technology and real world internships are fully compatible with the requirements of the Arkansas Curriculum Frameworks and the Common Core State Standards (CCSS). Through this 3-tiered approach, culminating with a student portfolio, state approved learning objectives are met as students demonstrate a heightened level of engagement and content and skill mastery. They become more involved in their school experience through collaborative problem-solving which addresses relevant, real-world scenarios. With extended class blocks, the skill-development underlying the CCSS can be explored more fully and students will be more engaged in their learning as they take lessons learned from the classroom into their internship experiences with internship mentors.

Future School will ensure that this complimentary collaboration occurs through targeted and effective professional development for our instructors and support staff. We will develop projects that meet and exceed the instruction required under the CCSS and our unique schedule will allow our instructors additional collaboration time to allow instructors opportunities to align their projects vertically and share best practices.

We are making significant investments in time (one full school day each week, 90-270 minutes of weekly prep time, 2 days of in-service each year and at least one summer all-team training in: designing internships, Real World Lab best practices and building a student-centered school culture. To ensure our goals of curriculum alignment and sustaining high quality learning environments, we are also investing thousands of dollars for each staff member to continually grow their mindsets and abilities as 21st century educators. In addition, we have built cash bonuses into our salary structure to reward each staff member for building their expertise in their craft and, in turn, strengthening the professional, learning culture at Future School.

Like Future School, the CCSS heavily emphasize the importance of technology integration, both as a tool in instruction and through essential tech literacy skill-development for students. Future School prioritizes access to technology for all students with a one-to-one student to device ratio that allows our students to attend school in classrooms where technology is fully integrated in addition to studying how to code, design, build, and advance technology in the world they will encounter in the future.

Additionally, we are working in partnership with local educators and plan to develop instructors' abilities in creating and implementing aligned curricula during our annual in-services.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Requesting a waiver for a guidance program. Guidance will be provided through relationships between student and their learning team members; advisor, instructors, mentor, parents. Intensive services will be provided on a case-by-case basis through contract with local guidance counseling and mental health agencies.

B) Health services;

Applicant Response:

Requesting a waiver for a school nurse, while at the same time contracting with local health clinic to provide necessary health service supports as-needed. Except in the case of an emergency, basic first aid will be provided by CPR certified staff.

C) Media center;

Applicant Response:

Requesting a waiver for an on-site media center. The technology instructor and learning lab instructor will manage on-line learning lab and materials.

D) Special education;

Applicant Response:

Future School will provide a special education instructor for each grade. We anticipate a special education population similar to district schools and the national average of 12%, resulting in a teacher to student ratio of 1:18. Future School will use Highly Qualified Teachers to provide these services and the school will comply with all aspects of IDEA, 504, and IEP implementation.

E) Transportation;

Applicant Response:

Future School will provide students with monthly public bus passes.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

At Future School, our learning environment is 'alternative'. Once a student enrolls at Future School, they have demonstrated a commitment to work with the school team in order to achieve academic success and prepare for the real-world. Through collaboration with our district partners, enrolled students, including students who may have struggled in a traditional setting, will have an opportunity to be incorporated into Future School's general education population. Additional guidance counseling and personalized learning plan modification will be provided on an as-needed basis.

G) English Language Learner (ELL) instruction

Applicant Response:

Students requiring English language support will work with contracted English Language Specialist.

English Language Specialist requires:

Extensive knowledge of reading intervention instructional techniques including small group instruction, Fountas & Pinnell reading level assessments, and techniques for working with ELL and LEP students.

The ability to meet all professional responsibilities as an educator, complying with all state and federal regulations regarding the education of students with diverse learning needs.

The ability to work in a challenging, high-speed, dynamic environment while maintaining a positive, solution-oriented perspective for all of our students and families.

H) Gifted and Talented Program.

Applicant Response:

At Future School, we believe all of our students are inherently gifted and talented. Personalized learning plans will be individually designed so that students requiring advanced or more challenging course work will be accommodated.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Future School will be an open-enrollment public charter school; therefore, we could draw students from anywhere in the state. The school will be located within the city limits of Fort Smith, and will also be located within the boundaries of the Fort Smith School District. It is anticipated that the Future School will receive most of its students from the Fort Smith School District, with some students also coming from the Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts. The maximum enrollment in the first five (5) years of the charter will be 450 students.

According to the 2014-2015 enrollment information housed on the Department of Education Data Center's website, there were 14,317 students enrolled in the Fort Smith School District; 3,221 students enrolled in the Alma School District; 3,621 students enrolled in the Greenwood School District; 610 students enrolled in the Hackett School District; 839 students enrolled in the Mansfield School District, and 5,828 students enrolled in the

Van Buren School District. The school will enroll approximately 150 students in 2016-17; of those 150 students, it is estimated that up to 130 students would come to the Future School from the Fort Smith School District; and up to 20 students from the Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts combined. At its five (5) year maximum enrollment, it is estimated that up to 405 students would come to the Future School from the Fort Smith; and up to 45 students from the Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts combined.

It is possible that the Future School will enroll students who currently attend private schools or who are home schooled students.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

At Future School, our parents, faculty, staff, and community partners are all regarded as critically important stakeholders in the ongoing school improvement plan. Representatives of these various interests, including members of the Advisory Council, will work together to develop Future School's ACSIP (Arkansas Comprehensive School Improvement Plan) which will be annually submitted to the ADE for review and approval.

Each stakeholder group will evaluate school performance data annually against the performance measures described in this charter, including the annual assessment scores and specifically looking at performance among ELL students and TAGG students. Additionally, we will collect survey data from faculty and staff, students, and parents throughout the year to be considered in this annual meeting. These committees will meet late in the summer, before July 31st, with representatives from the Advisory Council and the FS board to determine the school's goals based on the previous year's data against the established goals and will plan specific and measurable action-steps for the upcoming year. An annual report of the school's performance data will be printed and made available to key stakeholders and will be available to the public on-line.

12. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

As Future School is an open-enrollment public charter school, there is no criteria for admission and enrollment beyond the successful completion of 9th grade or its equivalency. The Future School team has already begun building relationships with youth organizations and community programs to reach out to students. We will continue our outreach to potential students and their families through participating in community events, canvassing neighborhoods and various marketing strategies including print, radio, social media advertisements, billboards, and sponsoring youth-focused career events.

Given our unique partnership with the district and ability to work with guidance counselors in the junior high schools, we believe we will be able to reach sufficient students through student information sessions in the schools and our additional participation in community events and media outreach throughout Fort Smith and anticipate receiving over 150 applications for our flagship class.

Student Outreach

Future School's model is based on building life-long relationships, which is key to our student outreach practice. Students develop bonds with mentors in the community as well as their instructors. Instructors invest time in their relationships with students and their support networks of families and friends. From student outreach to graduation, school staff builds relationships with families where they spend time in the community, at school, at home, and at outside of school activities and internships.

To support our intensive program of student and community outreach and relationship building, we are seeking to build a unique team of faculty and staff with industry and non-profit experience, new teachers and seasoned educators. We know that our team is critical to our ability to not only execute our education program successfully, but to reach students who may need extra encouragement and cultural understanding to succeed. We are actively working with local community partners to develop channels to the unique and culturally diverse staff needed to develop and maintain our school. Future School instructors will embody our 3 C's criteria; *Care about kids, Content expertise and Coachability*. Our team members will be innovative, energetic and up to the tremendous challenge of founding a public high school as well as building close relationships with numerous stakeholders, most expressly with our students.

The Future School team has already begun building relationships with youth organizations and community programs to reach students. We will continue our outreach to potential students and their families through participating in community events, canvassing neighborhoods and various marketing strategies including print, radio, social media advertisements, billboards, and sponsoring youth-focused career events.

Future School will not discriminate in its admission policy or otherwise on the basis of sex, national origin, race, color, ethnicity, religion, disability, academic, artistic, or athletic ability, pregnancy, marital status, sexual orientation, or gender identity or expression. Future School reserves the right to exclude a student from admission if the student has been expelled from another public school in the state.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Upon receipt of the student's complete application packet, the student will be listed on the 'enrolled list'. Remaining available slots will remain open for all other students.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

Yes

No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

On Friday, April 1st, 2016 the Future School will hold a public lottery for all students who have applied by noon on April 1st if the total application number exceeds 150 students. The first 150 names drawn at random using a public lottery process and will be accepted for admission to the 10th grade class. Any remaining applications will be added to the waitlist in the order they are drawn and all applications received after noon on April 1st will be added to the waitlist in the order they are received.

- 1) In the years following the school's first year of operation, preference will be given to returning students who will automatically be assigned a place in the appropriate grade.
- 2) Next preference will be given to siblings of returning students, either by birth or adoption.
- 3) Students who are the children of founders or teachers are exempt from the lottery process as permitted by federal guidelines.
- 4) Future School will print out labels of all students who have applied by April 1st, 2016. A representative from a local auditing firm will pull labels in a public setting at a date and time that is advertised publicly and provided to applicants. All applicants pulled will be assigned a number, beginning 1, 2, 3, and continuing until all applicant labels have been pulled and read aloud.
- 5) All applicants will receive a letter indicating that they are either selected as one of the 150 students for admittance or they are on the waitlist.
- 6) The first 150 students offered admittance will have 30 days to enroll by completing all registration paperwork. Failure to enroll within 30 days will result in forfeiture of opportunity to enroll.
- 7) If spaces become available, Future School will offer the opportunity to enroll within a 30 day period to students on the waitlist in the order they appear on the waitlist. For waitlisted students, failure to enroll within 30 days of being notified will result in forfeiture of the opportunity to enroll.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Name of Individual with Prior Charter Experience: Elizabeth Stephens

Position with Proposed Charter: Technical Consultant

Elizabeth Stephens took over the Dean of Instruction role at Austin Achieve in its third year of operation in 2014, after two years of teaching and providing instructional coaching at the school. Austin Achieve's 2014-2015 data will be available by Monday, August 10th, and the school is projected to have earned a rating of Met Standard by a comfortable margin.

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

School Principal will be the lead on-campus administrator who holds a Master's degree or higher from an accredited college or university. The school principal must hold or be in the process of earning a valid Arkansas Administrator's License, Teacher Licensure in a content area or special education (or the equivalent). The principal must have two or more years of educational experience within a public educational setting as a teacher and/or administrator. The principal will be the instructional leader of Future School and will be provided with adequate training and personnel assistance to assume that role.

Requirements: Ability to establish and maintain effective working relationships with Future School community members; Program development, effective teaching methods, and program evaluations; School finances and budgeting, education law, and student attendance accounting; Effective planning, organizing, assigning, and coordinating the activities of a professional and support staff, including team building, personnel evaluations, feedback delivery, and recruiting techniques; Ability to clearly present ideas verbally and in writing to develop consensus; Techniques to deal constructively with conflict, creative and effective issue resolution; Understanding of child and adolescent development & federal, state and local education regulations; Current instructional techniques, concepts, and tools.

Responsibilities: Assess achievement of curricular goals and the effectiveness of the overall instructional programs; Oversee teacher preparation and resources for parent conferences; Demonstrate proficiency with data management systems, analyze and communicate achievement data; Oversee Special Education teaching resources and implementation of IEPs; Obtain specialized expertise and to ensure compliance with all state and federal laws; In year one, oversee and support the advisors and their development of community partnerships and student internship sites to ensure a quality student/partner experience and ongoing partnership opportunities; Analyze relevant information, make decisions, delegate responsibility when appropriate, and provide appropriate support and follow-up; Resolve discipline and personnel issues to create a safe, respectful, and positive learning climate; Contribute to the development of the annual budget, based on the Future School's annual improvement plan; Support the efforts of the Business Office in procurement and deposit processes, adhering to procedures; Understand the Future School budget and its specific implications for all Future School programs; Monitor and approve assigned budgetary expenditures.

In year two of operation, Future School will employ a full-time campus **Assistant Principal** who holds a Master's degree or higher from an accredited college or university. The assistant principal must hold or be in the process of earning a valid Arkansas Administrator's License, Teacher Licensure in a content area or special education (or the equivalent). The assistant principal will manage community partnerships, public exhibitions of student work, and serve as the Real-World Lab director of Future School, and support the principal in daily operations, and will be provided with adequate training and personnel assistance to assume that role. See Principal section for assistant principal requirements.

Responsibilities: Network, establish, and maintain effective working relationships with Future School students and industry partners; Assess achievement of curricular goals and the effectiveness of the student internships and Real-World Lab programs; Oversee teacher preparation and resources for parent conferences in collaboration with the principal; Demonstrate proficiency with data management systems, analyze and communicate student achievement data specifically relating to student internships and Real-World Lab programs; Use data to target resources, develop and implement strategies to improve student achievement and outcomes with industry partners in the student internships; Obtain specialized expertise and to ensure compliance with all state and federal laws; Analyze relevant information, make decisions, delegate responsibility when appropriate, and provide appropriate support and follow-up; Support the principal in discipline and personnel issues with students, parents, and staff to create a safe, respectful, and positive learning climate; Contribute planning and expertise to the development of the annual budget, based on the Future School's annual improvement plan.

The **School Office Director** will be essential to the daily operations of the Future School. This person should

have 3-5+ years experience managing multiple computer-based systems in a business or organization and have demonstrated patience, sensitivity, and flexibility to successfully manage partnerships and communication with students, families, staff, industry mentors, and community partners. This person will also be responsible for overseeing our various accountability measures such as average daily student attendance (ADA), our enrollment and registration paperwork. This person will have purchasing power, with the signature of the principal or assistant principal, to purchase supplies as they are needed.

Requirements: Knowledge and skills administering a school office or a business setting and all associated skills (Microsoft Office or Mac iWork, filing and organization, vendor communication, etc.); Bilingual English/Spanish (written and verbal) is required; The ability to learn and administer various computer-based and paper-based systems including, but not limited to state accountability systems for attendance, budgeting, enrollment, grades, school records, school meals, student contact information, etc.; Work in a challenging, high-speed, dynamic environment while maintaining a positive, solution-oriented perspective for all of our office visitors and school community; The ability to design and maintain systems for organization and communication that are effective and contribute to an accountable and positive learning climate.

Future School will employ (6) full-time **Classroom Instructors** and (1) **Special Education Instructor** who hold a Bachelor's degree or higher from an accredited college or university and a hold or are in the process of earning a valid Arkansas Teaching License (or the equivalent) in one or more of the following areas: a general education content area, special education instructional specialist P-4 or 4-12, GT, and ESL. Teachers who are not licensed in one or more of these areas must obtain the additional license(s) within three years of his/her hire date. All instructors must meet NCLB Highly Qualified status, as well. Classroom instructors are responsible for planning, organizing, and presenting activities contributing to educational, social, and physical development of students to enhance their self-worth and equip them with the knowledge, skills, and abilities needed to function in society. Teachers will exercise considerable judgment, tact, patience, sensitivity, and flexibility to successfully educate students from varied socioeconomic backgrounds and learning styles.

Requirements: The ability to: plan and facilitate engaging instruction via a project-based learning model, thoroughly incorporate technology into educational plans, and meet all professional responsibilities as an educator, complying with all state and federal regulations regarding the education of students with diverse learning needs; Additionally, instructors in the advisor role will be responsible for the academic and internship success of their advisees and will be the first point of contact for family outreach, home visits, work site visits, and communication and follow-up with industry mentors at the student's' internship site; Work in a challenging, high-speed, dynamic environment while maintaining a positive, solution-oriented perspective for all of our students and families.

English Language Specialist: See Waiver Section for description.

Business Manager: In coordination with the School Office Director, Future School will contract with a licensed CPA to provide business administration support. Duties include: Administration of monthly payroll for all staff; Assurance of on-time payment of all outstanding accounts at Future School including rent and utilities; Oversight and balancing of the school budget and sharing the updated budget and sharing the updated budget regularly with the principal and assistant principal. Assistance with preparation for any business related audits.

Student Nutrition Director: Future School will contract part time with an individual (approximately 20 hours per week) to administer the school lunch program in accordance with the National School Lunch Program (NSLP). Duties include: The ability to meet all professional responsibilities serving lunch to students and disposing of waste in accordance with the NSLP. Reporting to the School Office Director.

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

An organized and accountable business plan is essential to the operation of the Future School and we are

determined to meet and exceed compliance with all state and federal laws and statutes.

We anticipate that Future School will be fully enrolled at 150 students in year one, 300 students in year two, and 450 students in year three and into perpetuity. In the case of being under-enrolled by 10 students, at 140 instead of 150 students in year one, our contingency plan is to eliminate the Social Studies Instructor position, saving \$67,000, and increase Arkansas Department of Education approved on-line curriculum, while recruiting actively to fill those vacant student spaces within 30 days. Being fully enrolled is a top priority and we do not anticipate, given our unique partnership with the district and the current over enrollment at Northside High School, any vacant student spaces.

The Future School board will meet to approve an annual budget for the subsequent year no later than September 1st, 2015. The approved budget will be submitted to the ADE on or before September 30th. The FS Board will review financial statements during each monthly meeting. Future School will operate on a fiscal year beginning July 1 and ending June 30. The business manager will comply with the following guidelines: 1) use generally accepted accounting principles; 2) adhere to all stipulations of the Financial Accountability System Resource Guide; 3) and maintain all accounting data within the Arkansas Public School Computer Network (APSCN) as required.

Additionally, Future School will maintain a procurement process and plan that complies with Arkansas state law. The procurement process is designed to maintain management controls and purchasing oversight authority in accordance with ADE rules and regulations. The procurement process will facilitate Future School's mission while protecting the interests of the state of Arkansas and its taxpayers while promoting fairness in contracting with the business community. Future School will adhere to procurement policies for conducting procurements and establishing contracts to ensure sufficient competition, preserving fair and open competition, and establishing vendor responsibility. Future School's procurement process is designed to:

1. Ensure fair and open competition;
2. Guard against favoritism, improvidence, extravagance, fraud and corruption;
3. Ensure that the results meet Future School's needs;
4. Provide for checks and balances to regulate and oversee Future School's procurement activities; and
5. Protect the interests of the Future School, the state, and its taxpayers.
6. Establishing and maintaining the records and procedures necessary for the accountability of the Future School property and equipment inventory.
7. Advance the "financial integrity" of Future School.
8. Adhere to state regulations governing vendor bids.
9. Provide secure record-keeping and ongoing maintenance of all purchases, bids, and requests for services.

Procurement Activities:

A purchase order system will be implemented and approval of all purchases must follow the following process:

1. A purchase requisition (PR) form must be completed in advance of the purchase by the requestor and signed by the Director of Academic Innovation or the Director of Real World Learning.
2. Once the School Office Director receives a completed and signed PR form, he/she may proceed with purchasing via the appropriate channels and all receipts and documentation will be attached to the PR form and submitted to the Business Manager for accounting and filing.
3. Reimbursements for pre-approved purchases may be made via the same process if a signed and dated PR form and a receipt is attached. These documents will be submitted to the Business Manager who will account for and file these documents and cut cheques for reimbursements monthly.
4. All purchases should be made using Future School's tax-exempt number and taxes applied to any purchase submitted for reimbursement will not be reimbursed.

Business and Budgeting Personnel:

The School Office Director and the part-time Business Manager will manage all business duties. The School Office Director will be responsible for collecting and documenting any cash (such as student payments for yearbooks, class trips, etc.) and turning this over to the Business Manager. Business Manager position requires:

1. Licensure as a Certified Public Accountant (CPA).
2. Administration of monthly payroll for all staff.
3. Assurance of on-time payment of all outstanding accounts at Future School including rent and utilities.
4. Oversight and organization all purchase requisitions and receipts to ensure the school remains in compliance with all state and federal laws.
5. Oversight and balancing of the school budget and sharing the updated budget regularly with the principal and assistant principal.
6. Assistance with preparation for any business related audits.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

The charter school must enroll and maintain a minimum of 100 students to be financially viable in its initial year of operation. These numbers were determined by performing a break-even analysis utilizing the following steps:

- Categorize each source of revenue as either fixed or variable,
- Categorize each expenditure as either fixed or variable,
- Review *Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts* and the charter application and remove or reduce all expenditures not required by the Standards or deemed a program priority per the application,
- Calculate the contribution margin per student by subtracting variable expenditure per student from the variable revenue per student,
- Calculate break-even point by subtracting fixed revenue from fixed cost and dividing the difference by the contribution margin per student.

The calculations were completed by Christopher Bell of Complete Consulting. Mr. Bell is a certified public accountant, a chartered global management accountant and a certified general business manager with eight years of experience managing the finances of charter schools in Arkansas. Complete Consulting will serve as the school's business manager provider.

Should fewer students than necessary for financial viability enroll before the first day of school or in the event that enough students enroll and are admitted, but fail to arrive when school begins, the school would leverage a combination of the following actions to balance the school's budget:

- Reduce per pupil (variable) expenditures by the product of the per pupil rate and the number of students enrolled under projections.
- Seek additional funding from our local, national, and international partners
- Reduce staffing and utilize Arkansas Department of Education approved on-line curriculum.

The school has developed a detailed recruitment plan with monthly enrollment targets. Should the school not enroll 100 students by August 1, 2016, it will exercise the option mentioned above. Furthermore, should the school enroll and admit 100 students or more, but fewer than 100 students arrive when school begins, the school will exercise the option mentioned above within two weeks of the school opening.

The school will maintain a fund balance of approximately 5% or more of its unrestricted revenues to address any unexpected expenditures.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

The board of Future School will arrange annually for a qualified certified public accountant or firm licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an annual audit of Future School's financial statements in accordance with Government Auditing Standards and requirements of Act 993 of 2011. The board will review the scope and results of the annual audit. The board and principal will develop a corrective action plan to address any irregularities.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Future School is currently in the process of securing an equitable and efficient learning facility for our campus in Fort Smith, AR. We will select a facility that accommodates 350 students and meets current federal, state, and local standards for zoning and building code guidelines. The selected site will comply with federal, state and local standards and codes as well as the standards set forth by the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and the Americans with Disability Act (ADA) of 1990.

Finally, we will adhere to permissible uses from the local zoning authority. We will not select a facility located within a 1000 feet of alcohol sales. We will not commence operations with students in any facility unless Future School has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

WDA Living Trust has no known relationships with any of the above entities.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Trish Flanagan is currently employed by Steve Clark as the co-founder of Noble Impact. Brandon Cox and Steve Clark both receive compensation from Propak Logistics. Elizabeth Stephens is a contracted consultant assisting in the charter application process.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

The following conflict of interest policy and procedures are excerpted from the FS Board's by-laws.

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest: An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy: If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

Future School will follow nutrition guidelines for reimbursable school meals as we anticipate as many as 70% of our students will be eligible for Free or Reduced Lunch. All reimbursable meals will follow federal regulations. All foods available on campus will be in accordance with state and federal nutrition policy, including the National School Lunch Program (NSLP).

Healthy meals will be provided fresh daily through partnerships with local businesses and distributed on campus in compliance with NSLP. Future School will seek bids from interested vendors. We anticipate feeding between

70-80% of our students lunch daily through these partnerships. Students who do not qualify for Free or Reduced Lunch will be able to purchase the student lunch daily for \$3-4 if they purchase a daily meal plan in advance for \$80 per month. Daily food services will be the responsibility of the School Nutrition Director who will manage the community partnerships with vendors, pick up the meals, ensure compliance with all guidelines, monitors students as they get lunch, report data to the School Office Director, manage clean-up and waste disposal, and run an efficient food service program.

Students eligible for Free or Reduced Lunch will be identified via confidential federal application form which our School Office Director will be responsible for distributing and collecting. Lunch will be served during the designated period for eligible students. Daily lists of eligible students served will be kept and recorded as the state requires. These reports will match the reports of funding and reimbursement for the food services program.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Future School recognizes that family and community engagement in school affairs is essential to positive outcomes for student achievement (Jordan, Snow & Porche (2000); Starkey & Klein (2000). Throughout year one, Future School's staff will jointly develop with the Advisory Council a school-family compact that outlines how parents, school staff, and students will share the responsibility for improved student academic achievement and school performance. The compact will, at a minimum, include the following components:

1. Two teacher/parent conferences related to the individual child's achievement;
2. Frequent reports (every six weeks and quarterly) to parents on their children's progress;
3. Monthly communication between school and home via each student's learning team.
4. A "Welcome Back" event for student and parents prior to the first day of school;
5. Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities;
6. Materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology to foster parental involvement;
7. Workshops to educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
8. Assurances that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;
9. Scheduling school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
10. Establishment of celebratory school activities for the community/parents during Arkansas Public School Week.
11. Adoption of the Advisory Council to provide advice on all matters related to parental involvement, educational programming, and policy/procedure development going forward;
12. Establishment of a parent involvement center
13. Adoption of an annual meeting to which all parents will be invited and encouraged to attend. The meeting will:
 - a. showcase Future School's policies, goals, programs, and annual report card.
 - b. provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;

c. and request parental input regarding Future School's annual performance.

Additionally families will be asked to participate in an annual family survey to collect feedback on Future School's performance and to inform other family, school, and community events to be responsive to this feedback. Families will be asked to respond to survey questions, like the examples included below, on a scale from 1-5 where 1 = strongly disagree, 2 = disagree, 3 = neutral/no opinion, 4 = agree, 5 = strongly agree. Surveys will be administered in English and Spanish and can be translated to other languages based on family language needs.

Sample Family Survey Questions:

1. Teachers at this school provide lots of encouragement and support for students.
2. The teachers at this school truly care about my child.
3. My child is getting a good education at this school.
4. Teachers and administrators treat students with respect.
5. My child can get extra help at this school when he/she needs it.
6. I expect my child to graduate from high school.
7. I expect my child to graduate from college.
8. My child is receiving unique educational opportunities at this school.
9. The work and projects my child does in their internship support their learning.
10. My child enjoys attending this school.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Future School will locate its open-enrollment public charter school within the boundaries of the Fort Smith School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to maintain the majority of its students from the Fort Smith, Alma, Greenwood, Hackett, Mansfield and Van Buren School Districts.

The Future School is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, the Future School finds that neither the Fort Smith School District, nor any of the other school districts listed above, is currently subject to any court orders or judicial decrees concerning the desegregation of its schools. The applicant would also note that none of the listed school districts have filed proof with the Department of Education claiming a conflict with the provisions of the Public School Choice Act of 2015. As an open-enrollment public charter school, the Future School 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.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

It is certainly our belief, as the founders of Future School, that Future School is positioned to continue

sustainably and to be replicated as a model throughout the country. Future School builds on a proven models of real-world learning, incorporating the tradition of internships, apprenticeships, into an individualized, relevant, and fun, hands-on high school experience. We see opportunities to develop lasting, applicable skills and real networks through work, innovation, collaboration, and problem-solving, as a universal value add. We and other project-based, real-world learning school sites across the country have come to see the life-changing potential inherent in the transformation of the traditional education model and in placing trust in our secondary students and future leaders. We are committed to bringing this change-catalyst to our hometown corner of the globe, Fort Smith, Arkansas. We believe Fort Smith students are well positioned to meet their futures head-on and pilot a new model for what it means to graduate college and career ready.

Future School will continue and grow because it will be deeply embedded in the Fort Smith community and will add value to students and families, industry partners, and community members alike. To the playing field of traditional education, we bring a visionary approach. We bring expertise at networking and identifying opportunities. We bring educational vision for student engagement in hands-on, deeper learning projects that have relevance in their communities. From our student projects with local artists and community service organizations, to our students' individual learning plans that put high schoolers in internships with industry partners, Future School will be indispensably linked to the Fort Smith community however we can be for greater success. Our students will be creating a targeted social media presence for a community organization or identifying pathways for local food purchasing for local restaurants. Our students will be conducting efficiency studies on the river transportation sector and measuring changing weather patterns in Arkansas. All our efforts will be for student development towards future studies and careers and for partners who will use these projects to advance and grow towards greater sustainability, humanity, and efficacy.

Trish Flanagan brings a deep understanding of the issues facing education systems and proven methodologies for guiding students and partners to greater success. Trish brings experience from her time as a Teach For America corps member in Brownsville, Texas on the US-Mexico border, her work as a school leader in Roatan, Honduras, and her experience developing successful education initiatives in Little Rock. Trish is interested in disruptive education models that turn our traditional compartmentalization of students upside down and instead follow the incorporate proven strategies to trust our students as citizens. Trish has been instrumental in the founding of Future School and has strategically designed the leadership model for the school to be sustainable-prioritizing the hiring of highly qualified, local educators from the local community, wherever possible. Trish has an undeniable talent and more than 15 years of experience building business and community partnerships in education and, after a year of on-the-ground work in Fort Smith, is perfectly equipped to guide the launch and establishment of Future School.

Future School will owe much of its success to board tirelessly focused on constructive partnerships. Brandon Cox, our board president, is on the Fort Smith City Planning Commission and has been extremely active in his city and school system. His support for Future School is essential. Jason Green, our board vice president, is a committed business leader with extensive public service and leadership experience including executive service with the Boy Scouts of America. Steve Clark, our board treasurer, one of Arkansas' top business innovators, and the founder and Chairman of high school education initiative, Noble Impact, has long envisioned a real-world learning school that developed young entrepreneurs in his hometown. The Future School's board is the perfect team to position the school for long-term success and sustainability. Boyd Logan, our board secretary, brings decades of education experience as a National Board Certified Teacher and fully endorses the design and mission of Future School. The uniquely effective school founder and board have already formed Memorandums of Understanding (MOU's) with the University of Arkansas at Fort Smith and the Fort Smith School District. Support is clear and non-partisan. This model is in demand and this team is excited to implement it.

Future School will recruit and train teachers, primarily from Fort Smith and the surrounding communities who are passionate about project-based learning and a sustainable and transformative school model. The principal and Trish, as the school founder, will provide guidance, curriculum resources, professional development, and instructional coaching to ensure we are supporting the best instructional force for relevant, deeper learning and connecting this at every imaginable opportunity with resources in the community. We have confidence that an effective, creative, collaborative, and sustainable teaching environment will draw and keep the best candidates around, creating a sustainable model for teacher recruitment. We will be a small but closely knit team of instructional leaders and visionaries as we work together at Future School to deliver on what's best for our students.

We know the model will be effective when 450 Fort Smith high school students are receiving a world-class education featuring relevant, hands-on projects and internships with industry mentors in careers and pursuits that they chose themselves and where they extract and add great value. We know the model will also be effective when we have created a collaborative and joyful environment that extends deep into the community, well beyond the four walls of the classroom and the traditional school day. We also will know the model is effective when it is creating greater access points into post-secondary education and upwardly mobile career opportunities. We will know it's successful when our entrepreneurs have the skills and the vision to position themselves for success wherever they go. We will meet our academic goals and will continuously reach out to our students, families, industry partners, and community members to receive feedback and grow. We will celebrate annually in our academic and industry showcases and in three years at our flagship class' graduation where we will measure our effectiveness as our students go out into post-secondary opportunities they never would have dreamed of before their time at Future School.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Board	Ark. Code Ann. §6-13-601 et seq. District Board of Directors Ark. Code Ann. §6-14-101 et seq. School Board Elections	Future School seeks exemption from these portions of the Education Code in order to govern the Future School board as planned in this charter. Future School believes these sections are only to school districts and seeks to ensure no confusion regarding the governance structure and bylaws of the Future School board. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629.		
Grading Scale	Ark. Code Ann. §6-15-902 (a) Grading Scale ADE Rules Governing Uniform Grading Scales	Future School seeks exemption from this portion of the Education Code to allow for a more holistic grading system which includes state mandated assessments, college readiness exams and a comprehensive student portfolio based on student work in Real-World Lab. Academic progress is further assessed once a year through the ACT and Aspire assessments to determine college readiness and is assessed annually through state mandated assessment or the next generation of assessment.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel	<p>Ark. Code Ann. §6-15-1004-qualified Teacher in Every Classroom</p> <p>Ark. Code Ann. §6-17-301 concerning Employment of Certified Personnel</p> <p>Ark. Code Ann. §6-17-302 concerning Principals' Responsibilities</p> <p>Ark. Code Ann. §6-17-309-concerning Certification to Teach Particular Grade or Subject Matter</p> <p>Ark. Code Ann. §6-17-401-concerning Teacher Licensure Requirement</p> <p>Ark. Code Ann. §6-17-902-concerning Definition of Teacher</p> <p>Ark. Code Ann. §6-17-919-concerning Warrants Void without Valid Teaching License and Contract 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; and the ADE Rules Governing Educator Licensure</p>	<p>Future School seeks exemption from these portions of the Education Code. While Future School will ensure that all teachers are Highly Qualified Teachers and will seek to hire licensed teachers and administrators whenever possible, it is imperative for success that Future School have flexibility to hire teachers and administrators who are most qualified and best positioned to implement the unique programmatic plan. Our plan is built on the model we believe best prepares students for success in college and career. Future School will seek out and provide extensive training, support, and coaching for its teachers and administrators and comply with all state and federal law to ensure a safe campus and professional environment.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Business Manager	Ark. Code Ann. §6-15-2302 General Business Manager	Future School seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. Future School will hire or contract with a qualified general business manager who is able to address the specific needs of the school.		
Flag	Ark. Code Ann. §6-16-105 U.S. Flag Ark. Code Ann. §6-16-106 Arkansas Flag	Future School seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds to display the U.S. and Arkansas flags.		
Planning Period	Ark. Code Ann. §6-17-114 Daily Planning Period	Future School seeks exemption from this portion of the Education Code because Future School's unique schedule requires flexibility to adapt teacher schedules to match the internship requirements and adjusted instructional time. Teachers will actually have increased planning time during a week at Future School where we emphasize the importance of preparation and planning, but not necessarily daily.		
Teacher Duty	Ark. Code Ann. §6-17-111 Duty Free Lunch Ark. Code Ann. §6-17-117 Non-Instructional Duties	Future School seeks exemption from these portions of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. Future School offers of employment will be made while notifying potential hires of this exemption and potential expectations.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel	Ark. Code Ann. §6-17-201 et. seq. concerning Certified Personnel Policies Ark. Code Ann. §6-17-203 Committees on Personnel Policies - Members	Future School seeks exemption from these portions of the Education Code.		
Personnel	Ark. Code Ann. §6-17-1501 et.seq. Teacher Fair Dismissal Act Ark. Code Ann. §6-17-1701 et. seq. Public School Employee Fair Hearing Act	Future School seeks exemption from this portion of the Education Code because the Future School programmatic model requires the flexibility to recruit, hire, and retain the most qualified and effective teachers available. Future School teachers and administrators are expected to be highly flexible and responsive responsive to the needs of students, families, and industry partners. Future School offers of employment will be made while notifying potential hires of this exemption.		
Personnel	Ark. Code Ann. §6-17-2301 et. seq. Classified School Employee Personnel Policy Law	Future School seeks exemption from this portion of the Education Code. Future School will develop human resources policies and procedures that are best suited to serve our unique programmatic model, including, but not limited to the following: terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Services	<p>Licensed Guidance Counselors Section 16.01 of the ADE Standards Rules ADE Rules Governing Public School Student Services Ark. Code Ann. §6-18-1001 et seq. Public School Services Act</p>	<p>Future School seeks exemption from this portion of the Education Code. Future School instructors through their Real-World Lab groups will initially provide the services traditionally provided by a guidance counselor. In Future School's unique programmatic model, a student's Real-World Lab instructor stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.</p>		
School Nurses	<p>School Nurses Ark. Code Ann. §6-18-706 Ark. Code Ann. §6-18-1001 et seq. Section 16.03 of the ADE Standards Rules ADE Rules Governing Public School Services</p>	<p>Future School seeks exemption from these portions of the Education Code and the ADE Rules. At Future School, we believe the duties of the school nurse will be fulfilled by the entire staff. Future School will utilize front office staff, such as the School Office Director, to fulfill basic first aid and this person will receive professional development and training in first aid, CPR, and AED use. All administrative staff will receive this training and will support the School Office Director as needed. Future School's Directors will work with our board and community network to reach out to the local medical community to aid in providing free health and vision screenings to students.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Superintendent	Ark. Code Ann. §6-13-109 School Superintendent Ark. Code Ann. §6-17-302 Section 15.01 and 15.02 of the ADE Standards Rules (concerning superintendents and principals)	Future School seeks exemption from these portions of the Education Code and the ADE Rules. Future School plans to employ a principal who will serve as the Superintendent and an assistant principal , with a student population of 300. Either one of these individuals, or a third party, might also fulfill the superintendent role in addition to their campus leadership position. This would allow Future School to use its human resources best to enact the programmatic model.		
Transportation	Ark. Code Ann. §6-19-101 et seq. Transportation	Future School seeks exemption from this portion of the Education Code. Any transportation services provided to students at Future School will be independently contracted and will be in full compliance with this section.		
Facilities	Ark. Code Ann. §6-21-117 Leased Academic Facilities	Future School seeks exemption from this portion of the Education Code. Given the limited initial enrollment and lack of operational history, it will not be possible to comply with all rules and regulations within the first year of operation. Future School will ensure that any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel	<p>Ark. Code Ann. §6-17-201(c)(2) concerning Classified Employee Compensation</p> <p>Ark. Code Ann. §6-17-2203 Classified Employees Minimum Salary Act</p> <p>Ark. Code Ann. §6-17-2403 Teacher Compensation Program of 2003</p> <p>Sections 5, 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites</p>	<p>Future School seeks exemption from these sections of the Education Code and the ADE Rules. Future School will develop competitive but flexible compensation schedules for its employees.</p>		
Business Operations	<p>Ark. Code Ann. §6-21-304 Manner of Making Purchases</p>	<p>Future School seeks exemption from this portion of the Education Code. This section of code requires that each instance in which the estimated purchase price shall equal or exceed \$10,000.00. For all purchases between \$1,000.00 and \$50,000.00, Future School will use either a state approved vendor or obtain a minimum of three quotes. Future School will obtain bids in each instance in which the estimated purchase price meets or exceeds \$50,000.00.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Services	<p>Gifted and Talented Children Ark. Code Ann. §6-20-2208(c)(6) and Ark. Code Ann. §6-42-101 et. seq. Section 18.01-18.03 Rules Governing Gifted and Talented Program Alternative Learning Environment: 6-15-1005 (b) (5); 6-18-503(a)(1)(C)(i); 6-48-101 et seq.; Section 19.03 ADE Standards Rules; ADE Rules Governing Gifted and Talented Program Approval Standards; Section 4.00 of ADE Rules Governing the Distribution of Students with Special Needs Funds</p>	<p>Future School seeks exemption from these portions of the Education Code and the Department of Education Rules. In Future School's unique programmatic model, the idea that certain students receive instruction in an Alternative Learning Environment (ALE) or based on classification as "gifted and talented" is at odds with our approach of engaging each student in a career preparatory internship of his or her choice. We believe an environment that is appropriately student-centered, engaging, and rigorous, is best for all students. At Future School, each child is given the opportunity to develop his or her own gifts and talents.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Services	Ark. Code Ann. §§6-25-103 and 104 concerning School Library Media and Technology Section 16.02.3 of the ADE Standards Rules	Future School seeks exemption from this portion of the Education Code and ADE Rules. In this section of the code, the hiring of a licensed library media specialist is required. In Future School, we will utilize online libraries, such as OverDrive or online check-out from local libraries to eReader programs on the student's classroom-ready device. Future School will also partner with local public libraries for student internship opportunities and programmatic partnerships to serve our students and engage them in literacy. The library and media center at Future School will be served by our technology instructors ensuring our students have online access high quality materials and through partnerships in the community where students use their local library as their school library.		
Class Size	Section 10.02 of the ADE Standards Rules (Class Size)	Future School seeks exemption from this portion of the Department of Education Rules. There are times, in the Future School model where, larger class sizes are preferred for student learning. For example, students will take online language classes where they will work at differentiated levels on a device, or partner with other classes for PE in a large studio or gym space off-site.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Personnel	<p>Ark. Code Ann. §6-13-109 Ark. Code Ann. §6-17-427 Sections 15.01 and 15.03 of the ADE Standards Rules ADE Rules Governing Superintendent Mentoring Program Ark. Code Ann. §6-5-405(b) (1): Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education</p>	<p>Future School seeks exemption from these Education Code provisions and ADE Rules. Future School must have the flexibility to attract and retain an individual who is highly skilled and eager to develop and grow a project-based learning, technology integrated school of the future with a unique schedule and a real-world internship model. The individual selected will receive additional training and coaching to fulfill this role.</p>		
Curriculum	<p>Ark. Code Ann. §9-03-4:</p>	<p>Future School seeks for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the charter school. The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Policies	Ark. Code Ann. §6-18-501 et seq. concerning Student Discipline Policies and the ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies	<p>Future School seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. All Future School policies will comply with all state and federal laws and seek to best serve the community of the school. Future School seeks to use the most progressive discipline management techniques such as restorative justice and student-body counsels and arbitrators whenever appropriate.</p>		

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

JUL 01 2015

Date:

FUTURE SCHOOL
C/O WILLIAMS & ANDERSON PLC
BONNIE JOHNSON
111 CENTER STE 2200
LITTLE ROCK, AR 72201

Employer Identification Number:
47-3952660
DLN:
17053154350005
Contact Person:
PAUL F CAPPEL II ID# 31665
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 8, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

FUTURE SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,


Director, Exempt Organizations

FUTURE SCHOOL

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

2016-2017
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Principal	1	\$70,000.00	1	\$73,500.00
2	Assistant Principal			1	\$70,000.00
3					
4					
5					
6					
7	Subtotal:		\$70,000.00		\$143,500.00
8	Fringe Benefits (rate used 30%)		\$21,000.00		\$43,050.00
9	Total Administration:		<u>\$91,000.00</u>		<u>\$186,550.00</u>

Line#	Regular Classroom Instruction:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
10	Teachers	6	\$50,000.00	12	\$51,250.00
11	Aides				
12	Subtotal:		\$300,000.00		\$615,000.00
13	Teacher Fringe Benefits (rate used 30%)		\$90,000.00		\$184,500.00
14	Aide Fringe Benefits (rate used _____)				
15	Total Regular Classroom Instruction:		<u>\$390,000.00</u>		<u>\$799,500.00</u>

Line#	Special Education:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
16	Teachers	1	\$50,000.00	2	\$51,250.00
17	Aides				
18	Subtotal:		\$50,000.00		\$102,500.00
19	Teacher Fringe Benefits (rate used 30%)		\$15,000.00		\$30,750.00
20	Aide Fringe Benefits (rate used _____)				
21	Total Special Education:		<u>\$65,000.00</u>		<u>\$133,250.00</u>

Line#	Gifted and Talented Program:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
22	Teachers	0		0	
23	Aides				
24	Subtotal:		\$0.00		\$0.00
25	Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used _____)				
27	Total Gifted and Talented Program:		<u>\$0.00</u>		<u>\$0.00</u>

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers		\$0.00		\$0.00
29 Aides				
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used _____)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used _____)				
33 Total Alternative Education Program/ Alternative Learning Environments:		<u>\$0.00</u>		<u>\$0.00</u>

English Language Learner Program:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
34 _____		\$0.00		\$0.00
35 _____				
36 _____				
37 _____				
38 _____				
39 Subtotal:		\$0.00		\$0.00
40 Fringe Benefits (rate used _____)		\$0.00		\$0.00
41 Total English Language Learner Program:		<u>\$0.00</u>		<u>\$0.00</u>

Guidance Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
42 _____		\$0.00		\$0.00
43 _____				
44 _____				
45 _____				
46 _____				
47 Subtotal:		\$0.00		\$0.00
48 Fringe Benefits (rate used _____)		\$0.00		\$0.00
49 Total Guidance Services:		<u>\$0.00</u>		<u>\$0.00</u>

Health Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
50 _____		\$0.00		\$0.00
51 _____				
52 _____				
53 _____				
54 _____				
55 Subtotal:		\$0.00		\$0.00
56 Fringe Benefits (rate used _____)		\$0.00		\$0.00
57 Total Health Services:		<u>\$0.00</u>		<u>\$0.00</u>

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions		\$0.00		\$0.00
59 _____				
60 _____				
61 _____				
62 _____				
63 Subtotal:		\$0.00		\$0.00
64 Fringe Benefits (rate used _____)		\$0.00		\$0.00
65 Total Media Services:		\$0.00		\$0.00

Fiscal Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		\$0.00
67 _____		
68 _____		
69 _____		
70 _____		
71 Subtotal:		\$0.00
72 Fringe Benefits (rate used _____)		\$0.00
73 Total Fiscal Services:		\$0.00

Maintenance and Operation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		\$0.00
75 _____		
76 _____		
77 _____		
78 _____		
79 Subtotal:		\$0.00
80 Fringe Benefits (rate used _____)		\$0.00
81 Total Maintenance and Operation:		\$0.00

Pupil Transportation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		\$0.00
83 _____		
84 _____		
85 _____		
86 _____		
87 Subtotal:		\$0.00
88 Fringe Benefits (rate used _____)		\$0.00
89 Total Pupil Transportation:		\$0.00

Food Services:		2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90	List Positions _____		\$0.00		\$0.00
91	_____				
92	_____				
93	_____				
94	_____				
95	Subtotal:		\$0.00		\$0.00
96	Fringe Benefits (rate used _____)		\$0.00		\$0.00
97	Total Food Services:		\$0.00		\$0.00

Data Processing:		2016-2017 No. FTEs		2017-2018 No. FTEs	
98	List Positions _____				
99	School Office Director _____	1	\$40,000.00	1	\$42,000.00
100	_____				
101	_____				
102	_____				
103	Subtotal:		\$40,000.00		\$42,000.00
104	Fringe Benefits (rate used 30%)		\$12,000.00		\$12,600.00
105	Total Data Processing:		\$52,000.00		\$54,600.00

Substitute Personnel:		2016-2017 No. FTEs		2017-2018 No. FTEs	
106	Number of Certified Substitutes _____		\$0.00		\$0.00
107	Number of Classified Substitutes _____				
108	Subtotal:		\$0.00		\$0.00
109	Certified Fringe Benefits (rate used _____)		\$0.00		\$0.00
110	Classified Fringe Benefits (rate used _____)				
111	Total Substitute Personnel:		\$0.00		\$0.00

112	TOTAL EXPENDITURES FOR SALARIES:		\$598,000.00		\$1,173,900.00
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>150</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$996,900.00</u>	
2	No. of Students <u>150</u> x <u>\$26.00</u> Professional Development	<u>\$3,900.00</u>	
3	No. of Students <u>105</u> x <u>\$1,033.00</u> eligible rate* NSL Funding	<u>\$108,465.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	2017-2018		
6	No. of Students <u>300</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$1,993,800.00</u>
7	No. of Students <u>300</u> x <u>\$26.00</u> Professional Development		<u>\$7,800.00</u>
8	No. of Students <u>210</u> x <u>\$1,033.00</u> eligible rate* NSL Funding		<u>\$216,930.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	Total State Charter School Aid:	<u><u>\$1,109,265.00</u></u>	<u><u>\$2,218,530.00</u></u>
	Other Sources of Revenues:		
	<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>		
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	Start Up Funding	<u>\$250,000.00</u>	
16	Total Other Sources of Revenues:	<u><u>\$250,000.00</u></u>	
17	TOTAL REVENUES:	<u><u>\$1,359,265.00</u></u>	<u><u>\$2,218,530.00</u></u>

EXPENDITURES

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Administration:		
18	Salaries and Benefits	<u>\$91,000.00</u>	<u>\$186,550.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 Prof. Development	<u>\$5,000.00</u>	<u>\$10,000.00</u>
20	V - AD 2 Outreach	<u>\$5,000.00</u>	<u>\$5,000.00</u>
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	<u>\$13,000.00</u>	<u>\$7,000.00</u>
25	Equipment	<u>\$16,000.00</u>	<u>\$3,000.00</u>
	Other (List Below)		
26			
27			
28			
29			
30			
31	Total Administration:	<u><u>\$130,000.00</u></u>	<u><u>\$211,550.00</u></u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Regular Classroom Instruction:		
32	Salaries and Benefits	<u>\$390,000.00</u>	<u>\$799,500.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 <u>Prof. Development</u>	<u>\$30,000.00</u>	<u>\$60,000.00</u>
34	V - CI 2 <u>Assessments</u>	<u>\$12,000.00</u>	<u>\$24,000.00</u>
35	V - CI 3 _____		
36	V - CI 4 _____		
37	V - CI 5 _____		
38	Supplies and Materials	<u>\$145,200.00</u>	<u>\$181,200.00</u>
39	Equipment		
	Other (List Below)		
40	_____		
41	_____		
42	_____		
43	_____		
44	_____		
45	Total Regular Classroom Instruction:	<u><u>\$577,200.00</u></u>	<u><u>\$1,064,700.00</u></u>
	Special Education:		
46	Salaries and Benefits	<u>\$65,000.00</u>	<u>\$133,250.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Speech, OT, PT</u>	<u>\$9,000.00</u>	<u>\$18,000.00</u>
48	V - SE 2 <u>Prof. Development</u>	<u>\$5,000.00</u>	<u>\$10,000.00</u>
49	V - SE 3 _____		
50	V - SE 4 _____		
51	V - SE 5 _____		
52	Supplies and Materials	<u>\$6,000.00</u>	<u>\$12,000.00</u>
53	Equipment		
	Other (List Below)		
54	_____		
55	_____		
56	_____		
57	_____		
58	_____		
59	Total Special Education:	<u><u>\$85,000.00</u></u>	<u><u>\$173,250.00</u></u>
	Gifted and Talented Program:		
60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Waiver requested</u>		
62	V - GT2 _____		
63	V - GT3 _____		
64	V - GT4 _____		
65	V - GT5 _____		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68	_____		
69	_____		
70	_____		
71	_____		
72	_____		
73	Total Gifted and Talented Program:	<u><u>\$0.00</u></u>	<u><u>\$0.00</u></u>

Alternative Education Program/ Alternative Learning Environments:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74 Salaries and Benefits	\$0.00	\$0.00
Purchased Services - List Vendors Below		
75 V - ALE1 Waiver requested		
76 V - ALE2		
77 V - ALE3		
78 V - ALE4		
79 V - ALE5		
80 Supplies and Materials		
81 Equipment		
82 Other (List Below)		
83		
84		
85		
86		
87 Total Alternative Education Program/ Alternative Learning Environments:	<u>\$0.00</u>	<u>\$0.00</u>

English Language Learner Program:

88 Salaries and Benefits	\$0.00	\$0.00
Purchased Services - List Vendors Below		
89 V - ELL1 ELL Specialist	\$10,000.00	\$20,000.00
90 V - ELL2		
91 V - ELL3		
92 V - ELL4		
93 V - ELL5		
94 Supplies and Materials	\$1,000.00	\$2,000.00
95 Equipment		
96 Other (List Below)		
97		
98		
99		
100		
101 Total English Language Learner Program:	<u>\$11,000.00</u>	<u>\$22,000.00</u>

Guidance Services:

102 Salaries and Benefits	\$0.00	\$0.00
Purchased Services - List Vendors Below		
103 v - GS1 Community Provider	\$10,000.00	\$15,000.00
104 V - GS2		
105 V - GS3		
106 V - GS4		
107 V - GS5		
108 Supplies and Materials		
109 Equipment		
110 Other (List Below)		
111		
112		
113		
114		
115 Total Guidance Services:	<u>\$10,000.00</u>	<u>\$15,000.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
Health Services:			
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
117	V - HS1 <u>Community Clinic</u>	\$15,000.00	\$20,000.00
118	V - HS2 _____		
119	V - HS3 _____		
120	V - HS4 _____		
121	V - HS5 _____		
122	Supplies and Materials	\$500.00	\$1,000.00
123	Equipment		
	Other (List Below)		
124	_____		
125	_____		
126	_____		
127	_____		
128	_____		
129	Total Health Services:	<u>\$15,500.00</u>	<u>\$21,000.00</u>
Media Services:			
130	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
131	V - MS1 <u>Broadband connection</u>	\$5,000.00	\$5,000.00
132	V - MS2 _____		
133	V - MS3 _____		
134	V - MS4 _____		
135	V - MS5 _____		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138	_____		
139	_____		
140	_____		
141	_____		
142	_____		
143	Total Media Services:	<u>\$5,000.00</u>	<u>\$5,000.00</u>
Fiscal Services:			
144	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
145	V - FS1 <u>CPA</u>	\$40,000.00	\$60,000.00
146	V - FS2 <u>Legal Audit</u>	\$10,000.00	\$10,000.00
147	V - FS3 _____		
148	V - FS4 _____		
149	V - FS5 _____		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	_____		
153	_____		
154	_____		
155	_____		
156	_____		
157	Total Fiscal Services:	<u>\$50,000.00</u>	<u>\$70,000.00</u>

Maintenance and Operation:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Maintenance/Repairs	\$7,000.00	\$7,000.00
160	V - MO2 Utilities	\$20,000.00	\$20,000.00
161	V - MO3 Disposal/Waste Services	\$4,000.00	\$4,000.00
162	V - MO4 Custodian	\$15,000.00	\$20,000.00
163	V - MO5		
164	Supplies and Materials	\$7,000.00	\$10,000.00
165	Equipment		
166	Other (List Below)		
167			
168			
169			
170			
171	Total Maintenance and Operation:	\$53,000.00	\$61,000.00

Pupil Transportation:			
172	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
173	V - PT1 Monthly Bus Passes (\$350/student)	\$52,500.00	\$105,000.00
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
180	Other (List Below)		
181			
182			
183			
184			
185	Total Pupil Transportation:	\$52,500.00	\$105,000.00

Food Services:			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 Nutrition Director	\$20,000.00	\$40,000.00
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials	\$81,000.00	\$192,000.00
193	Equipment		
194	Other (List Below)		
195			
196			
197			
198			
199	Total Food Services:	\$101,000.00	\$232,000.00

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Data Processing:		
200	Salaries and Benefits	\$52,000.00	\$54,600.00
	Purchased Services - List Vendors Below		
201	V - DP1		
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$4,500.00	\$9,000.00
207	Equipment		
	Other (List Below)		
208	_____		
209	_____		
210	_____		
211	_____		
212	_____		
213	Total Data Processing:	<u>\$56,500.00</u>	<u>\$63,600.00</u>
	Substitute Personnel:		
214	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
215	V - SB1 Substitute Services	\$5,250.00	\$10,500.00
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$5,250.00</u>	<u>\$10,500.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$48,000.00	\$48,000.00
	Facility Upgrades - List Upgrades Below		
222	_____		
223	Windows Installation	\$20,000.00	
224	Interior Renovations	\$20,000.00	
225	_____		
226	_____		
227	_____		
228	_____		
229	Property Insurance for One Full Year	\$10,000.00	\$10,000.00
230	Content Insurance for One Full Year	\$10,000.00	\$10,000.00
231	Total Facilities:	<u>\$108,000.00</u>	<u>\$68,000.00</u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232

233

234

Total Debts:

=====

=====

Other Expenditures:

List Other Expenditures Below

235

236

237

238

239

240

TOTAL EXPENDITURES:

\$1,259,950.00

\$2,122,600.00

241

Net Revenue over Expenditures:

\$99,315.00

\$95,930.00

242

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.



Production Work Order

<u>Advertiser Account</u> 41105	<u>Advertiser Name/Address</u> BIRTHDAY/CELEBRATIONS CASH ACCOUNT GIVE TO ADVERTISING DEPT FORT SMITH AR 72902 USA	<u>Payor Account</u> 41105	<u>Payor Name/Address</u> BIRTHDAY/CELEBRATIONS CASH ACCOUNT GIVE TO ADVERTISING DEPT FORT SMITH AR 72902 USA	<u>Order Source</u>	<u>Order Status</u> Live
<u>Advertiser Phone</u> (479) 785-7727	<u>Advertiser Fax</u>	<u>Payor Phone</u> (479) 785-7727	<u>Payor Fax</u>	<u>Proofs</u> 0	<u>Tear Sheets</u> 0
<u>Advertiser Email</u>	<u>Payor Email</u>				

Ad Order Number
0000551338

Sales Rep.
ksmith

Order Taker
ksmith

Placed By
Trish Flanagan

Order Invoice Text

Ad Order Notes

Ad Number
0000551338-01

External Ad Number

Pickup

Ad Size
2 X 4.00

Color

Product
FS-Times Record
FS-Times Record
FS-Times Record
FS-Times Record

Placement
Main
Main
Main
Main

Run Date
06/23/2015
06/30/2015
07/07/2015
07/14/2015

Ad Type
S-BRD 6C-22i

Production Method
New Build

Comments for Production
Future School-Public Meeting

Schedule Invoice Text
Public Notice-Public Meeting-Future School
Public Notice-Public Meeting-Future School
Public Notice-Public Meeting-Future School
Public Notice-Public Meeting-Future School

Sort Text
PUBLIC NOTICE-PUBLIC MEETING-FUTURE
PUBLIC NOTICE-PUBLIC MEETING-FUTURE
PUBLIC NOTICE-PUBLIC MEETING-FUTURE
PUBLIC NOTICE-PUBLIC MEETING-FUTURE

**** Remember that LATE Ads must be approved by your manager! ****

FOR PRODUCTION DEPT. USE ONLY

Created By: _____
Corrected By: _____
Exported By: _____
Copy Input By: _____

Sales Assistant Check List

- _____ Ad Note
- _____ Layout
- _____ Spelling
- _____ Dates/Address/Phone #'s
- _____ Overall Instructions Completed
- _____ Ad Saved In Correct Folder
- _____ Initials



GateHouse Media® **Customer**

Ad Order Number

0000551338

Sales Rep.

ksmith

Order Taker

ksmith

Order Source

BIRTHDAY/CELEBRATIONS CASP

Customer Account

41105

Customer Address

GIVE TO ADVERTISING DEPT
FORT SMITH AR 72902 USA

Customer Phone

(479) 785-7727

Order Confirmation

Payor Customer

BIRTHDAY/CELEBRATIONS CASP

Payor Account

41105

Payor Address

GIVE TO ADVERTISING DEPT
FORT SMITH AR 72902 USA

Payor Phone

(479) 785-7727

PO Number

Ordered By

Trish Flanagan

Customer Fax

Customer EMail

Special Pricing

Tear Sheets

0

Proofs

0

Affidavits

0

Blind Box

Promo Type

Materials

Invoice Text

First / Last runDates

06 / 23 / 15 07 / 14 / 15

Net Amount

544.00

Tax Amount

.00

Total Amount

544.00

Payment Method

Credit Card

Payment Amount

544.00

Amount Due

.00

Ad Number **Ad Type**
0000551338-01 S-BRD 6C-22i

Production Method
New Build

Production Notes
Future School-Public Meeting

External Ad Number

Ad Attributes

Ad Released
No

Pick Up

Ad Size **Color**
2 X 4.00

Ad Content

NOTICE OF PUBLIC HEARING-OPEN TO THE PUBLIC

Future School invites high school students, parents, educators and community members to a series of community conversations this summer to discuss our plans to submit an application for an open enrollment public charter high school in Fort Smith. This will be an opportunity to meet with others in our community to share ideas about innovation in education for high school students in Fort Smith.

RSVP & Info: Trish Flanagan @ trish@fsfuture.org

Place: Elm Grove Community Center

Dates: July 9,16, 28

Time: 6-7:30pm

*Refreshments will be provided

.....
Escuela Futura se invite a los alumnos secundarios, los padres, los profesores y miembros de la comunidad a una serie de conversaciones este verano para discutir nuestra aplicación de escuela secundaria publica. Este es una oportunidad a reunirse y conversar con otra gente en la comunidad para compartir ideas innovadores de educación secundaria en Fort Smith.

RSVP y Info: Trish Flanagan @ trish@fsfuture.org

Lugar: Elm Grove Community Center

Fechas: July 9,16, 28

Tiempo: 6-7:30pm

*Refrigerios se proveerán

Product

FS-Times Record

Placement

Main

Position

Page 3 Main



Trish Flanagan <trish@nobleimpact.com>

Letter of Intent- Future School

Trish Flanagan <trish@nobleimpact.com>

Mon, Jun 1, 2015 at 2:33 PM

To: "Cindy Hogue (ADE)" <cindy.hogue@arkansas.gov>, ade.charterschools@arkansas.gov

Cc: bgooden@fortsmithschools.org, Zena Featherston <zfeather@fortsmithschools.org>

Dear Ms. Hogue,

I am sending our letter of intent (attached) to apply for an open enrollment public charter school.

Thank you,
Trish Flanagan

--

Trish Flanagan

Noble Impact - Social Entrepreneurship Projects

314.873.3162 (US cell)

trish_flanagan (Skype)

nobleimpact.com

trishflanagan.com



Letter of Intent to Apply for an Open-Enrollment Public Charter School- Future School.pdf

1017K



Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>

Mon, Jun 29, 2015 at 8:40 AM

To: bgooden@fortsmithschools.org, Zena Featherston <zfeather@fortsmithschools.org>

Dear Dr. Gooden,

I hope you are having a restful summer.

I am sending our current overview of the school and the newspaper notice of our community meetings/public hearing. We are also having a meeting this Thursday at the Stephens Boys and Girls Club at 5:30pm for families in the neighborhood, in case anyone from your team would like to join us.

Thank you and have a great day,
Trish

--

Trish Flanagan*Future School*

479.755.4168 (o)

314.873.3162 (m)

trish_flanagan (Skype)

trishflanagan.com

2 attachments**Public Notice-southwesttimesrecord-Pg 3A-6-23-15 (1).pdf**

296K

**Future School Overview- 2 page- June.pdf**

307K



Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: steve.rose@lavacaschools.com

Mon, Jun 29, 2015 at 10:17 AM

Dear Mr. Rose,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan*Future School*

479.755.4168 (o)

314.873.3162 (m)

trish_flanagan (Skype)

trishflanagan.com

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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: rross@mansfieldtigers.org

Mon, Jun 29, 2015 at 8:47 AM

Dear Mr. Ross,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan*Future School*

479.755.4168 (o)

314.873.3162 (m)

trish_flanagan (Skype)

trishflanagan.com

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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: dwoolly@almasd.net

Mon, Jun 29, 2015 at 8:46 AM

Dear Mr. Woolly,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan*Future School*

479.755.4168 (o)

314.873.3162 (m)

trish_flanagan (Skype)

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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: Superintendent@hartfordschools.org

Sun, Jun 28, 2015 at 5:05 PM

Dear Dr. Schiavino-Narvaez,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan

Future School

[479.755.4168](tel:479.755.4168) (o)

[314.873.3162](tel:314.873.3162) (m)

trish_flanagan (Skype)

trishflanagan.com

2 attachments



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Future School Overview- 2 page- June.pdf

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>
To: mgreene@greenwood.k12.ms.us

Sun, Jun 28, 2015 at 5:17 PM

Dear Dr. Greene,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan*Future School*

479.755.4168 (o)

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**Future School Overview- 2 page- June.pdf**

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>

Mon, Jun 29, 2015 at 8:44 AM

To: bill.pittman@hacketthornets.org

Dear Mr. Pittman,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan*Future School*

479.755.4168 (o)

314.873.3162 (m)

trish_flanagan (Skype)

trishflanagan.com

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Trish Flanagan <trish@fsfuture.org>

Future School of Fort Smith

Trish Flanagan <trish@fsfuture.org>

Sun, Jun 28, 2015 at 5:29 PM

To: Kerry.Schneider@vbsd.us

Dear Dr. Schneider,

My name is Trish Flanagan and I'd like to share information about our application for an open enrollment charter high school, Future School of Fort Smith. I am sending an overview of the school and the newspaper notice of our public hearing. We are working in partnership with a number of education and community leaders in Fort Smith. I look forward to the opportunity to meet and work together.

Take care,
Trish

--

Trish Flanagan*Future School*

479.755.4168 (o)

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trishflanagan.com

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**Future School Overview- 2 page- June.pdf**

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Governor: I Can End Test Contract

Crews Hunt For Missing Man

TIMES RECORD STAFF

Authorities are searching for a man they believe has been missing since last week.

Sebastian County Emergency Management Director Jeff Turner said the county's Search and Rescue Unit, along with other local authorities are looking for William Darrell Buchanan of Fort Smith, who was reported missing June 16.

Buchanan is described as a white male with black hair and brown eyes in his early 50s, possibly 51, Turner said. He is about 5 feet, 11 inches tall and weighs about 180 pounds.

He was last seen walking in the Fianna Hills area, Turner said.

Turner said crews are searching the wooded areas near Fianna Hills and the surrounding areas between Arkansas 253 and U.S. 271.

Turner said it was unsure if the man has a history of mental illness or is in need of medication.

A missing persons report was filed with the Fort Smith Police Department, he said, adding he encouraged those with any knowledge about Buchanan to call the police at 709-5116.

Turner said he thought about the many women who have had a positive impact on the state's history and asked himself, "How are the young women in Arkansas going to remember them if we don't start celebrating what they've done?"

Hartwick said he thought about the many women who have had a positive impact on the state's history and asked himself, "How are the young women in Arkansas going to remember them if we don't start celebrating what they've done?"

Hutchinson was on a European economic-development mission when the shooting occurred. On Sunday night, he attended a vigil in North Little Rock for the shooting victims.

"I think what we've got to concentrate on is not the politics of those decisions now, but as we remembered yesterday at the Bethel AME Church, we really remembered the nine families and really celebrated the lives of those that made a difference every day that lost their life in that tragedy," he said.

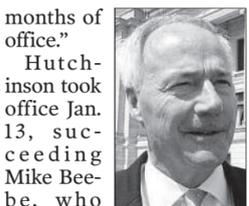
Hutchinson said the demonstrations of faith by South Carolinians in a difficult time have been an example for the nation.

"I just hope Arkansas never has such a tragedy that happens here, but I think we've learned a lot from how South Carolina has handled it in terms of forgiveness, in terms of unity, in terms of working together in the community," he said.

By John Lyon
ARKANSAS NEWS BUREAU
LYON@ARKANSASNEWS.COM

LITTLE ROCK — Gov. Asa Hutchinson said Monday he is directing the state Education Department to withdraw from the Partnership for Assessment of Readiness for College and Careers despite a recent vote by the state Board of Education to renew the state's commitment to PARCC.

In a letter to Education Commissioner Johnny Key, Hutchinson said that under the state's memorandum of understanding with PARCC, if the governor is succeeded by another person, the successor "shall affirm in writing to the governor's board chair the state's continued commitment to participate in the consortium and to the binding commitments made by that official's predecessor within five months of office."



Hutchinson

Hutchinson took office Jan. 13, succeeding Mike Beebe, who was prevented by term limits from seeking a third term.

"Since I took office, there has been no action by the governor or the commissioner of education to reaffirm the state's continued commitment and participation in the PARCC consortium," Hutchinson said Monday in his letter. "On the contrary, I have publicly expressed my support for withdrawing from PARCC."

For the first time this spring, Arkansas schools administered standardized tests developed by PARCC and aligned with the Common Core State Standards.

During this year's legislative session, the House approved a bill by Rep. Mark Lowery, R-Maumelle, to withdraw from PARCC, but the Senate amended the bill, which became law, so that it only prohibited the state from contracting with PARCC for more than a year at a time.

Earlier this month, a task force created by Hutchinson to review Common Core and PARCC recommended that the state not renew its contract with PARCC, which expires June 30, and that it instead seek a contract to administer ACT Aspire tests. Among other things, the task force said ACT Aspire tests can be completed in about half the time that students need to complete the PARCC tests.

The task force has not yet made a recommendation on whether the state should keep Common Core.

Hutchinson accepted the task force's recommendation and asked the Education Board to end the PARCC contract, but on June 11 the board voted 7-1 to renew the contract, rejecting the governor's request. The decision requires legislative approval.

The governor said Monday in his letter, "Based on actions during the regular session, it is clear that legislators want to move away from PARCC."

It should also be noted that the number of other states participating in PARCC has dropped substantially, a trend that could make the prospect of cross-state comparability difficult in the future."

Since 2010, the number of states in the PARCC consortium has dwindled from 26 to 12.

Hutchinson acknowledged that the decision as to what should replace PARCC is not his alone to make.

"In my judgment, ACT and ACT Aspire are the right assessment tools to accomplish the goal of national comparison of student achievement and long-term stability," he said in the letter to Key. "I recognize the role of the state Board of Education in assessment selection and that certain steps are required to make a change. Please coordinate with the state Board of Education to select a new assessment provider."

Jay Barth, who was among the Education Board members who voted to renew the contract with PARCC, said Monday he had not read the language Hutchinson cited from the memorandum of understanding and had not previously been aware of the memorandum. Barth said he would need to look into the matter before commenting.

INDUCTEES: First Group Honored Formed After Faubus Closed High Schools

CONTINUED FROM PAGE 1A
• Hattie Caraway, the first woman elected to the U.S. Senate.

• Hester Davis, a leader in the development of cultural resources management legislation and programs who blazed a trail for women in archaeology.

• Roberta Fulbright, a former publisher of the Northwest Arkansas Times who championed the University of Arkansas, fought corruption and advocated for women's equality.

The first organization to be inducted is:

• Women's Emergency Committee to Open Our Schools, or WEC, which

was formed in Little Rock in 1958 in response to Gov. Orval Faubus' closing of the city's four public high schools to prevent further desegregation.

A selection committee chose the inductees from 73 nominations submitted by the public. The inductees will be honored in an Aug. 27 ceremony at the Statehouse Convention Center in Little Rock. Ticket information and information about the inductees are available at www.arwomenshalloffame.com.

"It certainly is long overdue that we recognize the extraordinary history of women in Arkansas' history,

its leadership and its problem solving," Hutchinson said during Monday's news conference.

"Whether you look at the incredible history of women in Arkansas from the political arena of Hattie Caraway, our first woman elected in her own right in the United States Senate, to Daisy Bates, the civil rights leader, our entire history of Arkansas is filled with extraordinary women who have provided leadership," he said.

Nan Snow of Little Rock, board president of the Women's Hall of Fame, said the inductees "have made a major impact on the lives

of others and helped elevate the status of women in our state, the nation and, in some cases, around the world."

The organization intends to induct a new group each year. Information about the first inductees will be included in a traveling exhibit, but eventually the organization hopes to establish a fixed location, Snow said.

Snow told reporters Clinton was chosen "on her merit" and not because of her presidential bid. She said Clinton and the other living inductees have been invited to the ceremony but said she had not heard whether

Clinton would attend.

The Women's Hall of Fame began as a partnership between the North Little Rock Chamber of Commerce and Arkansas Business Publishing Group of Little Rock. Terry Hartwick, the chamber's president and CEO, said he got the idea after noticing that Arkansas Business Hall of Fame includes mostly men.

Hartwick said he thought about the many women who have had a positive impact on the state's history and asked himself, "How are the young women in Arkansas going to remember them if we don't start celebrating what they've done?"



CHAD HUNTER • TIMES RECORD
Fort Smith School Board member David Hunton votes on an issue Monday night during a board meeting.

COTTON: Hutchinson Says Confederate Flag 'Part Of History'

CONTINUED FROM PAGE 1A
He also said, "The CofCC is hardly responsible for the actions of this deranged individual merely because he gleaned accurate information from our website."

On Monday, South Carolina Gov. Nikki Haley called for removal of the Confederate flag, a symbol that Roof has posed with in several photos, from that state's Capitol. The flag's removal would require an act of the South Carolina Legislature.

Hutchinson was asked Monday about his thoughts on the Confederate flag and Arkansas' state flag, which includes a star over the word "Arkansas" that is meant to represent the Confederacy, according to the secretary of state's website.

"It's part of history," Hutchinson said. "It should not be utilized as a symbol for current events. It is history, and obviously we understand that history more deeply in the South than anywhere else."

Hutchinson was on a European economic-development mission when the shooting occurred. On Sunday night, he attended a vigil in North Little Rock for the shooting victims.

"I think what we've got to concentrate on is not the politics of those decisions now, but as we remembered yesterday at the Bethel AME Church, we really remembered the nine families and really celebrated the lives of those that made a difference every day that lost their life in that tragedy," he said.

Hutchinson said the demonstrations of faith by South Carolinians in a difficult time have been an example for the nation.

"I just hope Arkansas never has such a tragedy that happens here, but I think we've learned a lot from how South Carolina has handled it in terms of forgiveness, in terms of unity, in terms of working together in the community," he said.

PROPOSAL: Board Drafts Nonschool Facility Use Policy

CONTINUED FROM PAGE 1A
The school board backed off that plan in 2014 following opposition from a group of local businessmen, in addition to a third-party study that predicts Fort Smith schools likely will see little enrollment growth over the next decade.

Led by First National Bank of Fort Smith President Sam Sicard, the group cited concerns of additional costs and "the further division of our community" in a letter to the superintendent. The group's suggested alternative was "expansion and reinvestment in our two existing high schools."

"I guess the push-back we had from certain members of the community put the potential high school on the back burner," Wade said. "But if we do that on a permanent basis, we've got to do something with our existing facilities."

Wade referred to the latest proposal as a "large group of projects that are going to cost significant sums of money."

"In this case if we're going to follow the lead of some of these members of this community to try to expand existing facilities," he said, "we're going to have to have significant financial help from the community by way of a millage increase."

In other business, the school board voted 4-2 supporting the first reading of an updated policy governing the community use of school facilities that adds a "viewpoint neutral" stance on nonschool-related events.

The policy states, "The use of Fort Smith Public School facilities by non-school organizations shall be viewpoint neutral" and "in no way imply endorsement of the beliefs or goals of the organization."

School Board President Deanie Mehl and board member Susan McFerran voted against the measure. In the past Mehl has suggested prohibiting partisan rallies on school grounds.

YARD ART: Owner Built Life-Sized Duck Hunter For Client

CONTINUED FROM PAGE 1A
Large pottery planters are also available, and Brett designs customized pieces for clients like a

recent one of a life-sized duck hunter with ducks.

The Footes, who have been in the metal art business for about 20

years, formerly had a business in Hot Springs called Desert Edge Imports and are in the process of setting up an-

other outlet in Ocala, Fla.

Yard Art is located at 6618 U.S. 271 South near Chaser's Bar in Fort Smith.

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NOTICE OF PUBLIC HEARING-OPEN TO THE PUBLIC

Future School invites high school students, parents, educators and community members to a series of community conversations this summer to discuss our plans to submit an application for an open enrollment public charter high school in Fort Smith. This will be an opportunity to meet with others in our community to share ideas about innovation in education for high school students in Fort Smith.

RSVP & Info: Trish Flanagan @ trish@fsfuture.org
Place: Elm Grove Community Center
Dates: July 9, 16, 28
Time: 6-7:30pm
*Refreshments will be provided

.....
Escuela Futura se invite a los alumnos secundarios, los padres, los profesores y miembros de la comunidad a una serie de conversaciones este verano para discutir nuestra aplicación de escuela secundaria publica. Este es una oportunidad a reunirse y conversar con otra gente en la comunidad para compartir ideas innovadores de educación secundaria en Fort Smith.

RSVP y Info: Trish Flanagan @ trish@fsfuture.org
Lugar: Elm Grove Community Center
Fechas: July 9, 16, 28
Tiempo: 6-7:30pm
*Refrigerios se proveerán

Alegria

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This is what Happy looks like

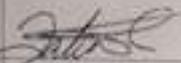
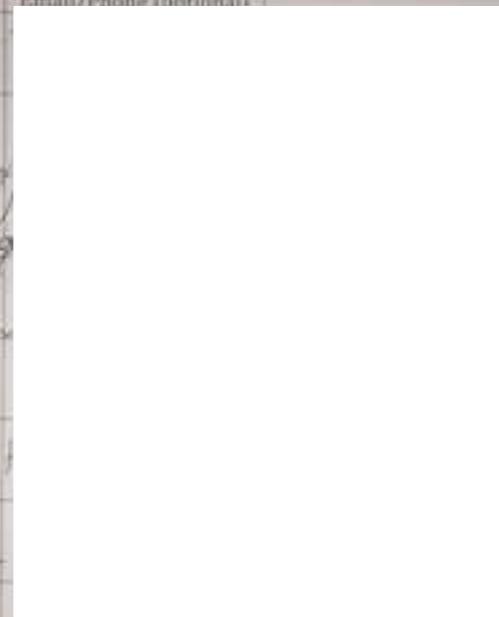
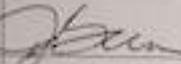
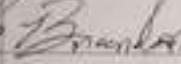
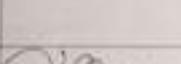
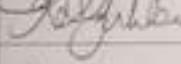
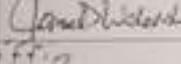
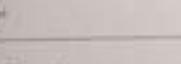
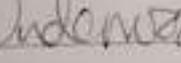
RIK'S SHOES

Downtown 704 Garrison
Waldron Sq. 5302 Rogers

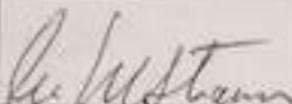
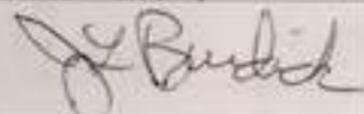
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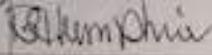
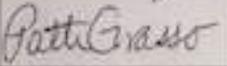
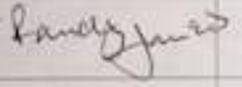
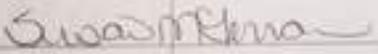
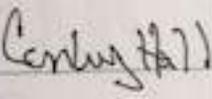
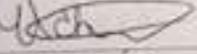
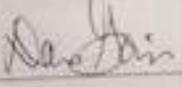
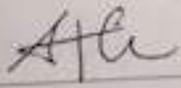
Future School
Community Meeting/Public Hearing
July 16, 2015

Print Name	Signature	Email/Phone (optional)	Comments
TALICIA REYNOLDS			
YVONNE GREEN			
BRANDON COX			
JUDY CHRISTIA			
TANISHA TAN			
KELLY WILSON			
JIM WILCOTT			
JENNIFER GRIFFIN			
JENNIFER GRIFFIN			
REGINA UNDERWOOD			

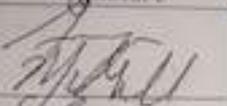
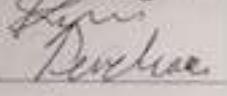
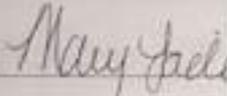
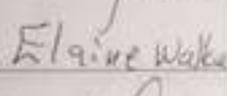
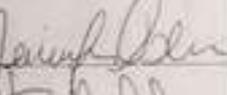
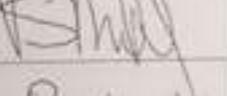
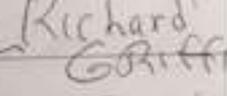
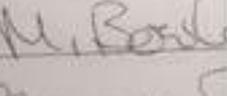
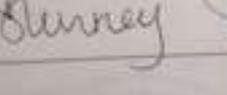
Future School
Community Meeting/Public Hearing
July 16, 2015

Print Name	Signature	Email/Phone (optional)
Gordon M. Strauss		
Howard Verner		
		
Norma Nelson	Norma Nelson	

Future School
Community Meeting/Public Hearing
July 16, 2015

Print Name	Signature	Email/Phone (optional)	Comments
Britt Humphries			
Rebecca Bingham			
Patti Grasso			
Randy Jones			
Susan McFerran			
Conley Hall			Retired Teacher
Nichelle Christian			
Rich & Dana Gains			
Steve Clark			

Future School
Community Meeting/Public Hearing
July 16, 2015

Print Name	Signature	Email/Phone (optional)	Comments
George McGill			
Lynn Perchoue			
Mary Luckie			
Elaine Walker			
Jennifer Osborn			
Deanie Mohl			
Richard Griffin			
Meagan Becking			
Shanna Turney			



FUTURE SCHOOL

Future School
Community Meeting/Public Hearing
July 9, 2015

Print Name	Signature	Email/Phone (optional)	Comments
Patti Grasso	Patti Grasso		
Monica Waltman	Monica Waltman		
Theresa Covington	Theresa Covington		
Lorrie Woodward	Lorrie Woodward		
Mary Tyler			
Keenan Adkins	Keenan Adkins		
Stacey Adkins	Stacey Adkins		
Keley Simpson			
Jackie Flake	Jackie Flake		



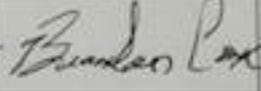
FUTURE SCHOOL

Future School
Community Meeting/Public Hearing
July 9, 2015

Print Name	Signature	Email/Phone (optional)	Comments
Bill Honesworth	Bill Honesworth		
TRISH RICHARDSON	Trish Richardson		
MICHAEL TERRY	Michael Terry		
Steve Clark	Steve Clark		
Sam Sicard	Sam Sicard		
Andre' Good	Andre' Good		
Charlette Hunt	Charlette Hunt		
Chad Hunt	Chad Hunt		
Allison + Pat Montez	Allison Montez		



Future School
Community Meeting/Public Hearing
July 9, 2015

Print Name	Signature	Email/Phone (optional)	Comments
Brandon Cox			
Zartashia Javid			

Names of Guests

Norma Nelson - [redacted]

Shelley Villarreal [redacted]

[redacted]

Kelley Simpson

Monica Waltman

Lath Grasso [redacted]

Gloria Rouse

Elizabeth Stephens - [redacted]

Gabriela Kinslow - [redacted]

Future School 2016-2017 Calendar

Semester 1	Date	Activity	Days
August			8
	15-19	Staff Development	
	22	Students start day	
September			21
	5	Labor Day Holiday	
October			20
	28	Staff Development	
November			16
	23-25	Mid-Semester Break	
December			14
	21-31	Mid-Year Break	
Total Semester 1: 79			
Semester 2			
January			17
	1-6	Mid-Year Break	
February			19
	20	MLK Day	
March			17
	20-24	Mid-Semester Break	
	27	Staff Development	
April			19
	21	Spring Day	
May			23
	19	Staff Development	
June			6
Total Semester 2: 101			
Total School Days: 180			

Future School Sample Weekly Student Schedule

Team A						
	Monday	Tuesday	Wednesday	Thursday	Friday	
9:00 AM	English	Internship	Science	Math	Social Studies	
9:30 AM						
10:00 AM	Social Studies			Science	Math	
10:30 AM						
11:00 AM				English		
11:30 AM						
12:00 PM	Lunch			Lunch	Lunch	Lunch
12:30 PM	Math			Social Studies	English	Science
1:00 PM						
1:30 PM				Career Focus	Career Focus	Career Focus
2:00 PM	Career Focus					
2:30 PM						
3:00 PM	Real-World Lab		Real-World Lab	Real-World Lab	Real-World Lab	
3:30 PM						
4:00 PM						
4:30 PM	Dismissal		Dismissal	Dismissal	Dismissal	

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): WDA Living Trust

Lessee(Tenant): Future School of Fort Smith

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:

Facility is currently unoccupied. It is an event center which was used as a rental space for various events such as music concerts and other community gatherings.

Address of Premises: 12 North 11th St. Fort Smith, Arkansas, 72901

Square Footage: 17,000 sq ft

Terms of Lease: July 1, 2016 to July 1, 2018

Rental Amount: \$4000/mo

Contingency: The terms of this agreement are contingent upon

Future School

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

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: Future School of Fort Smith

By: [Signature], school founder Date 7/20/16

Lessor: WDA Living Trust

By: [Signature], agent for owner Date 7-20-15

See addendum outlining additional contingencies
lessor initials AB lessee initials [Signature]

Addendum to Facilities Usage Agreement

Facilities usage agreement is additionally contingent upon final outcome of conditional use permit process and approval of Future School Board of Directors.

Lessee: *[Signature]*

Date: 7-20-15

Lessor: *[Signature]*

Date: 7-20-15

**2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER
SCHOOL STATEMENT OF ASSURANCES**

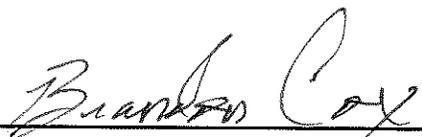
The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space- available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

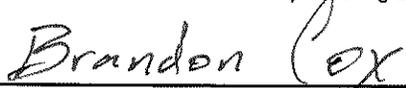
14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors



Date



Printed Name

Name of Individual with Prior Charter Experience ELizabeth Stephens

Position with Proposed Charter Dean of Instruction & Founding Teacher

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Austin Achieve Public Schools	Dean of Instruction & Founding Teacher	Operating	5908 Manor Road, Austin, TX 78723	http://ritter.tea.state.tx.us/perfreport/account/2014/static/summary/campus/c227825001.pdf

Sample Learning Plan

Future School Learning Plan- Master Copy					
Learning Team					
Student Name:	Sam Rodriguez				
advisor:	Trish Flanagan				
Parent:	Paul Rodriguez				
LTI mentor:	Leena Richards				
Date:	August 20, 2016				
Semester:	Fall 2016				
Real World Competencies	Goals	Resources	Activities	Portfolio	Timeline
	<i>What are my goals for each area this semester? For the year? By graduation? After graduation?</i>	<i>What materials will I need? Who do I need to collaborate with?</i>	<i>How can my core/elective coursework help me reach my goals?</i>	<i>What do I want to make, write, show to demonstrate my progress?</i>	<i>When do I need to accomplish large and small tasks through the semester?</i>
Leadership	To volunteer for a school event like Parent Appreciation night.	Contact organizer, find transportation.	Make a flyer for the event in my Computer Applications I class.	A flyer to distribute to parents and students.	Sept 14- find out when meeting is and put on Google calendar.
Professional Communication	To be comfortable presenting my work to adults.	advisor, small group from internship site	Practice my presentation for my Mentor in Real-World Lab.	10-slide Power Point presentation	Set practice date an final presentation date and put it on Google calendar.
Technological Fluency	To learn how to make a Power Point for my internship.	See professional communication goals.			
Personal Development	To open a bank account.	Transportation to bank, internet	I will take Financial Literacy in the fall.	A bank account	October 15- research types of accounts, December 15- open account with saved money.
Progress Update: August					
Progress Update: September					
Progress Update: October					
Progress Update: November					
Progress Update: December					
Mentor Notes:					
Advisor Notes:					
Parent Notes:					

Sample Internship Planning Document

Internship Plan					
Learning Team					
Student Name:	Sam Rodriguez				
advisor:	Trish Flanagan				
Parent:	Paul Rodriguez				
LTI mentor:	Leena Richards				
Date:	August 20, 2016				
Semester:	Fall 2016				
<p>Description of Internship: This internship will be working with the Stephens' Boys and Girls Club and will last for the fall semester. I will spend a few weeks at the site interviewing students and staff to find out what kind of literacy activities would best benefit the 5th grade students at the club. Then I will design an afterschool literacy curriculum for 2 hours/week. I will work closely with the tutors at the program and present my final curriculum as my deliverable in November. I hope to be able to continue this internship in the spring and actually implement my curriculum with students.</p> <p>Start/End date: September 1- December 15 Time/day at site: Tuesdays from 9-5.</p>					
Deliverables	Work plan, presentation to mentor, student feedback, final 2-month curriculum				
Resources	Learning team, internet, library card, bus pass, computer				
Timeline	<p>August: Explore career interests and skills inventory, discuss possible internship sites with Advisor, apply/interview for internships</p> <p>September: Get work plan approved by mentor, begin interviews and research</p> <p>October: Compile research and design 2-month literacy curriculum</p> <p>November: Present deliverables to mentor, prepare portfolio presentation.</p> <p>December: Present portfolio</p>				
Logistics	<p>How do I plan to travel to/from internship site?</p> <p>Do I have permission slip signed by entire learning team?</p> <p>What is my plan for lunch on internship days?</p> <p>Who is my emergency contact?</p> <p>What do I do if I can't make it to the internship site?</p>				
Progress Update: August					
Progress Update: September					
Progress Update: October					
Progress Update: November					
Progress Update: December					
Mentor Notes:					
Advisor Notes:					
Parent Notes:					

Sample Course of Study (10-12th grades)

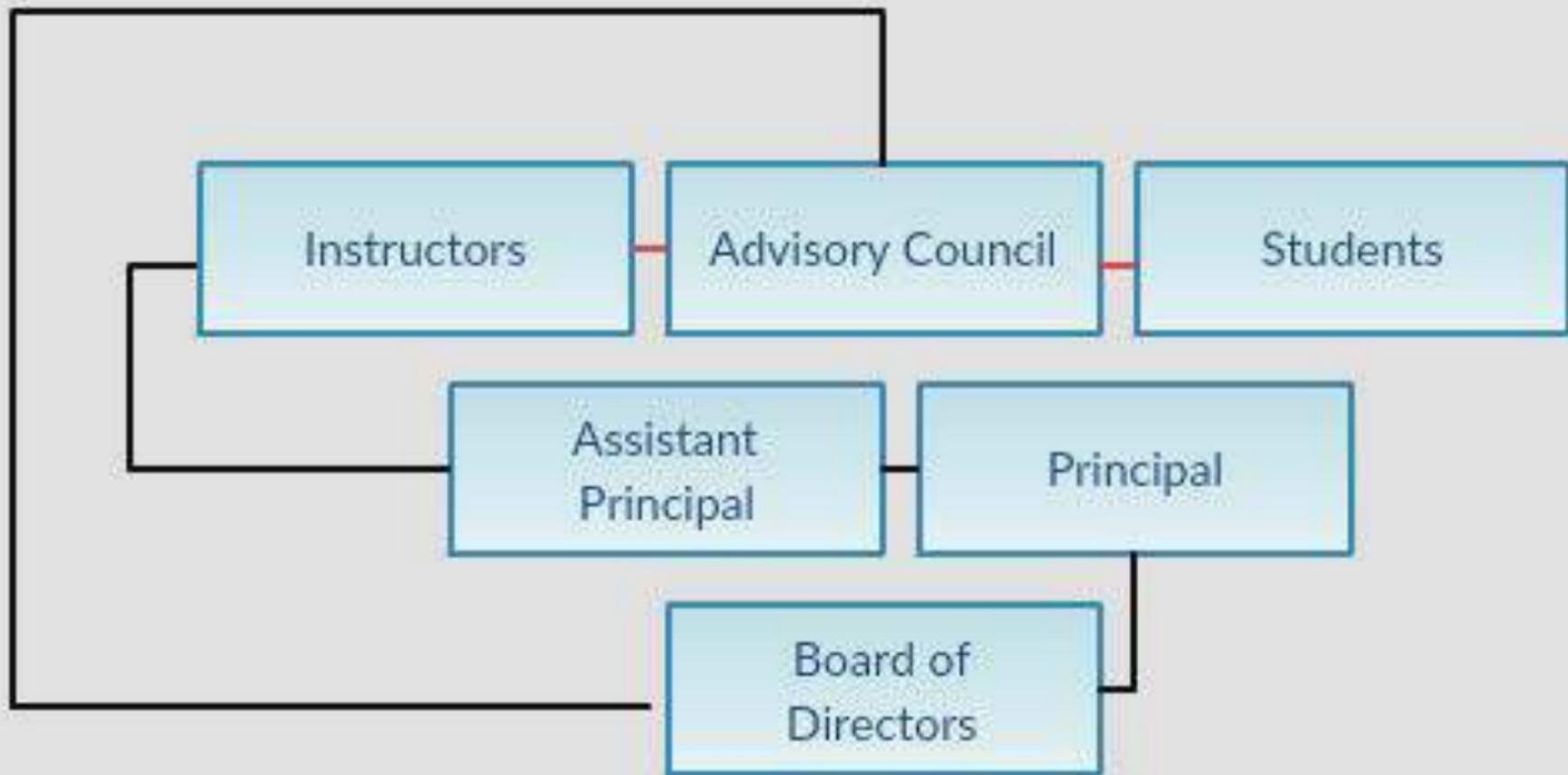
10 th Grade	Fall	Spring
Academic (4)		
Math	Geometry	
Science	Biology	
English	English 10	
Social Studies	World History	
Real-World Lab (1)	Office Management	Internship
Career Focus (1)	Computer Applications I	Computer Applications II
Total Credits = 6		

11 th Grade	Fall	Spring
Academic (4)		
Math	Algebra II	
Science	Physics	
English	English II	
Social Studies	U.S. History	
Real-World Lab (1)	Entrepreneurship I	Entrepreneurship II
Career Focus (1)	Spanish I	Spanish II
	Survey of Fine Arts	
Total Credits = 6		

12 th Grade	Fall	Spring
Academic (4)		
Math	Statistics	
Science	Chemistry	
English	English 12	
Social Studies	Civics	Economics
Real-World Lab (1)	JAG	
Career Focus (1)	Spanish III	Spanish IV
	Intramural Athletics	
Total Credits = 6		

Sample Elective Options

Sample Elective Options				
Career & Technical Education	Business Education	East	Family & Consumer Science	Marketing Education
Workplace Readiness	Computer Applications I	East/Workforce Technology I,II, III	Nutrition & Wellness	Marketing
Job's for America's Graduates	Computer Applications II		Family & Consumer Science	Marketing Management
Internship	Computerized Business Applications		Human Relations	Fashion Merchandising
	Advanced Spreadsheet Applications		Clothing Management	Small Business Operations
	Entrepreneurship I		Food & Nutrition	Sports & Entertainment Marketing
	Entrepreneurship II		Parenting	
	Advanced Database Applications		Orientation to Teaching II	
	Computerized Accounting I		Orientation to Teaching II	
	Computerized Accounting II		Child Development	
	Financial Literacy		Housing & Interior Design	
	Office Management		Financial Literacy	
	Office Education Cooperative			
	Investments & Securities			
	Digital Communications I			
	Digital Communications II			
	Digital Communications III			
	Digital Communications IV			
	Senior Technology Seminar			
	Management			
	Programming I- Java			
	Programming II0 Java			
	AP Computer Science A			



Future School Board Biographies

Brandon Cox

As a son of a retired public school teacher and a father of elementary age twin girls, Brandon is committed and involved in public education. As the president of the Future School Board of directors, Brandon seeks to find and support new innovative styles in educating future generations.

Serving in positions that allowed for technological advancements in regards to the operations side of the business, Brandon Cox worked at USA Truck, Inc., for 13 years. He finished his tenure as the Senior Vice President of Marketing and Sales when the company was approximately \$500 million in sales. He then began his career at Propak Logistics, which provides supply chain solutions that solve labor management, pallet, and reverse logistics needs.

Brandon also reviews and provides analysis on investments for Centuria Ventures, as well as provides assistance for startups when needed. Centuria Ventures is open to funding many different opportunities; however, there is a deeper interest in the early-stage technology, healthcare, and education fields. In addition, Brandon owns a children's retail boutique that operates online as well as a physical storefront in Fort Smith, AR.

Steve Clark

Steve Clark is an entrepreneur and startup investor and advisor. He has been ranked as one of Arkansas' top business innovators. In 1999, Clark founded Propak Corporation, a transportation and supply chain management company that now employs over 1,500 people with operations stretching from California to New York. In the Arkansas business community, he is probably better known for co-founding Rockfish, a globally recognized, award winning digital innovation firm. In 2014, Rockfish was recognized by Hubspot as one of the top ten fastest growing mobile marketing agencies in the U.S.

Most recently, Clark founded Noble Impact, a new education venture in partnership with the University of Arkansas Clinton School of Public Service. This innovative program teaches entrepreneurship and public service to empower the next generation of problem solvers. Clark is actively involved in the Fort Smith community and serves on the boards of the University of Arkansas at Fort Smith Foundation, U.S. Marshall Museum, Fort Smith Chamber of Commerce, and the Central Business Improvement District. Clark received his Bachelor of Science in Business Administration in finance and banking from the Walton College in 1986.

Jason Green

Jason Green is the Vice President of Human Resources for Baldor Electric Company in Fort Smith, Arkansas. He began his career with Baldor in January 2007. Prior to joining Baldor, Jason worked for Hallmark Cards, Inc. in Kansas City, Missouri for 15 years in a variety of Human Resources positions.

Jason is active in his community and serves on several local boards including the Westark Area Council – Boy Scouts of America, the University of Arkansas at Fort Smith Foundation, Sparks Health System and First National Bank. At Baldor, he is a member of the Baldor Electric Company Foundation Board of Directors where a key focus is supporting educational programs and initiatives. He also served on the Immaculate Conception School Board for three years.

Education, training and development are very important to Jason and play a significant role in his personal and professional life. He is committed to education and the development of others and will continue to work hard to ensure our educational systems grows and diversifies in the greater Fort Smith region.

He is a native of Fort Smith and earned a Bachelor's degree in Human Resource Management from the University of Arkansas and a MBA from Washburn University in Topeka, Kansas.

Boyd Logan

After completing his undergraduate degree in Creative Writing at the University of Arkansas, Boyd Logan began his teaching career as a Freshman Composition instructor while pursuing and completing his Masters in English Literature at the University of Arkansas. He then worked as a copywriter at a major catalog publisher before returning to his true love of education as a teacher at Fayetteville High School.

As the Small Learning Community Lead Teacher, Boyd organized their first expo at Fayetteville High School and is currently overseeing collaboration for 30 faculty members and 600 students. He has implemented building wide literacy intervention strategies that significantly improved EOC Literacy Scores for Fayetteville High School, specifically with regards to TAGG groups. He is committed to working with post-secondary planning and placement, internships, externships, community relations, and building authentic learning experiences that extend beyond the school day and building.

Boyd is a National Board Certified Teacher and has presented at national conferences on implementation of educational technology, career academies, and instructional strategies for literacy.

FUTURE SCHOOL

of FORT SMITH



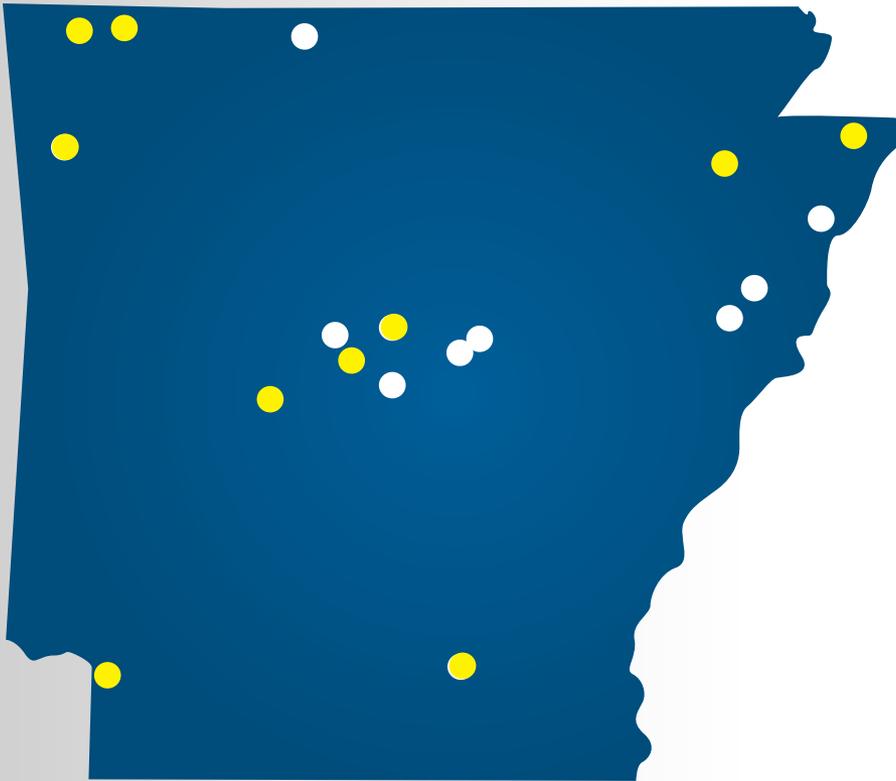
Student Interest

Relevant Skills

Real World Experience



Charter Schools



- Public & Free
- State-approved diploma
- Innovative & adaptable
- Accountable

"I plan to start a company or go to college or both!"

Poise and 21st century skills

Full-ride scholarships

Recruited by top companies

Student interests become real opportunities





3 Pillars

Real World Collaboration

Project- Based Learning

Integrated Technology

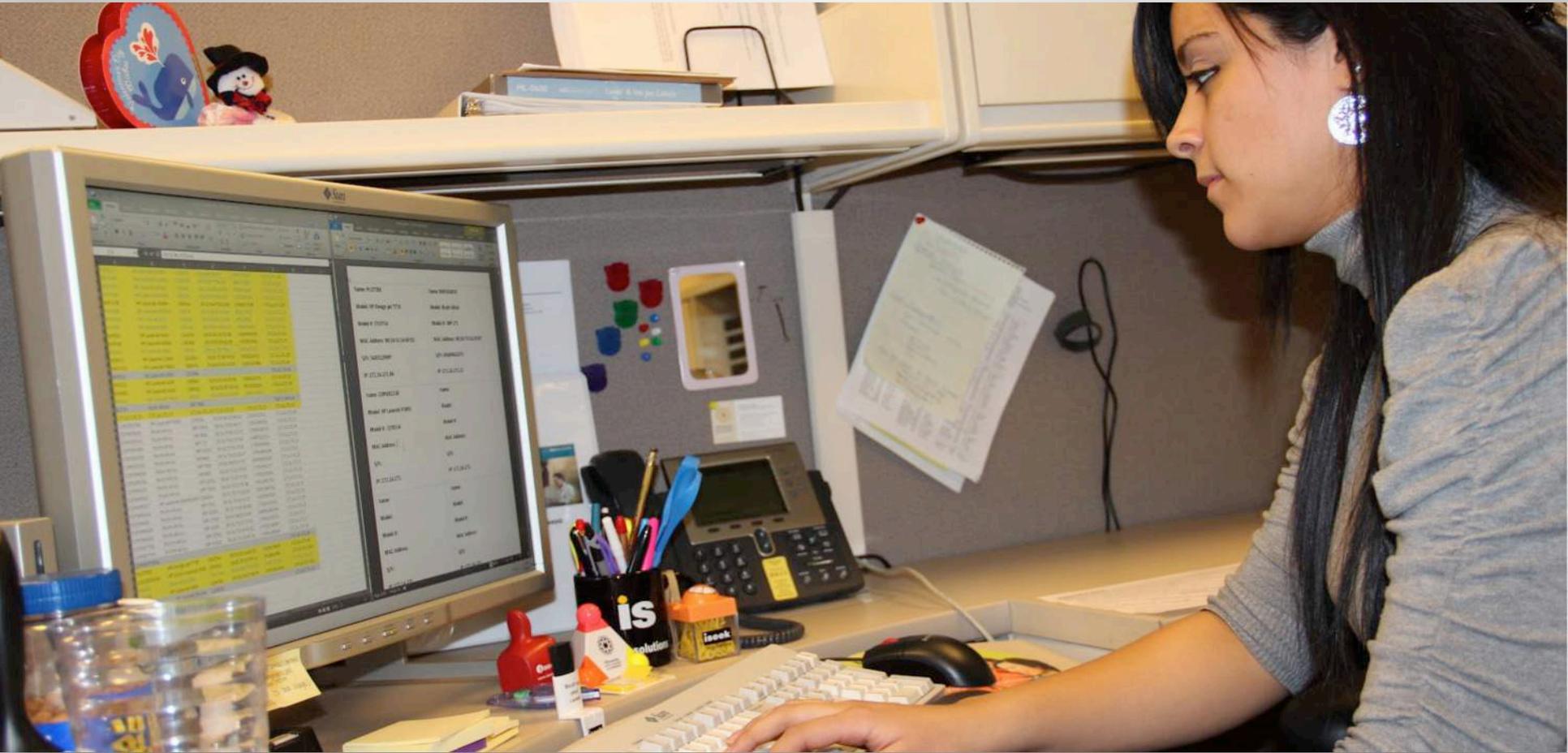


Real World Collaboration

Student Interest

Industry Focused Curriculum

Internships & Mentors



Integrated Technology

1:1 Student Devices

Tools: Google Drive, Schoology, MS Excel, Various Social Media

Skills: On-Line Project Management , Web Design, Cyber Etiquette



Diverse Learning

Student-Led

Project-Based

Instructors are Facilitator & Advisors

TIMELINE

Charter Application

Summer
2015

Charter Approved

Winter
2015

Fall
2016

Spring
2015

Letter of Intent

Fall
2015

Present to Arkansas
Department of
Education

Spring-
Summer
2016

Recruit students

Future School Opens

Innovación en Educación

Escuela Futura se invite a **los alumnos secundarios, los padres, los profesores y miembros de la comunidad** a una serie de conversaciones este verano. Este es una oportunidad a reunirse y conversar con otra gente en la comunidad para compartir ideas innovadores de educación secundaria en Fort Smith.

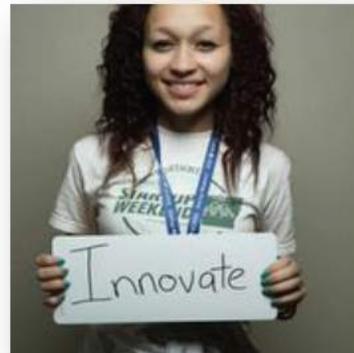
***Donde: Elm Grove Community Center/MLK Park
1901 N. Greenwood Ave
Fort Smith, AR***

Tiempo: 6-7:30pm

Fechas: Julio 9, 16, 28

S.R.C y Info:

***Trish Flanagan
479.755.4168 (cell)
trish@fsfuture.org (email)***



****Refrigerios se proveerán***

Innovation in Education

Future School invites ***high school students, parents, educators and community members*** to a series of community conversations this summer. This will be an opportunity to meet with others in your community to share ideas about innovation in education for high school students in Fort Smith.

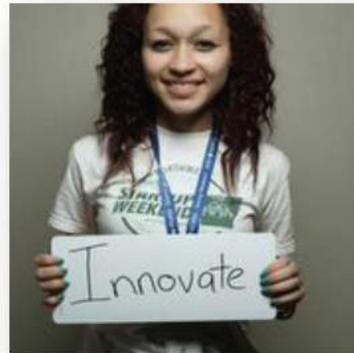
***Place: Elm Grove Community Center/MLK Park
1901 N. Greenwood Ave
Fort Smith, AR***

Time: 6:00-7:30pm

Dates: July 9, 16, 28

RSVP & More Info:

***Trish Flanagan
479.755.4168 (cell)
trish@fsfuture.org(email)***



****Refreshments will be provided***

2014 ESEA DATA

District: FORT SMITH SCHOOL DISTRICT
LEA: 6601000
Address: PO BOX 1948
Address: FORT SMITH, AR 72902
Phone: 479-785-2501

Superintendent: BENNY GOODEN
Enrollment: 14313
Attendance: 95.76
Poverty Rate: 71.72

Report created on: 10/29/2014

% Prof/Adv.
2014 Math + Literacy 74.4
2013 Math + Literacy 76.4
2012 Math + Literacy 77.2

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	7484	7610	98.34	8626	8749	98.59
Targeted Achievement Gap Group	5656	5738	98.57	6573	6662	98.66
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	1012	1036	97.68	1217	1240	98.15
Hispanic	2281	2295	99.39	2635	2648	99.51
White	3529	3613	97.68	3976	4060	97.93
Economically Disadvantaged	5369	5442	98.66	6258	6340	98.71
English Language Learners	1916	1926	99.48	2210	2219	99.59
Students with Disabilities	1048	1083	96.77	1167	1202	97.09

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5345	6971	76.67	78.50	91.00	3582	4644	77.13	82.08	93.00
Targeted Achievement Gap Group	3667	5201	70.51	72.75	91.00	2526	3501	72.15	78.34	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	16214	20958	77.36	78.50	91.00	11151	13951	79.93	82.08	93.00
Targeted Achievement Gap Group	11026	15520	71.04	72.75	91.00	7896	10498	75.21	78.34	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	624	906	68.87	69.11		412	596	69.13	76.42	
Hispanic	1494	2169	68.88	71.43		1046	1482	70.58	77.85	
White	2703	3259	82.94	84.37		1783	2150	82.93	85.59	
Economically Disadvantaged	3500	4922	71.11	73.19		2419	3347	72.27	78.48	
English Language Learners	1162	1836	63.29	67.80		841	1285	65.45	75.91	
Students with Disabilities	315	970	32.47	45.63		234	541	43.25	54.72	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5778	7981	72.40	80.55	92.00	2771	4802	57.71	76.59	81.00
Targeted Achievement Gap Group	3968	6005	66.08	75.81	92.00	1844	3606	51.14	72.03	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	17995	24063	74.78	80.55	92.00	8755	14118	62.01	76.59	81.00
Targeted Achievement Gap Group	12329	17863	69.02	75.81	92.00	5978	10612	56.33	72.03	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	617	1072	57.56	69.55		291	612	47.55	65.52	
Hispanic	1627	2480	65.60	74.63		740	1524	48.56	70.40	
White	2928	3668	79.83	85.82		1459	2234	65.31	82.26	
Economically Disadvantaged	3804	5698	66.76	76.11		1761	3441	51.18	72.27	
English Language Learners	1268	2091	60.64	72.23		574	1319	43.52	68.08	
Students with Disabilities	394	1088	36.21	45.63		165	559	29.52	49.11	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	796	1030	77.28	77.36	94.00
Targeted Achievement Gap Group	429	593	72.34	72.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	2213	3052	72.51	77.36	94.00
Targeted Achievement Gap Group	1186	1809	65.56	72.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	93	122	76.23	72.44	
Hispanic	194	247	78.54	73.14	
White	397	514	77.24	79.81	
Economically Disadvantaged	397	553	71.79	72.47	
English Language Learners	119	154	77.27	71.99	
Students with Disabilities	81	108	75.00	76.60	

**MATERIALS SUBMITTED
IN OPPOSITION**

Alexandra Boyd (ADE)

From: Lynn Pevehouse
Sent: Monday, September 28, 2015 7:36 AM
To: Alexandra Boyd (ADE)
Subject: Charter school application for Fort Smith Arkansas

Ms. Boyd,

I attended two meetings this summer for the proposed charter school for Fort Smith, Arkansas. We were asked to sign in, but were not told that this would be used as documentation for community support. I am emphatically and totally opposed to a charter school in general and this charter school in particular. Please remove my name from all documentation showing support for this proposed charter school.

I will also be in attendance at the meetings on October 14 and 15. Do you have an idea which day this proposal will come before the Arkansas State Board of Education?

Thank you,
Lynn Pevehouse

Alexandra Boyd (ADE)

From: [REDACTED]
Sent: Sunday, August 30, 2015 8:47 AM
To: Alexandra Boyd (ADE)
Subject: Future Schools Charter Initiative in Fort Smith, Ar

Ms. Boyd,

This email is to inform you that my signature on any paperwork submitted by Trish Flanigan for Future Schools does NOT indicate support for the initiative.

I attended several informational meetings and signed in. At no time was I ever told that my signature indicated support. I was led to believe it was simply a record keeping device.

I do NOT support the Future Schools Charter Initiative, and I do NOT want my name associated with it in any way that would indicate that I do.

Thank you for your help in this matter.

Loretta Woodward

Sent from my LG G2, an AT&T 4G LTE smartphone

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Future School Application

Future School Application for an Open-Enrollment Charter School

Motion

To approve the application

Barnes - 2	Lester	Rogers
Gotcher	Liwo	Saunders
Jones - M	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I believe this charter is an example of what can be accomplished to level the playing field for all students while providing the opportunity for real world experiences. In short I'm a "Big Picture" person, and this concept inspires hope. The details have been thoroughly thought out with the end goal in mind.
Gotcher	X			I am encouraged by the regional partnerships that will occur as a result of this charter school and the potential retention of human capital while students are still in school. Further, I believe this will improve the economic picture of the Fort Smith Community.
Jones	X			This charter provides a very much needed model for the Fort Smith area of the state. Other schools in this region may benefit from an innovative program that truly utilizes a Personalized Education Plan. The community has committed to provide internship opportunities for the charter, and the charter has developed a relationship with U of A Fort Smith.
Lester	X			I believe the proposed charter has all the

				components in place, especially the advisory structure, to meet the goals as outlined in the application.
Liwo	X			This charter will be the first high school in Arkansas to join Big Picture Learning. The charter will provide unique opportunities through personalized academics, internships, advisors, and mentors in the industry. There are commitments from community businesses and partnerships with UAFS and Fort Smith School District.
Pfeffer	X			The community support for internships is evidence that students will have a unique opportunity, and the detailed "Big Picture" plan for personalized learning supports the ADE's goals of every student having the opportunity to be successful.
Rogers	X			I approved this charter request because of community and local school support and the ability of Future School of Fort Smith to offer an individualized learning plan featuring the availability of internships, community collaboration, mentors and advisors to help students be successful.
Saunders	X			I believe there is community interest and support for this proposal. There are clear guidelines and expectations.
Coffman				

Submitted by: Alexandra Boyd
Date: October 16, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

October 16, 2015

**State Board
of Education**

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mrs. Amanda Kight
Redfield Tri-County Charter School
714 Osage Drive
Redfield, AR 72132

RE: Notice of State Board of Education Hearing
Redfield Tri-County Charter School Application for an Open-Enrollment Charter School

Dear Mrs. Kight:

On October 14, 2015, the Charter Authorizing Panel met and denied the open-enrollment charter school application request for Redfield Tri-County Charter School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Wednesday, October 21, 2015**, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, November 12, 2015. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the panel's decision is requested, the application will be an action item for the State Board of Education on November 12th, 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) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Program Coordinator
Charter Schools

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

CC: Superintendent Guess, Pulaski County Special School District
Superintendent Hazelwood, Watson Chapel School District
Superintendent Hughey, Dollarway School District
Superintendent Smith, White Hall School District
Superintendent Wallace, Pine Bluff School District
Superintendent Williams, Sheridan School District

REDFIELD TRI-COUNTY CHARTER SCHOOL

SUMMARY

Redfield Tri-County Charter School

Sponsoring Entity: Redfield Tri-County Charter School

IRS Status: 501(c)(3) Determination Letter

Grade Levels: 5-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2016-2017	5-8	200
2017-2018	5-9	250
2018-2019	5-10	300
2019-2020	5-11	350
2020-2021	5-12	400

Address of Proposed Charter: 101 School Street
Redfield, AR 72132

Mission Statement:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

Information on the School District in Which the Charter Would Be Located

White Hall School District

44.33 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) - Mathematics and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support on Included in the Application

Mikki Stanley and Tyler Seaton Mikki Stanley and Tyler Seaton Insurance Company
Mayor Harmon Carter City of Redfield

Additional Letters of Support Included with Response

Todd Dobbins and Tyler Seaton Redfield Chamber of Commerce
Gary L. Case
Illegible Signatures Redfield Masonic Lodge #700

Petitions of Support Included in the Application

A total of 29 signatures on three pages

Additional Petitions of Support Included with Response

A total of 46 signatures on five additional pages

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:

C9: STUDENT SERVICES

There does not appear to be funding for computers in the first year of operation.

C12: ENROLLMENT CRITERIA AND PROCEDURES

It remains unclear under what circumstances the charter will exclude a student who has been expelled from another public school.

There is no timeline/schedule for notifying parents of lottery results.

C15: BUSINESS AND BUDGETING PLAN

Specific components of the “contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school” were not provided.

**CHARTER INTERNAL
REVIEW COMMITTEE
REVIEW AND APPLICANT
RESPONSES**

Redfield Tri-County Charter School

PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

Evaluation Criteria:

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

Fully Responsive

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

Concerns and Additional Questions

- Provide details about Education and Community Heroes (EACH).

Applicant Response:

RTCCS will use EACH to foster student volunteerism and interaction with community members. Parents and teachers will also be encouraged to participate in EACH. EACH will be used to accomplish improvement projects associated with the charter school as well as projects for the communities that our students call home. EACH will be similar to the Parent Teacher Organization that has been available in public schools for decades. EACH will add the additional components of community and students to the mix. The goal will be for students to understand the impact each person can have.

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked

both to document the logistics of the hearing and to include a narrative of the hearing results.

Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

Fully Responsive

C2: GOVERNING STRUCTURE

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

Evaluation Criteria:

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

Fully Responsive

Concerns and Additional Questions

- Explain if the Board will always have six members.

Applicant Response:

The RTCCS by-laws state the board shall consist of not less than five and not more than eleven persons. It is possible the numbers of members may change.

C3: MISSION STATEMENT

The Mission Statement should be meaningful and indicate what the school intends to do, for

whom, and to what degree.

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

Evaluation Criteria:

- Valid, reliable, and verifiable data substantiate an educational need for the charter;
- Innovations that would distinguish the charter from other schools

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter’s mission.

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Concerns and Additional Questions

- Confirm the understanding that comparisons on the ACT Aspire cannot be made until the end of the 2017-2018 school year.
- Explain the inconsistency of goals for charter student performance to meet the performance in literacy and mathematics of students at Fuller Middle School, Sheridan Middle School, and White Hall Middle School when using the performance levels at these three schools to demonstrate a need for the charter.
- Explain why the goal for students to show improvement at a rate at least equal to state growth goals was included on page 15, but not on the goals chart on page 14.
- Explain how achieving state goals for the school as a whole ensures that individual students are “learning and understanding at a pace to keep them on track to graduate from high school” as many students may be performing below grade level.

- Discuss growth expectations for students performing below grade level who need accelerated
- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Applicant Response:

- Confirm the understanding that comparisons on the ACT Aspire cannot be made until the end of the 2017-2018 school year.

RTCCS understand that the comparisons on the ACT Aspire cannot be made until the end of the 2017-2018 school year.

- Explain the inconsistency of goals for charter student performance to meet the performance in literacy and mathematics of students at Fuller Middle School, Sheridan Middle School, and White Hall Middle School when using the performance levels at these three schools to demonstrate a need for the charter.

RTCCS cannot locate where goals for our students were based on Fuller, Sheridan, or White Hall. Goals listed were to meet or exceed the state goals.

- Explain why the goal for students to show improvement at a rate at least equal to state growth goals was included on page 15, but not on the goals chart on page 14.

It was an oversight by RTCCS not to include the goal for students to show improvement at a rate at least equal to state growth goals in the goals chart on page 14.

- Explain how achieving state goals for the school as a whole ensures that individual students are “learning and understanding at a pace to keep them on track to graduate from high school” as many students may be performing below grade level.

Students achieving or exceeding state goals will be learning and understanding at a pace to keep them on track to graduate from high school. Those students scoring below desired performance levels will require an individualized plan to overcome the gap between where they are and where they need to be. RTCCS goal is for all students to be achieving state goals.

- Discuss growth expectations for students performing below grade level who need accelerated growth to be able to graduate with their cohorts.

Student growth will be a priority for those students who have been performing below grade level. A plan will be put in place to give students individualized assistance. Tutoring in the morning, the use of their study hall period, along with the flex period at the end of the school day may be used to focus on their weaknesses and improve their performance. The ultimate goal for each student will be to perform at grade level and graduate. Growth expectations for each student will vary depending on their scores and their expected graduation date.

- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).

Students with IEPs will be given appropriate alternative assessments. ADE guidance on alternative assessments can be found <http://www.arkansased.gov/divisions/learning-services/assessment>.

C6: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

Evaluation Criteria:

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

Fully Responsive

Concerns and Additional Questions

- Revise to provide more math offerings beyond Algebra II in grades 11 through 12 to accommodate students taking Algebra I in 8th grade.
- Confirm that the school will offer the four required Advanced Placement (AP) courses.
- Revise to offer Career and Technical Educational offerings before grade 12, so that students can complete Career Pathways.

Applicant Response:

- Revise to provide more math offerings beyond Algebra II in grades 11 through 12 to accommodate students taking Algebra I in 8th grade.

RTCCS had Pre Cal/Trigonometry listed for Grades 11 and 12 in our application but will also revise the list to include AP Calculus for Grade 12. Revised list of RTCCS Required and Elective Courses is included as an attachment to our responses.

- Confirm that the school will offer the four required Advanced Placement (AP) courses.

RTCCS will offer AP Biology, AP American History, AP Calculus, and AP English Literature and Composition. They are now included in the revised list of RTCCS Required and Elective Courses which is included as an attachment to our responses.

- Revise to offer Career and Technical Educational offerings before grade 12, so that students can complete Career Pathways.

Career and Technical Education offerings have been offered before grade 12 and are now included in the revised list RTCCS Required and Elective Courses which is included as attachment to our responses.

C7: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

Fully Responsive

Concerns and Additional Questions

- Remove career inventory assessments that will not be available for the 2016-2017 school year and beyond.
- Explain how it will be determined if a new student is to be given a career inventory assessment.
- Specify if CEP is Character Education Partnership instead of Charter Education Partnership.
- Describe specific career resources that are available “throughout the community as well as tri-county area wide.”
- Name the community service organizations that are committed to working with the charter.
- Confirm or correct the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017	5-8	200
2017-2018	5-9	250
2018-2019	5-10	300
2019-2020	5-11	350
2020-2021	5-12	400

Applicant Response:

- Remove career inventory assessments that will not be available for the 2016-2017 school year and beyond.

RTCCS would like to remove Plan and ACT Explore from the list of examples of career inventory assessments listed in the application.

- Explain how it will be determined if a new student is to be given a career inventory assessment.

All students will be given a career inventory assessment.

- Specify if CEP is Character Education Partnership instead of Charter Education Partnership.

CEP is Character Education Partnership. RTCCS erroneously listed it as Charter Education Partnership.

- Describe specific career resources that are available “throughout the community as well as tri-county area wide.”

The career resources mentioned in this section referred to the community members in the area that are willing to volunteer their time to share information on their professions. We have had members of the community that are in careers such as veterinarians, dentists, lawyers, and computer programmers that have agreed to speak with our students about their professions.

RTCCS also plans on utilizing resources such as Arkansas Works as the charter school is established to expose our students to a wide variety of employment opportunities.

- Name the community service organizations that are committed to working with the charter.

The Redfield Chamber of Commerce, Silver Streaks, Keep Redfield Middle School, and Masonic Lodge have all worked with RTCCS and will continue to work once the charter is approved.

- Confirm or correct the grade levels and maximum enrollment by year in the following table:

The information listed in the table is correct.

C8: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum

frameworks and the state standards

Fully Responsive

C9: STUDENT SERVICES

The Student Services section should describe how the school will address specific services for its student body.

Evaluation Criteria:

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;
- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

Fully Responsive

Concerns and Additional Questions

- Explain who will counsel students in crisis.
- Since all health needs may not be appropriately scheduled for the same time of day, and crisis situations can develop at any time, explain who will perform tasks required to be performed by a licensed professional when the part-time nurse is not on campus.
- Explain how four computers for 200 students in Year 1 and 29 computers in Year 2 will meet the needs of the students.
- Describe the qualifications required for the staff member who will oversee the English Language Learners (ELL) program.
- Describe the qualifications required for the consultant contracted to provide services to Gifted and Talented (G/T) students.
- Address how G/T services, or the consultant for these services, will be afforded.

Applicant Response:

- Explain who will counsel students in crisis.

Applicant Response:

Students in crisis will be counseled by the full time counselor that will be hired.

- Since all health needs may not be appropriately scheduled for the same time of day, and crisis situations can develop at any time, explain who will perform tasks required to be performed by a licensed professional when the part-time nurse is not on campus.

Applicant Response:

The performance work statement for the health services will be written to ensure the licensed professional will be available multiple times per day when necessary to perform those tasks which must be accomplished by a licensed professional. The performance work statement will have to be written in such a way to be flexible to address the needs of any students that are added throughout the school year. This may require the health care professional to be at the charter school multiple times per day. Crisis situations will be handled by calling 911 if the charter staff deem the situation an emergency. The city of Redfield also has a volunteer Emergency Rescue group that will respond and provide care until an ambulance arrives. Non-crisis situations will be handled primarily by the Administrative Assistant. The Administrative Assistant and other interested staff members will attend an Adult and Pediatric First Aid/CPR/AED course. The course will cover a variety of first aid emergencies such as burns, cuts, scrapes, sudden illnesses, head, neck, back injuries, heat and cold emergencies and how to respond to breathing and cardiac emergencies to help victims of any age.

- Explain how four computers for 200 students in Year 1 and 29 computers in Year 2 will meet the needs of the students.

Applicant Response:

The media center will have at least four (4) computers for the students to use. As stated in section 9C on page 20 of the RTCCS application there will also be a computer lab area with a minimum of twenty-five (25) computers. The lab area will be used for computer and keyboarding classes as well as for completing online assessments when necessary. RTCCS also has enough computers to put one in each classroom and in the office areas for the principal, administrative assistant, nurse, and counselor. The money allocated in year two will begin a technical refresh cycle for the computers and allow the introduction of IPADs/tablets into our educational environment.

- Describe the qualifications required for the staff member who will oversee the English Language Learners (ELL) program.

Applicant Response:

The qualifications required for the staff member who will oversee the English Language Learners (ELL) program are defined in the ADE English as a Second Language (ESL) Licensure Endorsement Grades K-12 (areas 247) Additional Licensure Plan. These requirements can be found on the ADE website using the following URL:

http://www.arkansased.gov/public/userfiles/HR_and_Educator_Effectiveness/HR_Educator_Licensure/Revised%20ALPs/ESL_Rev_May_2015.pdf

The educator overseeing the ELL program will have three (3) years to complete licensure requirements and must make adequate yearly progress as specified in the Rules Governing Educator Licensure if they do not meet the requirements when they begin to oversee the ELL program.

- Describe the qualifications required for the consultant contracted to provide services to Gifted and Talented (G/T) students.

Applicant Response:

The consultant contracted to provide services to Gifted and Talented (G/T) students must meet the qualifications as defined in the G/T Licensure Requirements. These requirements can be found on the ADE website using the following URL:

http://www.arkansased.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf

- Address how G/T services, or the consultant for these services, will be afforded.

Applicant Response:

RTCCS has budgeted \$20,000 for the G/T consultant services. The performance work statement will specify that the consultant will be available via phone/email to address any concerns or questions teachers may have that need to be resolved or answered before the next on-site consultant visit. The consultant will mentor the teachers so G/T students' educational experience will be enriched in the classroom. The consultant will also interact with the G/T students on a regular basis to enrich their educational experience and to ensure their G/T needs are being met.

Remaining issue: There does not appear to be funding for computers in the first year of operation.

C10: GEOGRAPHICAL SERVICE AREA

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

Evaluation Criteria:

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

Fully Responsive

C11: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

Partially Responsive

Concerns and Additional Questions

- Explain under what circumstances the charter will exclude a student who has been expelled from another public school.
- Describe the timeline for enrolling, the date of the lottery, and the process for notifying

parents about each child's selection or order on the waiting list.

Applicant Response:

- Explain under what circumstances the charter will exclude a student who has been expelled from another public school.

Applicant Response:

RTCCS based this statement on AR Code 6-23-306. In item 6 (C) it states that an open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public school district in accordance with this title.

- Describe the timeline for enrolling, the date of the lottery, and the process for notifying parents about each child's selection or order on the waiting list.

Applicant Response:

For the first year of operation, recruitment will start as soon as authorization is received. Applications will be accepted through mid to late March. The lottery will be held in April. RTCCS will notify parents utilizing email, phone, and/or street address information from the application form they submitted for the student.

Remaining issues: It remains unclear under what circumstances the charter will exclude a student who has been expelled from another public school.

There is no timeline/schedule for notifying parents of lottery results.

C13: PRIOR CHARTER INVOLVEMENT

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

Fully Responsive

C14: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school director and other key

personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions

- Explain how the addition of 50 students in year two will support four more FTEs (two teachers and two aides).

Applicant Response:

The addition of 50 students results in \$332,300 in revenue from State Funding. The salaries for the 4 FTEs referenced in the question total \$117,100 plus adding in the cost of fringe benefits at .3 results in total cost of \$152,230. This leaves \$180,070 to fund items such as textbooks, desks, and food contract. The cost of the other items covered in the budget did not exceed the funds available and the budget resulted in a Net Revenue vs Expenditure of \$136,697.50.

C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students

- than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Partially Responsive

Concerns and Additional Questions

- Specify the components of the “contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school.”
- Provide documentation that the private donation of the \$85,000 gift has been awarded.
- Confirm an understanding that “working with the ADE to restructure classes and staffing” could mean deferring opening to amend the application.

Applicant Response:

- Specify the components of the “contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school.”

Applicant Response:

The contingency plan will specify the budgeted items that can be reduced or eliminated until the target number of students are enrolled. It will contain different scenarios that cover specific actions to be taken under certain conditions (e.g. if 80% of target students have enrolled). The actions taken for the different scenarios may contain items such as increased manpower on recruitment or hold open house at the school to get the word out about the charter and its enrollment process. The contingency plan would identify who would be on the team responsible for each action item and it would identify the leader of the team.

- Provide documentation that the private donation of the \$85,000 gift has been awarded.

Applicant Response:

Letter indicating RTCCS will receive the private donation upon approval of the Charter Authorization Panel has been included as an attachment to our responses.

- Confirm an understanding that “working with the ADE to restructure classes and staffing” could mean deferring opening to amend the application.

Applicant Response:

RTCCS understands if we have to proceed with the worst case scenario of 58 students it could result in deferring the opening to amend our application.

Remaining issue: Specific components of the “contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school” were not provided.

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

Evaluation Criteria:

- A sound plan for annually auditing school's financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

Fully Responsive

Concerns and Additional Questions

- Explain how the audit can be completed on or before June 30, if that is the date of closing for the financial year.

Applicant Response:

RTCCS was confused by the wording of 6-23-505 (2014) where it states "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 of each year in accordance with generally accepted auditing procedures and containing any other data as determined by the State Board of Education for all public schools". RTCCS erred in stating on or before June 30. The audit would be of the financial condition of the charter at the end of the fiscal year (June 30). The audit will be done in accordance with the ADE Rules Governing Publicly Funded Education Institution Audit Requirements.

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

Evaluation Criteria:

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

Fully Responsive

C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;
- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
 - Members of the local board of the public school district where the charter school will be located;
 - The employees of the public school district where the charter school will be located;
 - The sponsor of the charter school; and
 - Employees, directors and/or administrators of the charter school

Fully Responsive

C19: CONFLICTS OF INTEREST

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

Evaluation Criteria:

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

Fully Responsive

C20: FOOD SERVICES

This section should describe how the school will address food services for its student body.

Evaluation Criteria:

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive

C21: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

Concerns and Additional Questions

- Specify if CEP is Character Education Partnership instead of Charter Education Partnership.

Applicant Response:

CEP is Character Education Partnership. RTCCS erroneously listed it as Charter Education Partnership.

C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public

schools; and

- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

Evaluation Criteria:

- The plan to ensure the sustainability of the charter in the future

Fully Responsive

C24: WAIVERS

The Waivers section should discuss all waivers requested from local or state law.

Evaluation Criteria:

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

See Legal Comments.

Corporate Office:

P.O. Box 23683
New Orleans, LA 70183
Ph: (504) 734-8633
Fax: (504) 733-3882

P.O. Box 191007
Little Rock, AR 72219
Ph: (501) 565-9000
Fax: (501) 565-9002

440A Jean Mary Ave.
Springdale, AR 72762
Ph: (479) 361-1600
Fax: (479) 361-1601

September 9, 2015

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

Respected Ladies and Gentlemen:

I recently purchased property in Redfield, Arkansas and had the opportunity to meet with some of the community's leaders and board members of the proposed Redfield Tri-County Charter School. This is a group of citizens who have worked diligently to keep an achieving middle school thriving in their community.

This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Upon approval to operate as a charter school, I will donate \$85,000.00 and make arrangements for The University of Arkansas at Fayetteville to donate the books which will be needed for the student's media center to Redfield Tri-County Charter School.

I have pledged the same donation of \$85,000.00 for the second year of operation.

Additionally, I have contacted the Walton Family Foundation and confirmed that Redfield Tri-County Charter School will qualify to receive a start-up grant in the amount of \$250,000.00.

I will also assist with obtaining future donations and grant funding for the school.

Sincerely,



Ken Shollmier

RTCCS Required and Elective Courses

5th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Physical Education & Health and Safety (Rotation)
Fine Arts/Music/Tools for Learning (Rotation)

6th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Physical Education & Health and Safety (Rotation)
Fine Art/Music/Tools for Learning (Rotation)

7th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Fine Arts/Music/Tools for Learning (Rotation)

7th Grade Elective Courses

Physical Education & Health and Safety or
Basketball/Cheerleading
Keyboarding
Study Hall

8th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies (with ½ unit of Arkansas history)
Fine Arts/Music/Tools For Learning (Rotation)
Career Education

8th Grade Elective Courses

Physical Education & Health and Safety or
Basketball/Cheerleading
Keyboarding
Study Hall
Algebra I (Grades 8-9)

9th Grade Required Courses

Mathematics
Physical Science
Language Arts I
Civics/Economics
½ Unit of Health/1/2 Unit Oral Communications
Physical Education

9th Grade Elective Courses

Study Hall
Basketball/Cheerleading
Computer Business Applications (Grades 9-12)
Algebra I (Grades 8-9)
Geometry (Grades 9-10)

10th Grade Required Courses

Mathematics
Biology
Language Arts II
World History

10th Grade Elective Courses

Computer Business Applications I (Grades 9-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Spanish I (Grades 9-11)
Spanish II (Grades 10-12)
Basketball/Cheerleading
Study Hall
Sociology (Grades 10-12)
Psychology (Grades 10-12)
Algebra II (Grades 10-11)
Geometry (Grades 9-10)

11th Grade Required Courses

Mathematics
Chemistry
Language Arts III
American History

11th Grade Elective Courses

Study Hall
Spanish I (Grades 9-11)
Spanish II (Grades 10-12)
Basketball/Cheerleading
Journalism (Grades 10-12)
Computer Business Applications (Grades 9-12)
Essentials of Computer Programming (Grades 11-12)
Vocal Music I (Grades 9-12)
Algebra II (Grades 10-11)
Pre Cal/Trigonometry (Grades 11-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Advanced Art I (Grades 10-12)
AP Biology (Grades 11-12)
AP American History (Grades 11-12)
Medical Terminology I (Grades 11-12)
Computer Web Design I (Grades 11-12)

12th Grade Required Courses

Mathematics
Language Arts IV

12th Grade Elective Courses

Study Hall
Spanish II (Grades 10-12)
Basketball/Cheerleading
Journalism (Grades 10-12)
Computer Business Applications (Grades 9-12)
Essentials of Computer Programming (Grades 11-12)
Vocal Music I (Grades 9-12)
Pre Cal/Trigonometry (Grades 11-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Advanced Art (Grades 10-12)
AP Biology (Grades 11-12)
AP American History (Grades 11-12)
Medical Terminology I (Grade 11-12)
Human Anatomy & Physiology (Grade 12)
Computer Science and Mathematics (Grade 12)
Computer Web Design I (Grades 11-12)
Instrumental Music (Grades 9-12)
College Algebra (Grade 12)
Physics (Grade 12)
AP Calculus (Grade 12)
AP English Literature and Composition (Grade 12)

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
Donna Robbece			Donna Robbece
Ron Gray			Ron Gray
Valarie Foster			Valarie Foster
D'Lane Kight			D'Lane Kight
Michelle Ferguson			Michelle Ferguson
Allison Turner			Allison Turner
Haman Cates			Haman Cates
Ron Gray			Ron Gray
Sandra Gray			Sandra Gray

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
Rheanna Bowers			Rheanna Bowers
Michael Caudell			Michael Caudell
Alicia Metcalf			Alicia Metcalf
Mandy Tucker			Mandy Tucker
Kathy Berry			Kathy Berry
Guy Walker			Guy Walker
Ivan Tilbort			Ivan Tilbort
Cindy Mates			Cindy Mates
Walter P.			Walter P.
Don Lee			Don Lee

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name	City /County	Phone Number	Signature
PRINT	of Residence		

Elizabeth Tack-Roe			Elieck Rowan
Tayia Chadwood			Tayia Chadwood
Sandra Lepp			Sandra Lepp
Jonathan Coblin			Jonathan Coblin
Gloria Wilson			Gloria Wilson
Brooke Wilson			Brooke Wilson
Larry Faye			Larry Faye
Amanda Right			Amanda Right
Christy Walls			Christy Walls

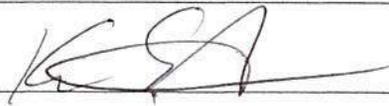
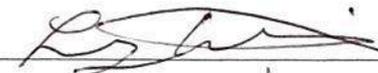
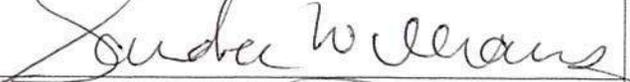
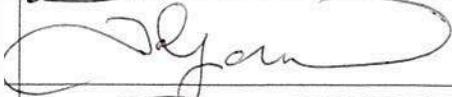
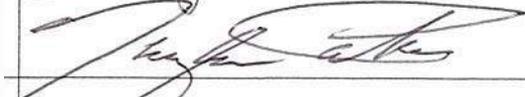
Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
Allison Beasley			Allison B
TYLER SEATON			Tyler S
CARL FARR			Carl Farr
Jane Marsh			Jane Marsh
Day Case			Day Case
Jill Isaksen			Jill Isaksen
Tina Roscoe			Tina Roscoe
Brian Donham			Brian Donham
Mar'Qui McLemore			Mar'Qui McLemore
Cementrice Chatwood			Cementrice Chatwood

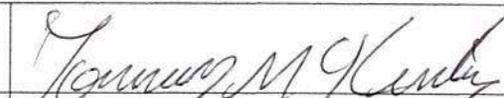
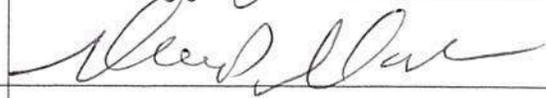
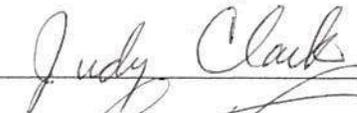
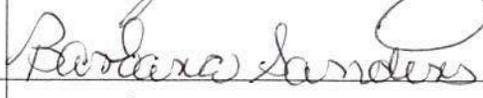
Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
THEO SEATON			
Larry Williams			
Victor Williams			
Sandra Williams			
Toby Cow			
Taylor Oates			
Michael Caudell			
Mark Kalkbrenner			
Jeremy Stuart			

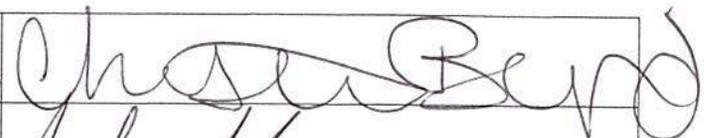
Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
Tommy McKelvey			
Ashley Donatelli			
Maria Wilson			
CHARLES CLARK			
Judy CLARK			
STEPHEN PLY			
Barbara Sanders			
Keith Kennedy			
Diana Brackman			

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
Christin Beard			
Julia Graham			
Melinda Hicks			Melinda Hicks
Christina Henry			
KEITH HICKS			Keith Hicks
Fredia McKinty			Fredia McKinty
Robert McKinty			Robert McKinty
Shelby Cain			2 Shelby Cain
Payton Bass			202 Rarstons 308

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
Gordon BENNETT			<i>Gordon Bennett</i>
Jesse Bellon			<i>Jesse Bellon</i>
Sands Payton			<i>Sands Payton</i>
Richard Sarcier			<i>Richard Sarcier, Sr.</i>
James Schull			<i>James Schull</i>
Christie O'Callaghan			<i>Christie O'Callaghan</i>
Kaitlyn O'Callaghan			<i>Kaitlyn O'Callaghan</i>
Gerald Warthen			<i>Gerald Warthen</i>
Kinzle Kight			<i>Kinzle Kight</i>
Aaron Burdino			<i>Aaron Burdino</i>

REDFIELD

...WHERE THE SOUTH BEGINS

Dane Fults
Recorder/Treasurer
redfieldcity@yahoo.com

Harmon Carter
Mayor
redfield72132@gmail.com

July 22, 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As the Mayor of Redfield, I believe it is important for families in Redfield and the surrounding communities to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. Students, parents, and communities are greatly benefited whenever choice is involved in education. I feel that RTCCS will be able to change the lives of the students attending the charter. It is my hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Sincerely,



Harmon Carter
Mayor



P.O. Box 13, Redfield, AR 72132

Website: www.redfieldchamber.com E-mail: redfieldchamber@gmail.com

To Whom It May Concern:

The Redfield Chamber of Commerce writes this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment.

As the Chamber of Commerce, we believe it is important for families to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. It is our belief that RTCCS will be able to change the lives of the students attending the charter. It is our hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Thank you for your time,

Todd Dobbins

President

Tyler Seaton

Board Member

July 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As a business leader in the area, I believe it is important for families to have quality educational choices. RTCCS will provide the families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet that choice. It is my belief RTCCS will be able to change the lives of the students attending the charter. It is my hope the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education they do not currently have.

Sincerely,

Gary J. Case
7-22-2015

July 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As a business leader in the area, I believe it is important for families to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. It is my belief that RTCCS will be able to change the lives of the students attending the charter. It is my hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Sincerely,

A handwritten signature in cursive script that reads "Mikki Stanley Tyler Seaton". The signature is written in black ink and is positioned below the word "Sincerely,".

Mikki Stanley/ Tyler Seaton

Mikki Stanley and Tyler Seaton Insurance Agency

Redfield Lodge # 700



23 June 2015

To whom it may concern, Greetings.

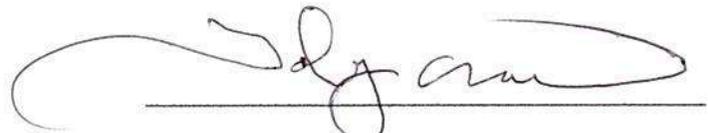
The Brethren of Redfield Masonic Lodge #700 would like to inform you that we support the committee in its pursuit of obtaining a charter school in Redfield, AR.

Redfield Lodge has been an institution in Redfield for over 100 years. Most of its members over the years have either attended school in Redfield, had family attend school here, or have worked for the school. To see the town lose its school a few years ago was devastating. The Lodge has supported the previous school's fundraisers and events, and would be willing to work with the new charter school in whatever capacity requested. It is our desire that Redfield grow and be successful, and having a school here would only help to make that possible. Without a school, people and businesses would be less willing to come.

If we can help in any way, please feel free to contact us.

Thank you for your consideration into this matter.




Worshipful Master


Secretary

Redfield Lodge #700, PO Box 233, Redfield, AR 72132.

SCI

Shollmier & Company, Inc.

Corporate Office:

P.O. Box 23683
New Orleans, LA 70183
Ph: (504) 734-8633
Fax: (504) 733-3882

P.O. Box 191007
Little Rock, AR 72219
Ph: (501) 565-9000
Fax: (501) 565-9002

440A Jean Mary Ave.
Springdale, AR 72762
Ph: (479) 361-1600
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September 9, 2015

Ken Shollmier
Shollmier Family Limited Partnership
13925 Beau Vue Dr.
Little Rock, AR 72223

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

Respected Ladies and Gentlemen:

I recently purchased property in Redfield, Arkansas and had the opportunity to meet with some of the community's leaders and board members of the proposed Redfield Tri-County Charter School. This is a group of citizens who have worked diligently to keep an achieving middle school thriving in their community.

This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Although a decision has not been made by the RTCCS Board of Directors to change the location of the school, it is my intent to offer RTCCS facility space in Redfield that could eliminate the set up cost of portable classrooms, paving, and utility installation.

Sincerely,



Ken Shollmier

**LEGAL REVIEW OF
WAIVER REQUESTS
AND RESPONSES**

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Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

Redfield Tri-County Charter School Waivers Requested in Original Application 2015 Open-Enrollment Application

I. School Year/School Day

ARK. CODE ANN. § 6-10-106: Uniform Dates for Beginning and End of School Year

RTCCS would like to have the flexibility to determine the beginning and ending date based on the educational needs of our students. We will comply with ACA 6-10-106(a)(1)(A) the first year of operations but may deviate starting in our second year of operation.

Legal Comments: The applicant should explain what this means. Is it certain that there will be different dates for beginning and end of the school year starting with the 2017-18 school year, and if so, what will those dates be? Will those beginning and end dates then continue for subsequent school years? Please clarify.

Applicant Response:

RTCCS is seeking this waiver to afford the opportunity of setting the beginning and ending dates of our school year based on the needs of our students. During the first year of operation we will comply with ACA 6-10-106. Once our students are enrolled and school is in session, we will begin to know their strengths and weaknesses. We made need to alter our beginning and ending dates of future school year to allow more time to work on their weaknesses. We will not know if this is necessary for out years until we have the opportunity to get to know our students. The altered beginning and end dates may continue in subsequent school years depending on the performance of students on state mandated test(s) that indicate their progress.

ARK. CODE ANN. § 6-10-108: Student/Teacher Interaction Sections 10.0.1.1 and 10.0.1.2 of ADE Rules Governing Standards for Accreditation

RTCCS has an extended school day and may accomplish the required student/teacher interaction time in less than 178 days. RTCCS is requesting this waiver to allow the flexibility needed to meet instructional requirements and to be fiscally responsible. The first year of operation will be 178 days of interaction, but following years may be adjusted to best serve the students.

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Legal Comments: The applicant should explain what this means. Explain under what circumstances the number of days will be shortened. What will be the minimum number of days required in any one year? Applicant seeks a waiver of 10.0.1.1 of the Standards of Accreditation; confirm that applicant means to seek a waiver of 10.01.1 and 10.01.2 because there is not a section 10.1.1.1 or 10.0.1.2.

Applicant Response:

RTCCS was requesting a waiver for the 178 days of interaction requirement in case the extended school day RTCCS is implementing results in the students' performance improving to meet state goals. In this event, RTCCS could alter the number of days it is in session to be fiscally responsible. RTCCS school day averages no less than 7 hours of instructional time. A school day that averages 6 hours per day results in 1068 hours of instructional time in 178 days. RTCCS will be providing 1246 hours of instructional time in 178 days. We are seeking the flexibility to reduce the number of days if our students' performance improves. Based on the number of hours in an RTCCS school day, RTCCS could be in session as little as 153 days a year and still provide the minimum of 1068 hours of instruction specified in ADE Rules Governing Standards for Accreditation Section 10.01.4. An occasional day off as a reward for increased performance would be a great reward for students and teachers plus it would help RTCCS control cost by eliminating cost such as transportation on those bonus reward days out of school. Based on legal comments, RTCCS should have listed section 10.01.1 and 10.01.2 in the waiver request.

Remaining issues: In response to these two waiver requests appear inconsistent. In response to legal comments about the waiver requests, the applicant requests the ability to hold school for as few as 153 days per year with an extended day. It is stated that 153 days would have students receiving the same number of instructional hours as attending for 178 days and receiving six hours of instruction per day, and school days will be reduced "in case the extended school day [applicant] is implementing results in the students' performance improving to meet state goals." Clarify.

2. Superintendent

ARK. CODE ANN. § 6-13-109

Section 15.01 of ADE Rules Governing Standards for Accreditation

RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school. We also would like to request a waiver of Section 15.01 of the Standards for Accreditation. This request, along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a

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superintendent of an open enrollment charter school.

Legal Comments: None

3. School Boards

ARK. CODE ANN. § 6-13-601 et seq., except for Section 6-13-622

RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in RTCCS by-laws. RTCCS meetings will be held in accordance with RTCCS Bylaws.

Legal Comments: Please specify how meetings will be held and how they will be called.

Applicant Response:

RTCCS has a regularly scheduled meeting on the third Monday of the month from September through June. Meeting notices are emailed and texted to the board members.

Remaining issues: None.

4. Site-Based Decision Making Policy

ARK. CODE ANN. § 6-13-1303: Adoption of Policy

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, RTCCS will require a vote by “classified employees” (as defined in Section 6-13-1302).

Legal Comments: Because there is no “Section G” on the following page, please confirm that you are referring to RTCCS’s request for teacher licensure waivers set forth in section six.

Applicant Response:

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The reference to Section “G” was mistakenly included. RTCCS is referring to its request for teacher licensure waivers and the intent is for staff members to vote whether they are certified or classified.

Remaining issues: None.

5. School Elections

ARK. CODE ANN. § 6-14-101 et seq.: School Elections

RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.

Legal Comments: None

6. Licensure

ARK. CODE ANN. § 6-15-1004: Qualified Teachers in Every Public School Classroom

Section 15.02 and 15.03 of ADE Rules Governing Standards for Accreditation ADE Rules Governing Educator Licensure

RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Legal Comments: None

ARK. CODE ANN. § 6-17-919: Warrants Void Without Valid Certificate and Contract

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001) on an “at-will” basis.

Legal Comments: None

ARK. CODE ANN. § 6-17-301: Employment of Certified Personnel

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will

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employ all employees on an “at-will” basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.

Legal Comments: None

ARK. CODE ANN. § 6-17-302: Public school Principals - Qualifications and Responsibilities

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.

Legal Comments: None

ARK. CODE ANN. § 6-17-309: Certification – Waiver

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Legal Comments: None

**Subtitle 2, Chapter 17, Subchapter 4: Certification Generally
ADE Rules Governing the Superintendent Mentoring Program**

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. RTCCS is wishing to obtain waivers for Teacher and Administrator Licensure requirements. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas code 6-17-427. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

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Legal Comments: None

ARK. CODE ANN. § 6-17-902: Definitions

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school’s educational program. RTCCS ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Legal Comments: None

ARK. CODE ANN. § 6-17-802: Twelve-Month Contracts for Vocational Agricultural Teachers

RTCCS seeks exemption from this portion of the Education Code.

Legal Comments: None

7. ALE

**ARK. CODE ANN. § 6-15-1005(b)(5)
ARK. CODE ANN. § 6-18-503(a)(1)(C)(i)
Section 19.03 of the ADE Rules Governing the Standards for Accreditation.**

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.

Legal Comments: None

**ARK. CODE ANN. § 6-48-101 et seq.
Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding**

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to

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minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.

Legal Comments: None

8. Personnel

ARK. CODE ANN. § 6-17-114: Daily Planning Period

ARK. CODE ANN. § 6-17-111 “Duty-free-lunch”

RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.

Legal Comments: None

ARK. CODE ANN. § 6-17-117: Non-instructional Duties

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, RTCCS requests that the time be increased to two hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.

Legal Comments: None

ARK. CODE ANN. § 6-17-203 Committee for Each School District

RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.

Legal Comments: None

ARK. CODE ANN. § 6-17-908: Teachers' Salary Fund

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RTCCS seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors.

Legal Comments: None

ARK. CODE ANN. § 6-17-1301 et seq.: Teachers' [sic] Minimum Sick Leave Law (withdrawn)

RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.

Legal Comments: The applicant should clarify the waiver it seeks. Ark. Code Ann. § 6-17-1301 *et seq.* does not apply to licensed teachers. (See definition of “school employee” in Ark. Code Ann. § 6-17-1302(3)).

Applicant Response:

RTCCS did not intend to leave this in our requests for waivers. Please exclude it.

Remaining issues: None.

ARK. CODE ANN. § 6-17-1501 et seq.: Teacher Fair Dismissal Act

RTCCS is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an “at-will” basis. As such, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program. Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.

Legal Comments: None

ARK. CODE ANN. § 6-17-1701 et seq. Public School Employee Fair Hearing Act

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS employees will be employed on an “at-will” basis. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of

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Directors.

Legal Comments: Please confirm that this waiver request applies only to classified employees.

Applicant Response:

RTCCS confirms this waiver request applies only to classified employees.

Remaining issues: None.

ARK. CODE ANN. §§ 6-17-201(c)(2), 6-17-2203, and 6-17-2403: Salaries

RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.

ARK. CODE ANN. § 6-17-2201 et seq.: Classified School Employee Minimum Salary Act

RTCCS seeks exemption from this portion of the Education Code, along with Sections 5 and 8 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees. Instead, RTCCS employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver “X” immediately below.

Legal Comments: Because there is no “Waiver ‘X’” below, please clarify to which waiver request(s) applicant is referring.

Applicant Response:

RTCCS should have removed the reference to Waiver X. RTCCS intent is to request a waiver from the applicable ACA and any ADE Rules pertaining to salary to allow RTCCS the flexibility to develop its own personnel policies and compensation schedules for its employees. RTCCS believes this should include ACA §§ 6-17-201(c)(2), 6-17-2203, and 6-17-2403: Salaries , ACA § 6-17-2201 et seq.: Classified School Employee Minimum Salary Act, with Sections 5, 6, 7, and 8 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites and possibly ACA § 6-17-807.

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Remaining issues: None.

ARK. CODE ANN. § 6-17-2301 et seq.: Personnel Policy Law for Classified Employees

RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Legal Comments: None

**ARK. CODE ANN. § 6-17-2401 et seq.: Teacher Compensation Program of 2003
ARK. CODE ANN. § 6-17-201(a): Personnel Policy Requirements**

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.

Legal Comments: None

9. Guidance Counseling

**ARK. CODE ANN. § 6-18-1001 et seq.
Section 3.01.1 of the ADE Rules Governing Standards for Accreditation
ADE Rules Governing Public School Student Services**

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly RTCCS staff will be informed they will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.

Legal Comments: None

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10. Transportation

Subtitle 2, Chapter 19: Transportation

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.

Legal Comments: None

11. Leased Facilities

ARK. CODE ANN. § 6-21-117: Leased Academic Facilities

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Legal Comments: None

12. Gifted and Talented

ARK. CODE ANN. § 6-42-109

ARK. CODE ANN. § 6-20-2208 (c)(6)

Section 18.0 ADE Rules Governing Standards for Accreditation

ADE Rules Governing Gifted and Talented Program Approval Standards

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.

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Legal Comments: None

13. Media Specialist

ARK. CODE ANN. § 6-25-101 et seq.

Section 16.02 ADE Rules Governing the Standards for Accreditation

RTCCS will have a media center but is asking for a waiver for the media specialist requirement during the first year of operation. Teachers, Counselor, and administrative assistant will assist students in the media center as needed during the first year of operation.

Legal Comments: Clarify what this means. Explain how students will be served in the absence of a media specialist in year one. Clarify whether applicant will follow all laws and rules regarding a media specialist starting in year two and going forward. Also, because applicant will have a media center, the only waivers necessary related to a media specialist are Ark. Code Ann. §§ 6-25-103 and 104, as well as Section 16.02.3 of the ADE Standards for Accreditation.

Applicant Response:

During its first year of operation, RTCCS will have a part time media specialist. When the media specialist is not present on campus, other staff members will address student requests pertaining to the media center. If necessary, the students will also have access to the Redfield Public Library which is located across the street from the school. In year two, the media specialist becomes a full time position and RTCCS will follow the laws and rules regarding a media specialist. Based on legal comments, RTCCS would like to change waiver request to be for Ark. Code Ann. §§ 6-25-103 and 104, as well as Section 16.02.3 of the ADE Standards for Accreditation.

Remaining Issues: None.

14. Graduation Requirements

Section 14.01 ADE Rules Governing Standards for Accreditation

RTCCS seeks a waiver of the provisions of Section 14.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts which require schools to offer the full thirty-eight (38) units of course offerings to each student. RTCCS would like to introduce the thirty-eight (38) units incrementally as each grade is added while we grow from a 5th through 8th grade school our first year of operation to a

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5th through 12th grade school. All 38 units of course offerings will be available when 12th grade is added.

Legal Comments: Clarify that the 8th Grade cohort will have appropriate courses to meet Smart Core, and that all 38 units will be offered when the 8th Grade cohort are seniors.

Applicant Response:

RTCCS will have the appropriate courses to meet Smart Core requirements and all 38 units will be offered by the time the 8th Grade cohort are seniors.

Remaining Issues: None.

Desegregation analysis: Fully Responsive

**ADE LEGAL
DESEGREGATION
ANALYSIS**

ARKANSAS DEPARTMENT OF EDUCATION

MEMORANDUM

To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment
Public Charter School Application for
Redfield Tri-County Charter School

Date: September 30, 2015

I. INTRODUCTION

Redfield Tri-County Charter School submitted an application for an open-enrollment public charter school, Redfield Tri-County Charter School. The proposed charter school would be located within the boundaries of the White Hall School District. The proposed charter school would provide instruction to students in grades five through twelve (5-12). The proposed charter school would possess a student enrollment cap of 400. According to its application, the proposed charter school expects to draw students from the White Hall, Sheridan and Pulaski County Special school districts.

II. STATUTORY REQUIREMENTS

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the charter authorizer to “carefully review the potential impact of an application for a 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.” Ark. Code Ann. § 6-23-106(b) requires the charter authorizer to “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.” 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**

The applicant addresses Desegregation Assurances on pages 36 and 37 of its application. (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, 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
Affected School Districts							
Pulaski County Special School District	539	319	7,238	1,194	84	7,218	16,592
	0.92%	0.00%	92.22%	0.77%	0.08%	6.00%	--
Sheridan School District	20	60	116	152	23	3,748	4,119
	0.49%	1.46%	2.82%	3.69%	0.56%	90.99%	--
White Hall School District	46	85	547	69	17	2,180	2,944
	1.56%	2.89%	18.58%	2.34%	0.58%	74.05%	--
DISTRICTS TOTAL	605	464	7,901	1,415	124	13,146	23,655
	2.56%	1.96%	33.40%	5.98%	0.52%	55.57%	--
Open-Enrollment Public Charter Schools in Pulaski and Jefferson Counties							
Pine Bluff Lighthouse (Pine Bluff)	3	0	284	5	0	1	293
	1.0%	0.0%		1.7%	0.0%	0.3%	
Quest Middle School of Pine Bluff (Dollarway)	0	0	57	0	0	0	57
	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	
Academics Plus (PCSSD)	0	14	112	37	7	579	749
	0.0%	1.8%	15.5%	5.2%	0.3%	77.1%	
Covenant Keepers (LRSD)	0	0	89	68	0	0	157
	0.0%	0.0%	58.3%	39.6%	0.5%	1.6%	
E-5tem (LRSD)	51	47	666	93	3	602	1,462
	4.7%	2.7%	45.3%	5.6%	0.2%	41.5%	
Jacksonville Lighthouse (PC55D)	1	19	493	88	8	304	913
	0.1%	1.7%	51.7%	10.2%	0.9%	35.4%	
Lisa Academy (LRSD/NLRSD)	13	188	568	203	19	497	1,488
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%	
LR Prep	3	2	359	33	0	1	398

Academy (LRSD)	0.7%	0.2%	92.8%	5.0%	0.2%	1.0%	
Premier High School (LRSD)	1	0	107	4	0	18	130
SIATech Little Rock (LRSD)	0.0%	0.0%	88.9%	2.2%	0.0%	8.9%	
	2	2	129	1	0	18	152
	0.0%	1.1%	83.7%	3.3%	0.0%	12.0%	
CHARTER TOTAL	74	272	2,864	532	37	2,020	5,799
	1.3%	4.7%	49.4%	9.2%	0.6%	34.8%	

Source: ADE Doto Center, Oct. 1, 2014 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 ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the Sheridan or White Hall School Districts. The ADE is aware of the existence of a desegregation order applicable to the Pulaski County Special School District.

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. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because RTCCS would draw students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves 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 five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting an open-enrollment charter for RTCCS will negatively affect PCSSD's efforts to achieve full unitary status.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school's existence.

prepared from a company such as Preferred Meals, Aramark or Tisket A Tasket to our students. A Request for Proposal will be made in order that companies can bid on the food service. Companies such as these are capable of providing the students' healthy meals in the most nutritious and economical way. RTCCS plans on contracting two part-time cafeteria workers to serve the meals, clean up, and work with the RTCCS administrative assistant to maintain all required records for food service.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents, guardians, and members of the community will have ample opportunities to be involved in the RTCCS. Parents, guardians and members of the community will become members of the RTCCS Board of Directors and actively participate in the governance of the school. There will also be a parent/teacher organization that parents and guardians can join to be more involved in the education of their children. RTCCS also plans on recruiting volunteers from the community to work with the students on projects and speak to them about different careers. When RTCCS is able to apply to Charter Education Partnership (CEP), parents will be involved in the application process and in the implementation if RTCCS becomes a member.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

RTCCS will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Based on information from other open-enrollment charter applications for open-enrollment charter schools affecting the Pulaski County Special School District (PCSSD), the federal District Court has determined the PCSSD is unitary in all respects concerning inter-district student assignment. PCSSD would therefore have no existing obligations to comply with court orders or statutory obligations to create and maintain a unitary system

of desegregated public schools.

A motion was filed by the Little Rock School District in 2010 to enforce the 1989 Settlement Agreement in the PCSSD Desegregation case. The motion contended that an open-enrollment charter school within Pulaski County would interfere with M-M Stipulation and the Magnet Stipulation. US District Judge D.P. Marshall, Jr. denied the motion and stated "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." *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-00866-DPM, US District Court-Eastern Division of Arkansas Western Division, Document 4809.

Based on this information, the 1989 Settlement Agreement does not contain any restrictions nor does there appear to be any existing federal District Court desegregation order that would prohibit the authorization of an open-enrollment charter school in Redfield due to it potentially enrolling students from the Pulaski County Special School District.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The charter founders are citizens with a vested interest in the success of the charter school in Redfield. The efforts of RTCCS to obtain an authorization for a charter school are a grass roots movement driven by the desire of the people in the area to have a school. The families in the area are not affluent but they do value education. Once authorized, the charter school in Redfield will not only provide a choice for these families for their children's education but will also be a hub of activity for all members of the communities in the area. RTCCS will cultivate a strong relationship between its students and the members of the surrounding communities by providing community support opportunities for the students. Nurturing a strong bond between the communities in the area and the students will create even stronger support for the school. RTCCS has only been able to get as far as we are in the authorization process due to citizens in the area willing to donate their time, money, and support to the pursuit of obtaining a charter school.

The RTCCS Board of Directors has developed procedures and policies to ensure accountability for managing the finances of the school. Our purchasing policy is outlined earlier in this application. We are and will be fiscally responsible. RTCCS will work with the ADE and the Arkansas Public School Resource Center (APSRC) to ensure we leverage their knowledge and expertise. RTCCS also has members with years of experience developing and managing a budget as well as experience in dealing with unexpected expenses and budget cuts.

Given the opportunity, RTCCS will prove to be successful and sustainable charter school.

APPLICATION



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Redfield Tri-County Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Redfield Tri-County Charter School

Grade Level(s) for the School: 5-12 Student Enrollment Cap: 400

Name of Sponsoring Entity: Redfield Tri-County Charter School

Other Charter Schools Sponsored by this Entity (Name and Location):

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Amanda Kight

Address: 714 Osage Drive City: Redfield

ZIP: 72132 Daytime Phone Number: (501) 766-0082 FAX: ()

Email: redfieldtricitycharterschool@gmail.com

Charter Site

Address: 101 School Street City: Redfield

ZIP: 72132 Date of Proposed Opening: August 2016

Chief Operating Officer

of Proposed Charter (if known): _____ Title: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: () _____

The proposed charter will be located in the White Hall School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Larry O'Briant Position: President State of Residence: AR

Name: James Kight Position: Vice-President State of Residence: AR

Name: Ann Tuck-Rowan Position: Treasurer State of Residence: AR

Name: Amanda Kight Position: Secretary State of Residence: AR

Name: Todd Dobbins Position: Director State of Residence: AR

Name: Ken Shollmier Position: Director State of Residence: AR

Name: _____ Position: _____ State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

2958 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>White Hall</u>	<u>Sheridan</u>	<u>Pulaski County Special</u>
_____	_____	_____
_____	_____	_____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Key programmatic features RTCCS will implement in order to accomplish our mission are as follows:

- * Focus on college and career readiness
- * Focus on Science, Technology, Engineering, and Math
- * Focus on core character values such as civic duty, honesty, respect, and kindness
- * Strict discipline policy for behavior that detracts from the learning environment.
- * Involvement in community service projects
- * Opportunity to participate in EACH (Education And Community Heroes)
- * Peer tutoring

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

RTCCS held a public hearing on 16 July 2015. The location for the public hearing was the Redfield Community Center. The meeting was requested to be published in the *White Hall Journal* three consecutive Wednesdays (24 June 2015, 01 July 2015, 08 July 2015) preceding the meeting held on Thursday, July 16. The last publication of the notice was no less than seven days prior to the public meeting held on Thursday, 16 July 2015.

An email with the information for the public meeting was sent to the superintendents of each school district contiguous to the district the charter will be located in (White Hall, Sheridan, Pulaski County Special, Dollarway, Pine Bluff, and Watson Chapel) within seven calendar days following the first publication of the notice of the public hearing. Documentation for the public hearing date of publication, location of advertisement, and confirmation of payment are included in this application.

The meeting was held on Thursday night, 16 July 2015, at 7:00 PM. After the presentation, the floor was opened up so that those in attendance could ask questions of the RTCCS Board of Directors. The advertisement was last published on Wednesday, 08 July 2015 which met the last publication date of the notice being no less than seven days prior to the public meeting.

Attendees were supportive of RTCCS efforts to get a charter school authorized. Attendees were provided the RTCCS web site and email address in case questions arose at a later time. After the meeting was concluded, members of the RTCCS Board of Directors were available to talk with individuals one-on-one. No one present spoke in opposition to the charter school.

Over eighty (80) signatures on petitions, letters from local businesses, letter from the President of the Redfield Chamber of Commerce, and a letter from Redfield mayor, Mayor Harmon Carter, have been collected in support of Redfield pursuing a charter school. These documents are available for review.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
 - D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

The original board membership of Redfield Tri-County Charter School (RTCCS) was appointed by our parent organization, Keep Redfield Middle School. The members of the RTCCS Board of Directors then voted on officers for the group.

A. The RTCCS Board of Directors will have final decision-making authority for the Redfield Tri-County Charter School in areas of finance and purchasing, hiring and firing of staff and of the school director. It will also have final decision-making authority on student discipline issues that have been appealed.

B. The current board members and the position they hold are as follows:
Mr. Larry O'Briant, President, 40+ years of experience in education
Mr. James Kight, Vice-President, 45+ years of experience in education

Mrs. Ann Tuck-Rowan, Treasurer, 15+ years in education
Ms. Amanda Kight, Secretary
Mr. Todd Dobbins, Director
Mr. Ken Shollmier, Director

Board members qualifications must meet one of the following criteria:

1. A bachelor's degree or higher from an accredited college or university, OR
2. At least 3 years business management experience, OR
3. At least 3 years experience in fundraising and/or grant writing, OR
4. At least 3 years leadership experience in community service or ministry, OR
5. Be a parent, guardian, or grandparent of a student attending RTCCS for a minimum of 2 years.

The Board of Directors shall present potential directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Each Director's term shall be for a term of one (1) year beginning on the date designated by the Board of Directors upon electing such Director and shall continue until such term ends. At the Annual Meeting of the Board of Directors, Directors can be elected to serve another term of one (1) year, resign, or be removed from the board by a two thirds (2/3) vote. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Any director may resign at any time by giving written notice to the President or the Secretary. Such resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The Board of Directors will take nominations for replacement.

The Board of Directors may remove any Director or Officer from his/her position by two thirds (2/3) vote of the entire Board of Directors at any regular or special meeting, provided that a written statement of the reason or reasons shall have been delivered to such Director or Officer at least thirty (30) days before any final action is taken by the Board of Directors. Such statement shall be accompanied by a notice of the time when, and the place where the Board it so take action on the removal. The officer or Director shall be given an opportunity to be heard by the Board of Directors at the time and place mentioned in the notice.

The Board of Directors may fill vacancies on the Board of Directors that occur for any reason after the Annual Meeting of the Board of Directors.

C. The parents will be able to address the board during monthly meetings. The school's leadership will take into consideration all suggestions brought to them from parents. The school will also be responsible for providing all annual reports mandated by the state. These reports will be accessible on the school's website or in hard-copy format if a parent requests it. Teachers will also work with parents while educating their students. There are also two scheduled parent-teach conferences during the school year where the teachers and staff will be available to parents. Parents will have the opportunity to join a campus based parent/teacher organization which will afford them the opportunity to interact with teachers and staff.

3. Give the mission statement for the proposed charter school.

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	White Hall		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	82.55	79.69	86.56
Targeted Achievement Gap Group	71.53	68.52	75.32
African American	72.69	63.25	95.74
Hispanic	75.00	76.09	n < 10
White/Caucasian	84.71	83.49	85.16
Economically Disadvantaged	73.81	69.24	76.39
English Language Learners/ Limited English Proficient	n < 10	n < 10	n < 10
Students with Disabilities	40.91	47.06	62.50

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	White Hall	
Campus Name	M.A. Hardin	
Grade Levels	K-5	
Campus Status	Achieving	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	96.52	94.78
Targeted Achievement Gap Group	95.31	93.75
African American	n < 10	n < 10
Hispanic	n < 10	n < 10
White/Caucasian	96.26	94.39
Economically Disadvantaged	94.92	93.22
English Language Learners/ Limited English Proficient	n < 10	n < 10
Students with Disabilities	91.67	91.67

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	White Hall	
Campus Name	White Hall Middle School	
Grade Levels	6-8	
Campus Status	Needs Improvement	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	78.97	77.55
Targeted Achievement Gap Group	65.62	61.47
African American	73.95	64
Hispanic	70	76.19
White/Caucasian	79.96	80.51
Economically Disadvantaged	69.52	63.58
English Language Learners/ Limited English Proficient	n < 10	n < 10
Students with Disabilities	23.88	31.34

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	White Hall		
Campus Name	White Hall High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	75.00	78.68	87.6
Targeted Achievement Gap Group	52.56	70.63	78.38
African American	55.56	58.02	
Hispanic	n < 10	76.92	
White/Caucasian	79.65	84.29	
Economically Disadvantaged	54.05	69.28	
English Language Learners/ Limited English Proficient	n < 10	n < 10	
Students with Disabilities	47.62	80	

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

RTCCS asserts there are correlations between students from low-income families dropping out before achieving their high school diploma if they are attending large schools. For students from areas outside of cities in Arkansas, attending a large school usually means the students are being transported from outlying areas to the school. In an article titled "High School Dropouts in the United States" published on Wikipedia in February 2013, it is stated that high school dropouts are more likely to be unemployed, have low-paying jobs, be incarcerated, have children at early ages and/or become single parents. The article goes further and states "School size has a very strong non-linear correlation with dropout rate." This claim was based on a study by Jacob Werblow in 2009. Werblow's found increases in school size can be "associated with a 12% increase in average student dropout rate".

In an article found on wsws.org (World Socialist Web Site), statistics from a study by the National Center for Education Statistics (NCES) indicate that low-income students fail to graduate at five times the rate of middle-income families and six times that of higher-income youth. The students in Redfield and the surrounding areas are financially disadvantaged. This is not to say that all low-income students attending larger schools will dropout, but they are at greater risk of dropping out. RTCCS will actively recruit students from low-income areas currently attending schools larger than the proposed size of RTCCS.

RTCCS will focus on recruiting students who are from economically disadvantaged areas. Most, if not all, of these students will be currently attending schools larger than RTCCS proposed student population. Based on the 2014 ESEA reports from the White Hall School District from the Arkansas Department of Education web site (<https://adedata.arkansas.gov/arc/>), students classified as Economically Disadvantaged are not performing as well as the combined student population. The all students scoring Percentage in Literacy is 82.55 with a 2014 AMO of 83.27 while the Economically Disadvantaged students score was 73.81 with a 2014 AMO of 75.92. The all students scoring percentage in Mathematics is 79.69 while the Economically Disadvantaged students score

was 69.24 with a 2014 AMO of 81.06. The gap between the Percentage (69.24) and the 2014 AMO in mathematics (81.06) for the Economically Disadvantage is larger than the gap between the Percentage (79.69) and the 2014 AMO in mathematics (87.49) for All Students.

The graduation rate for the Combined Population at the White Hall High School is remaining steady around 85 to 86, but the Targeted Achievement Gap Group was 76.13 and the Economically Disadvantaged rate was 76.39 in 2014. RTCCS will strive to engage the students and provide them an educational environment where they feel connected to the school instead of being disenfranchised. In 2014, White Hall Middle School had 729 students enrolled and the High School had 944 students. RTCCS anticipates having 200 students in grades 5-8 its first year of operation and adding an additional 50 students each year while growing to become a 5-12 with 400 students. A small school setting will afford the teachers and staff the opportunity to get to know each student, allow for the forging of a relationship with each student, and the ability to determine each student's strengths, weaknesses, and learning style. It would also be beneficial for students that need to be able to participate in extracurricular activities for motivation to stay in school instead of dropping out.

Based on the Poverty Rate data reported in the 2014 ESEA reports, the elementary schools and intermediate/middle schools in the tri-county area (Hardin Elementary, East End Elementary, East End Intermediate, Bates Elementary, and Fuller Middle School) have a poverty rate of over 50%. The children living in these areas deserve to have a choice on where they attend school. These economically challenged students may be at greater risk for dropping out of high school if they attend a larger school. These students need a smaller school to allow them to build relationships with teachers and fellow students. Smaller schools provide a greater opportunity to participate in team sports or other extracurricular activities and provide them a feeling of belonging in the student body.

Students in Arkansas are struggling. Many results from standardized tests are not where they need to be and are not meeting target growth goals. School consolidation may lead to increased curricular offerings, but those offerings only benefit a small percentage of students. There are many large schools in Arkansas whose student body is not scoring proficient in reading and mathematics. Howley (1994) argued the benefits of a wider range of courses being offered might be overstated. He stated that a small school with a strong core curriculum could enable students to achieve at high levels. Slate and Jones stated that a small percentage of students at larger schools enrolled in courses that were not taught at the smallest schools. The additional courses offered were not benefiting the majority of the students.

Greene and Marcus (2006) concluded from their research that states could improve their graduation rates by decreasing the size of their districts and giving parents greater choice in the school systems that educate their children. One way of offering choice to families in Arkansas is by the authorization of charter schools. Low-income families in the areas around Redfield deserve to have the same choices and opportunities for their children as middle to upper-middle families in areas similar to Little Rock. Low-income families do not have the option of sending their children to private schools due to the financial constraints they experience and there is no charter school option in the area at this time. Education is not one-size fits all. The authorization of a charter school in Redfield would provide these families those choices and opportunities.

References

Greene, Jay P. and Winters, Marcus A. (2006). The Effect of Residential School Choice on Public High School Graduation Rates. Peabody Journal of Education.

Howley, C. (1994). *The academic effectiveness of small-scale schooling: An update*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No 372 897).

Slate, John R. and Jones, Craig H., Effects of School Size: A Review of the Literature with Recommendations. Essays in Education.

Werblow, Jacob, Luke Duesbery (2009). "The Impact of High School Size on Math Achievement and Dropout Rate". *The High School Journal*.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Three public middle schools service the students in the area where Grant, Saline, Jefferson, and Pulaski meet. These schools are Fuller Middle School (Pulaski County Special School District), Sheridan Middle School (Sheridan School District), and White Hall Middle School (White Hall Middle School). Based on information from the 2014 ESEA reports downloaded from the ADE website (<https://adedata.arkansas.gov/arc>), none of the middle schools servicing the students in this area are classified as "Achieving" in Math and all but one are classified as Needs Improvement in Literacy. The scores of students classified as Economically Disadvantaged are not improving at the expected rate and are falling short of the 2014 AMO by over 12% in the Sheridan Middle School and over 20% in the Fuller Middle School. Economically Disadvantaged students at Fuller Middle School are also falling short in Literacy by over 8%. The scores for All Students at Fuller Middle School were over 19% below the 2014 AMO in Mathematics and over 12% below the 2014 AMO in Literacy while the scores for All Students at Sheridan Middle School were over 7% below the 2014 AMO in Mathematics but were just barely under the 2014 AMO in Literacy. Students in areas around Redfield do not have a choice on where to attend school. A charter school in Redfield would provide an option for them. Students living in other areas around Arkansas such as Little Rock, Jacksonville, North Little Rock, Fayetteville, and Bentonville are being provided options for their education while students in areas like the Redfield tri-county area are not afforded those same opportunities.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

Three (3) innovations distinguishing RTCCS from other schools are our small school setting, extended school day with built in flex time, and our focus on character and community service. These innovations, along with the emphasis on STEM and college and career readiness, will allow our students to prepare themselves for exciting and productive futures. The students will be encouraged to participate in extra-curricular activities such as basketball and cheerleading and to participate in clubs and community services projects/events.

Our small size is reminiscent of the one-room school that served as the foundation of American education. Students will be afforded the opportunity to participate in peer tutoring - either sharing knowledge with or gaining knowledge from their fellow students. This time will be monitored by staff members but led by students. Participation in the peer tutoring is optional.

The RTCCS school day will consist of thirty (30) minutes of optional peer tutoring followed by three hundred ninety (390) minutes of required instruction compared to the required three hundred fifty (350) minutes. The last thirty (30) minutes of the day is flex time and can be used for activities such as club meetings, participation in community service projects, speakers focused on sharing career information, small group instruction, or additional instruction for students needing extra help. The RTCCS staff will be afforded the freedom to tailor the flex time to meet the needs of our students as well as enrich their instruction on character and career opportunities.

RTCCS students will have the opportunity to join and participate in EACH (Education and Community Heroes). The premise of EACH is that each person matters. Each person can make a difference. The focus of EACH is to empower students to help others and their communities. Parents and community members will also be encouraged to participate in EACH.

RTCCS small school approach involving students in the education process which will focus on college and career readiness, extended school day, and student participation in EACH makes our school an innovative option for families. Our students will become members of our school family and will leave school with a life-long love for learning and an understanding of their potential to make a difference not only in their own lives but in the lives of others.

5. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
 - The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Students to meet their individual target growth.	Measures of Academic Progress (MAP)	60% of returning students to meet their target growth	Beginning of Year and End of Year
Students' performance to improve each year.	ACT Aspire Performance Based Assessment	10% or more of returning students improve scores from previous year.	After 75% of the school year and per ADE guidance
Students' performance to improve each year.	ACT Aspire Exam	10% or more of returning students improve scores from previous year.	After 90% of the school year and per ADE guidance

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

It is difficult to determine goals for the charter's students at this time because we do not know who the students will be. During the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and in following years, the charter AMOs will be based on the academic performance of the students who attend the charter. RTCCS acknowledges the requirements for the state mandated assessments and our goals will be to work with each student to achieve gains toward moving our entire student population to proficient over time. The rate at which this happens will be dependent on the

students attending the school. If the students are grossly behind, the amount of time to help them achieve proficiency will be longer.

A significant challenge will be the implementation of the ACT Aspire exam which is replacing for the Partnership for Assessment of Readiness for College and Careers (PARCC). PARCC was implemented in 2014-2015 replacing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) aka Benchmark. It will not be feasible to compare PARCC results from 2014-2015 to ACT Aspire results from 2015-2016 based on information found on the Office for Education Policy (OEP) University of Arkansas website. It will take time for the results of the assessments to lead to the development of attainable expectations for student scores. RTCCS is not sure at this time if the goals stated in this application on the ACT assessments are realistic or not because there is little to no data available to base them on.

RTCCS will work with the ADE as ACT Aspire is implemented. As with any new assessment, it will take time for the students and schools to adjust. RTCCS goal for student scores is to show improvement at a rate at least equal to that of state growth goals.

There will be multiple goals for the students the first year the charter is authorized. One of the goals for the students at the beginning of the initial school year will be to increase their knowledge and understanding of core curriculum material during the school year. The students will be asked to strive to become more involved in their education and to be interactive in the classroom with their teachers and fellow classmates. They will work diligently to become active members of the communities that the student body of RTCCS is comprised of. They will be challenged to become living examples of core character values such as responsibility and citizenship. These goals will result in the students being engaged with their teachers, classmates, and school staff. The students at RTCCS will endeavor to improve their test scores on state-mandated standardized test(s). After the initial year of operation, the students' goals will be set by state requirements.

RTCCS will also utilize Measures of Academic Progress (MAP) to establish a target growth goal for each student during the initial year of operation. MAP will provide a means to develop and track individual growth goals for each student.

RTCCS believes meeting the educational needs of our students is more than just scores on standardized tests, but results from standardized tests are the acceptable method of proving academic improvement. RTCCS wants to encourage each student and to build their confidence. Engaging the students in the classroom and forging relationships between students, teachers, staff, and the community will result in the students experiencing being a part of an educational and community family. RTCCS teachers and staff will be focused on each student's personal well-being as well as their academic growth.

If RTCCS students are able to achieve the state growth goals, it will demonstrate the students are learning and understanding at a pace to keep them on track to graduate from high school. The achievement of goals may also indicate the students are engaged in school.

6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

5th Grade Required Courses

Mathematics
Language Arts
Science

Social Studies
Physical Education & Health and Safety (Rotation)
Fine Arts/Music/Tools for Learning (Rotation)

6th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Physical Education & Health and Safety (Rotation)
Fine Art/Music/Tools for Learning (Rotation)

7th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies
Fine Arts/Music/Tools for Learning (Rotation)

7th Grade Elective Courses

Physical Education & Health and Safety or
Basketball/Cheerleading
Keyboarding
Study Hall

8th Grade Required Courses

Mathematics
Language Arts
Science
Social Studies (with ½ unit of Arkansas history)
Fine Arts/Music/Tools For Learning (Rotation)
Career Education

8th Grade Elective Courses

Physical Education & Health and Safety or
Basketball/Cheerleading
Keyboarding
Study Hall
Algebra I (Grades 8-12)

9th Grade Required Courses

Mathematics (Algebra I)
Physical Science
Language Arts I
Civics/Economics
½ Unit of Health/ 1/2 Unit Oral Communications
Physical Education

9th Grade Elective Courses

Study Hall
Basketball/Cheerleading
Geometry (Grades 9 - 12)

10th Grade Required Courses

Mathematics (Geometry)
Biology
Language Arts II
World History

10th Grade Elective Courses

Computer Business Applications I (Grades 9-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Spanish I (Grades 9-11)
Basketball/Cheerleading
Study Hall
Sociology (Grades 10-12)
Psychology (Grades 10-12)
Algebra II (Grades 10-12)

11th Grade Required Courses

Mathematics (Algebra II)
Chemistry
Language Arts III
American History

11th Grade Elective Courses

Study Hall
Spanish I (Grades 9-12)
Spanish II (Grades 10-12)
Basketball/Cheerleading
Journalism (Grades 10-12)
Computer Business Applications (Grades 9-12)
Essentials of Computer Programming
(Grades 11-12)

Vocal Music I (Grades 9-12)
Pre Cal/Trigonometry (Grades 11-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Advanced Art I (Grades 10-12)

12th Grade Required Courses

Mathematics
Language Arts IV

12th Grade Elective Courses

Study Hall
Spanish II (Grades 10-12)
Basketball/Cheerleading
Journalism (Grades 10-12)
Computer Business Applications (Grades 9-12)
Essentials of Computer Programming
(Grades 11-12)
Vocal Music I (Grades 9-12)
Pre Cal/Trigonometry (Grades 11-12)
Art I (Grades 9-12)
Drama (Grades 9-12)
Advanced Art (Grades 10-12)
Medical Terminology I (Grade 12)
Human Anatomy & Physiology (Grade 12)
Computer Science and Mathematics (Grade 12)
Computer Web Design I (Grades 11-12)
Instrumental Music (Grades 9-12)
College Algebra (Grade 12)
Physics (Grade 12)
Transitional Math (Grade 12)
Transitional English (Grade 12)

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

The educational program of the Redfield Tri-County Charter School (RTCCS) shall consist of grade five (5) through grade eight (8) during year one (2016-2017). RTCCS plans to have fifty (50) students in each grade the first year of operation. One grade will be added annually until the campus is a grade 5 through grade 12 campus.

RTCCS will focus on college and career readiness for all students. The educational program will be designed to specifically target career preparation. As students mature, they see themselves in a particular career in their future. The study of career pathways will be incorporated into the curriculum and students throughout all grade levels will be exposed to future possible career pathways. Career inventory assessments (e.g. Explore, Plan, or Kuder) will be given to each student at the beginning of the 2016-2017 school year. The principal will provide training for all instructional staff on how to prepare students for a career interest exam and how to administer the career interest exam. This training will be accomplished during professional development sessions before the beginning of the 2016-2017 school year. The results of these inventories will assist teachers with curriculum planning for the school year. At the end of the 2016-2017 school year, the students may be assessed again to allow teachers to prepare for the upcoming year. The assessments may be done at the end of each year for years following the 2016-2017 school year if they prove valuable to improving the curricula. New students may be assessed when enrolled. The school will use all resources available throughout the community as well as tri-county area wide to provide students the accurate knowledge base concerning the requirements of specific careers and the knowledge base needed to adequately pursue and be successful in a specific career area. Students will also participate in interview scenarios that will be incorporated into both the Language Arts and Career and Technical curricula.

As students progress through the educational program, they will become exposed to various career interests. As

the charter school grows, more in depth educational opportunities such as concurrent credit programs or apprenticeship programs will be added. As this happens, the students will not only be allowed, but encouraged to participate in post-secondary courses (both college and vocational). These may be taken through either distance learning opportunities provided at the charter school or at a post-secondary institution that the charter school has contracted with to provide such courses. The leadership and faculty will work closely with the Arkansas Department of Career Education (ACE) Career and Technical Education as well as colleges and vocational schools to establish programs of study that address the interests of the students.

Students may be exposed to various learning and instructional strategies but the foundational base of instruction throughout all curricular areas in all grades will focus on a variety of learning strategies. The educational program will incorporate the use of technology into as many aspects of the curriculum as possible in order to prepare students for future college and career opportunities. Our school will foster an atmosphere where education is valued and students will be encouraged to build relationships with their fellow students and teachers. The use of groups during learning activities will encourage the development of these relationships and provide opportunities to strengthen communication and interpersonal skills. Cross-curricular instruction will allow teacher flexibility with instruction and allow multiple presentation opportunities of specific frameworks to ensure student mastery. Each day will provide an opportunity for students to participate in peer tutoring. This opportunity will reinforce the students' understanding of the information they are providing tutoring to their peers. Hours students spend tutoring their peers will be recorded as volunteer hours.

Social development of our students will be enhanced by focusing on core character values. It is our intent to work with Charter Education Partnership (CEP) and to pursue becoming a National School of Character. CEP works to combine all facets - educators, students, parents, and community - to create safe, caring, and respectful schools where students flourish academically and do the right thing. Until the charter can go through the application process for CEP, we will focus on character values and select a "Student of the Month" from each grade that exhibits the character value being emphasized. Service of others will also be emphasized. Experience with community service will allow the students to realize the joy that comes from helping others and helping their community. It will allow them to realize the power they have as an individual to bring positive change to themselves and others.

Teachers will meet to plan lessons across the curriculum in subject areas and grade levels. It is expected that teachers who teach the same grade level and those who teach the same subject will work together to collaborate on lessons, pacing guides, resources, and student expectations during planning time and professional development.

Teachers are expected to use strategies in the class that will enhance the teaching and learning environment for scholars and the teachers. Teachers will be trained to conduct peer-observations during their planning time. Teachers will be expected to share effective teaching practices, techniques and systems. Teachers will participate in weekly grade level meetings and/or subject area meetings to reflect on teaching strategies, coaching, and peer observations. Teachers will lead staff training by sharing effective strategies and STEM activities implemented in the class.

Teachers are expected to be flexible in classes and allow for differentiation of learning which means several teaching strategies can be used during a single class session. The goal of teaching the Common Core State Standards Curriculum and Arkansas Framework is for students to be active and engaged learners. Teachers are expected to be prepared with lessons and classroom resources. The Lesson Plan and Curriculum Map are tools teachers will have to guide instruction and student engagement. One way to keep students engaged is to have hands on activities, visual aids and technology integrated into lessons. Teachers will have an opportunity during professional development to establish systems and strategies to implement the STEM curriculum. Teaching Strategies that may be used during instructional time may include:

- Co-teaching/Team Teaching
- Whole group instruction
- One-on-one teacher instruction
- Experiential Learning
- Computer Activities
- Role-playing
- Project-based Learning

Small group instruction

Teachers are expected to be creative and reach each child in the classroom during instructional time. Teachers are expected to establish systems for classroom management and behavior management to optimize the amount of time available to teach during scheduled instructional time. Workshops and professional development will be ongoing and will address strategies for effective classroom teaching and behavior management and implementing the curriculum. All teachers will be expected to emphasize reading and listening skills as a part of students' daily learning habits. Lessons are expected to reflect the different learning styles and incorporate appropriate activities for the differences that might exist in levels of student engagement, achievement and skills set.

The continuation or renewal of the RTCCS 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. RTCCS will strive to improve student performance on assessment instruments adopted by the State Board.

Our intent is for all students to become part of our school community. It will also be a priority for us to involve community members. Volunteers will be a part of our school community as well. We will work with local community service organizations to involve our students and staff in projects to help individuals, families, and organizations in our community. As a charter school, we will also be working closely with our parents to raise funds as needed, to tackle projects around the school, and to encourage parents to be actively involved in their child's education and extracurricular activities.

Our immediate goal will be to improve the students' interest and involvement in their education. This will help reduce truancy and behavior issues for our students if they have a history of these issues. Our long-term goal is to instill the love of learning in each and every student. We realize that not every student will continue on to college. Their path may lead them to a technical school, a vocational school, or directly into the job market. Whatever their path, they will enjoy success if they are life-long learners.

Teachers and staff will utilize professional development networks. These networks will allow our personnel to take part in free on-line professional development courses in project-based learning. It will also provide a means for our personnel to collaborate with other teachers instructing their students using the inquiry-based methods. One example of such a resource is Buck Institute for Education (www.bie.org).

RTCCS will also apply to become a member of the Arkansas Public School Resource Center (APSRC) and work with the Arkansas Department of Education. These entities will provide consulting and guidance in areas such as law, finance, technology, teaching and learning and will be valuable assets and resources as the charter develops from a 5th through 8th campus to a 5th through 12^h campus.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

Upon receiving authorization for a charter school, the RTCCS Board of Directors will begin the process of hiring a Director for the Redfield Tri-County Charter School. The Director will also be serving as the principal during the first year of operation for the Redfield Tri-County Charter School. The Principal will be responsible for the process of aligning the curriculum to be utilized by the charter school with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education. RTCCS plans on taking full advantage of any and all assistance available from the Arkansas Department of Education in this endeavor. Monies have been budgeted for submitting an application to become a member of the Arkansas Public School Resource Center (APSRC). APSRC could also be a valuable source of assistance aligning the charter's curriculum. RTCCS budgeted to be able to hire the services of a Curriculum Specialist to assist in this task as well. Aligning the curriculum will be the top priority for the newly hired Director/

Principal. The Principal will utilize the ADE, the APRSC, and the services of a curriculum specialist if necessary along with research and their experience to successfully complete this task as expeditiously as possible.

RTCCS is estimating it will take approximately four (4) to six (6) weeks for the Principal to complete the alignment but the process will continue after the initial alignment. RTCCS will require the Principal to complete the alignment of the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards before 01 June 2016. As teachers are hired, the principal will work with them to ensure the development of lesson content is consistent with the Arkansas Curriculum Frameworks and the Common Core State Standards. The Principal will be responsible for ensuring the curriculum materials used by RTCCS are reviewed annually to ensure continued alignment with the Arkansas Curriculum frameworks and the Common Core State Standards to address any revisions by the State Board of Education.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

The charter will provide guidance to students on course selection, career counseling, and personal/ social developing counseling. The teachers will provide guidance program services such as advising students on course selection. This will be done as-needed due to the counselor position being a parttime position during the first year of operation. The part-time counselor will be focused on career counseling and providing opportunities for the students to be exposed to information on a variety of jobs and career fields.

B) Health services;

Applicant Response:

A waiver will be requested for the requirements of Health Services. RTCCS will be contracting out the health services utilizing a part-time nurse. These services will include keeping medical records in accordance with privacy statutes, attending to students with minor illnesses, providing aid until emergency responders arrive on site for serious injuries, and the responsibility of creating and maintaining the campus health and safety policies. The charter will contract the screening, referral, and follow-up procedures for all students. The contractor will also be responsible for providing and maintaining current health appraisals records for all students according with guidelines developed by the Arkansas Department of Education. IAW Act 1565 of 1999, the contractor will also provide students with special care needs, including chronically ill, medically fragile, and technology dependent, and students with other health impairments will have an Individualized Health Care Plan. The contractor will also perform invasive medical procedures required by students and provided at school because they must be performed by trained, licensed personnel who are licensed to perform the task. The contractor will also provide custodial health care services required by students under an Individualized Health Care Plan. Daily responsibilities for student health issues not requiring a licensed person perform them will be performed by the Principal's administrative assistant. Daily responsibilities requiring a licensed person to perform them will be scheduled while the part-time nurse is on campus.

C) Media center;

Applicant Response:

A waiver will be requested for the requirements of a Media Center. RTCCS will have a media center with a minimum of 3000 books. There will also be at least four (4) computers in the media center for students to use the first year of our school's operation. Computers will be added to the media center as the student population and need for computer access grows. Teachers, Counselor, and Administrative Assistant will be available the first year to assist students in the Media Center during the first year of operation. There will be a part-time media specialist available the second year of operation to instruct the students on the use of the computer and the development of research skills. The media specialist will become a full-time position in the third year of

operation.

There will be an additional Computer Lab area with a minimum of twenty-five (25) computers. This lab area will be used for computer classes and for completing online assessments.

D) Special education;

Applicant Response:

RTCCS will not request a waiver from the requirements of a special education program. The school will provide all necessary services and accommodations for students identified with special needs as outlined in their IEP. A special education teacher will be responsible for all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program. RTCCS will provide an Individual Education Program for each student with a disability. Our staff will diligently work to provide students with disability the accommodations and services they need to be successful in school. Parents, teachers, and school administrators will work together as a team to provide an optimum learning opportunity for the students with disabilities.

E) Transportation;

Applicant Response:

Once RTCCS receives authorization for a charter, two used school buses will be purchased. The buses will pass inspection and be maintained as mandated by the state of Arkansas.

RTCCS bus routes will not be a traditional route. We plan on providing "satellite pick-up" for students using fully certified bus drivers. The drivers will be contracted and will meet all training requirements as specified by the State of Arkansas and hold a Commercial Driver's License. Bus drivers will also pass a physical examination given by a licensed physician or an advanced practice nurse at least every two (2) years. Satellite pick-up/drop off locations will be identified.

The Director/Principal will map out bus routes for the area in an approximate twenty (20) mile radius of the charter school. RTCCS will provide a satellite pick-up for the students. Sites and times for pick up and drop off will be identified and published so parents and students are aware of the site(s) closest to them. The charter will either provide maintenance or secure a routine maintenance agreement with a qualified mechanic to ensure safe maintenance and operation of the buses. Over time as our student population grows, our transportation methodology could transform into a more traditional bus route.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

RTCCS has asked for a waiver for the exclusion of Alternate Learning Environments at this time. We will be using a variety of teaching methods and the small school setting will allow teachers and staff to know each student. The RTCCS educational approach will allow the teachers to identify each student's strengths and weaknesses and convey information accordingly. Our approach will provide additional instructional time each day to address any educational weaknesses. We will also have a strict disciplinary policy to control any behavior that might distract students.

G) English Language Learner (ELL) instruction

Applicant Response:

RTCCS will administer the English Language Development Assessment (ELDA) as required by the ADE. The test administrator will complete all necessary training before administering the ELDA and meet any other requirement specified by the ADE. The school will utilize the results of the ELDA to determine what type of English Language instruction is appropriate for the ELL student. The majority of the students are assisted through English immersion. In addition to immersion, the charter will also offer small-group interventions and high-quality vocabulary instruction during the day. Supplemental assignments and utilizing instructional

activities that would present an opportunity for students with different English language proficiencies to work together in pairs in a structured environment may also be used to augment the charter's approach to English Language Learner Services.

RTCCS did budget a stipend for the staff member responsible for ensuring the charter complies with federal and state ELL regulations, recordkeeping and confidentiality regulations, and knowledge of diagnostic testing. This staff member will be responsible for working with the teachers of students with ELL needs to ensure the instructional strategies that best fits the students are being used and for administering the annual ELDA testing requirements.

RTCCS will work with the ADE to ensure all of the requirements for ELL are addressed and satisfied. If additional funding needs to be budgeted to cover travel or training expenses for the staff member responsible for ELL, RTCCS will work with the ADE to determine an appropriate amount to include in the budget.

H) Gifted and Talented Program.

Applicant Response:

RTCCS intends to identify students who will benefit from an accelerated educational program and incorporate learning strategies into the student's individual instructional program to enhance the educational process for the students. Gifted and talented students could be nominated by teachers, staff, parents, community members, or by self-nomination. Students could also be identified for consideration as a gifted and talented based on academic performance on standardized tests. A consultant will be hired to oversee the Gifted and Talented program. Each of the gifted and talented student's teachers will work with the consultant to integrate opportunities in the classroom environment to enrich their learning experience. The social and emotional needs of the gifted child will be met through peer interaction on projects and other planned activities (e.g. field trips, guest speakers) as well as through content satisfying to the intellectual needs of the student.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

RTCCS will service the city of Redfield and its surrounding areas within an approximately twenty (20) mile radius. This will include the eastern portion of Grant County and a small area in Saline County which falls under the Sheridan School District. We will also serve areas in Jefferson County which are located in the White Hall School District. These areas include Redfield and Jefferson. To the north, we will serve the Hensley and Woodson Lateral areas in Pulaski County Special School District. We expect that approximately 60% of the students will be from the White Hall School District with the other students coming from the Sheridan School District, and the Pulaski County Special School District at varying percentages. These numbers are speculation because enrollment at RTCCS will be open to any student from Arkansas that wants to attend and will not be limited to the school districts identified in our response. Enrollment in RTCCS will be open to any Arkansas student who submits an application to attend.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

RTCCS will comply with annual progress report requirements as stated in the Arkansas Department of Education Rules of Governing Public Charter Schools, Section 6.03.1.4 and in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, if it applies to charters. Feedback from parents and the community will be used to annually develop a comprehensive progress report. This report will include updated data regarding student performance, program objectives, and accreditation standards. RTCCS will also create a School Improvement Plan annually to project campus needs and to identify any deficiencies so they can be corrected. All reports will be based on Arkansas Department of Education regulations and guidelines.

Annual reports will be published in a newspaper with general circulation in the district where the charter school is located. The reports will also be published on the RTCCS web site. Current guidance mandates these reports will be published no later than November 15. Printed copies of the reports will be available for review at RTCCS. RTCCS will host an annual public gathering in order to provide information regarding the educational program and campus policies and goals. This public gathering will be publicized using flyers sent home with students and posted in the local area and on the RTCCS web site. This public gathering will allow for parents, students, and any interested parties to exchange ideas and suggestions regarding the educational program, the school campus, and the content of the annual report.

The school will be in compliance with rules and regulations concerning annual reports to the parents through public meetings, board meetings and website requirements. As performance data becomes available for the school, the school will provide that information as required by state code and rules and regulations that apply.

12. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

All students are welcome at RTCCS. Students will be asked to provide a transcript from the school they are moving from to attend the RTCCS but the RTCCS administration and board members understand that transcripts from prior schools cannot be required for students to enroll and attend RTCCS. RTCCS will not discriminate in our admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. RTCCS may exclude a student who has been expelled from another public school district in accordance with Title 6 of the Arkansas Code.

Students will be recruited from the city of Redfield and other surround communities like Jefferson, White Hall, as well as students in the eastern portion of Grant County and the portion of Saline County that are part of the Sheridan School District that are within an approximately 15 to 20 mile radius of Redfield. RTCCS will use methods such as our internet presence (www.redfieldtricitycharterschool.org), direct mailings, flyers, and newspaper advertisements to inform the public about our school.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

RTCCS is choosing to allow enrollment preferences to siblings of enrolled students because we believe it would create a hardship on the families to have students in different school settings. Having siblings enrolled at one school would make it more convenient for families to attend school events and to participate in parent/teacher meetings leading to stronger parental involvement.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

If more applications are submitted than RTCCS has openings, an admission lottery will be held. Each application will be assigned a number. A random, anonymous lottery will take place in order to allow all eligible, interested students an equal opportunity to enroll at the campus. The lottery will take place at the RTCCS campus. It will be governed by the director, as well as being overseen by the RTCCS principal. The public will be welcome to attend the lottery to help ensure the transparency of the process. The need for a lottery will be posted on the campus website and the Arkansas Department of Education Public Charter School Program Coordinator will be notified in advance of the lottery. Siblings of existing students will be given preference and would not have to participate in the admission lottery. The numbers assigned to the existing applications will be put in a container and drawn and recorded in the order they were drawn. The number of students selected would depend on the number of openings and whether there were any siblings of existing students in the application pool. The record of the order the applications were drawn would be kept in case those that were selected were unable to attend. The next application on the list would then be notified of their selection.

The waiting lists are only valid for the year the application was submitted. Parents with students on waiting lists

will have to apply the following year to be eligible for any openings. If there are more applications than openings the following year, another lottery will be announced and held. All applications submitted for the current school year will be in the lottery. The number of openings in the grade will determine how many will be accepted to enroll and how many will be on the waiting list.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

RTCCS does not believe the use of a weighted lottery is required by federal court or administrative order.

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Members of the Redfield Tri-County Charter School have decades of experience in public schools and at universities. No members have any prior involvement in the operation of one or more other charter schools.

Mr. Larry O'Briant has over forty (40) years of experience in education. He has a Bachelor of Science degree in General Science and a Masters in Educational Administration. He is certified by the State Department of Education as a District Administrator, Secondary Principal, General Science Instructor, Physical Science Instructor, and Adult Education Instructor. He has classroom experience as a General Science Instructor, Biology Instructor, Physical Education Instructor, and Adult Education Instructor. He has administration experience as a Middle School Principal, High School Principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at the University of Arkansas at Pine Bluff.

Mr. James Kight has over fifty (50) years of experience in education. He has a Bachelor of Science in Education, a Masters in Counseling, and has an Administrator's Certificate. Mr. Kight has been a principal at a junior-high/middle school for over forty (40) years. He has had classroom experience teaching science, social studies, math, and physical education during his career. He is currently working for the White Hall School District and spends half his work day at the White Hall Middle School as an assistant principal and the rest of his work day at the White Hall High School as an assistant principal.

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

RTCCS 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. Waivers for licensure will be requested for all positions requiring an Arkansas Teaching License. However, the school will make every effort to employ certified personnel in all positions that would typically require a teaching license in a typical public school.

DIRECTOR

The director will be the chief officer of the school and responsibilities will include but not be limited to development and application of board policy, long term planning for fiscal and facility needs, directing and informing the school board regarding the operations of the school, direct and oversee all aspects of maintenance and operations of the school, preparation and implementation of budgets, recommendation of staff to the board for employment and other employment matters (to include development of and issuing of employment contracts), the day to day operations of the school, develop community relations and work with the community and outside instructional entities to facilitate the educational program and direction of the school.

Minimum Qualifications: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of five years of experience in public education in Arkansas.

PRINCIPAL

The principal will be the instructional leader of the school. The responsibilities of the principal will include but not be limited to the development and implementation of all curriculum, course scheduling, assignment of personnel, supervision of auxiliary programs (counseling, special education, etc.) associated with the school, educational planning for all students, design of professional development for staff, supervision and evaluation of faculty and staff of the school, develop and participate in partnerships with the community and parents, management of the school facilities, student supervision and discipline and day to day planning and operations of the school.

Minimum Qualifications: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of three years of experience in public education in Arkansas.

FINANCIAL OFFICER/BOOKEEPER

The financial officer/bookkeeper will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contracts, etc.

Minimum Qualifications: Must have two years of college, vocational or equivalent training in business or finance and/or two years of experience, preferably in an educational setting.

TEACHERS

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, developing lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, 

develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Minimum Qualifications: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Minimum Qualifications: Must have a special education license and a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

INSTRUCTIONAL AIDE

Instructional aide assists the teacher with facilitating student learning progress. Aides will assist teachers in all areas of work and assist students with academics. Instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualify as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

Minimum Qualifications: Must have an Associate's degree or equivalent from an accredited college or university. Six months to one year related experience or training is preferred.

ADMINISTRATIVE ASSISTANT

The responsibilities of the administrative staff will include but not be limited to support of daily operations of the district office and school. These duties include managing the day to day office operations, clerical duties and maintaining student database.

Minimum Qualifications: Must have two years of college, vocational or equivalent training and/or two years of experience managing an office environment, preferably in an educational setting.

NURSE

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse evaluates the physical conditions of students and refers students to appropriate resources. This position will be satisfied by contracting out the service.

Minimum Qualifications: Completion of training necessary for licensing as a registered nurse in the State of Arkansas and must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

COUNSELOR

Counselor will handle social service referrals, offer individual and small group counseling sessions, and complete required reports. Counselor will administer or assist with the administration of assessments required by the state or by the school. Counselor will coordinate activities such as open house and conferences like Parent-Teacher conferences or IEP conferences.

Minimum Qualifications: Must have Bachelor degree, Master in School Counseling or current enrollment in Master's program at an accredited institution, one year of full-time teaching or completion of supervised school counseling internship.

MEDIA SPECIALIST

The Media Specialist provides students and faculty with resources to supplement curriculum and is responsible for supervising and maintaining all media resources, including the use and checking out of these resources, the Library Media Center (LMC) and all Library Media Program (LMP) activities.

Minimum Qualifications: Must have a Bachelor's degree and state certification as a school Library Media Specialist. A Master's Degree in Educational Technology, Master of Library Science or comparable degree is preferred. +

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

The district will practice accounting and business procedures that are considered generally accepted and will participate in the financial portion of the Arkansas Public School Computer Network (APSCN). The financial records will also be subject to audit annually through the State Division of Legislative Audit.

The budget will be developed before 20 June and approved by the RTCCS Board of Directors by 30 June. Once approved, the budget will be submitted to the Arkansas Department of Education by 01 September.

The Director will present a financial report at each of the monthly RTCCS Board of Directors meeting. The financial report will compare budget to actual expenditures and used as a tool to ensure the fiscal stability of the charter.

The business office will be responsible for the financial operations of the district and will be under the direct supervision of the director. The district will employ a financial officer/bookkeeper who will be responsible for the overall day to day financial operations of the district. This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contracts, etc. Multiple approvals and signatures will be required on all transactions. Monthly reconciliations, periodic checks of procedural guidelines as well as other measures will be in place to insure the integrity of the schools financial system.

A purchase order system will be used for all purchases required for the district. Purchases less than or equal to five hundred dollars will require the signature and approval of the principal and the bookkeeper. Purchases greater than five hundred dollars and less than or equal to ten thousand dollars will require the signature of the director and bookkeeper. Purchases in excess of ten thousand will require board approval and the signature of the director and board president. A list of all purchases made since the last board meeting will be presented to the RTCCS Board of Directors at each of the monthly meetings.

All legal and contractual agreements concerning loans and bonds, facilities (purchase or lease of land, buildings, equipment, etc.), investments, etc. will be approved by the board and signed by the director and board president no matter the cost.

No lease will be entered into unless it is approved by the Commissioner of Education as long as the Commissioner of Education's approval is required by the Arkansas Department of Education. All lease agreements shall be evidenced by a lease or sublease agreement and be approved by the Board of Directors and signed by the Director after the lease has been approved by the Commissioner of Education. The lease agreement shall identify all the terms and conditions of the lease.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

RTCCS completed the budget template. Several factors influenced the preparation of the budget. Keep Redfield Middle School (KRMS), a 501(c)(3) entity, owns the building where the proposed charter would be located. KRMS is willing to lease the facility along with the gym to RTCCS for \$1000 a month. Since KRMS has gotten the facility, donations have also been coming in to the school. The facility has teachers' desks, computers, cafeteria tables, microwaves, printers, file cabinets, and office chairs already in the facility along with over 200 student desks. The cafeteria has been renovated and received approval by the Health Department. All of these donations are available to RTCCS for use in the charter school at no additional cost. This has greatly reduced the start-up cost for RTCCS for a grade 5 through grade 8 middle school. We understand that standing up a school is a challenge - especially financially.

RTCCS considered two different scenarios. Both scenarios did not take into consideration any grants potentially awarded to RTCCS or any other sources of funding. These calculations were done by members of the board that have financial expertise. Mrs. Ann Tuck-Rowan has over 20 years of experience in corporate and government budget planning, procurement estimates, and analysis. Mr. Larry O'Briant has over 40 years of experience and has served as a middle school/high school principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at Southeast Arkansas College (SEARK) in Pine Bluff.

The first scenario was based on applications to attend the school being relatively close to the maximum number of students during our first year of operation (200). RTCCS believes the minimum number of students who must attend the charter in order for the school to be financially viable as proposed in this application is 184. RTCCS asserts the school would be financially viable and prepared to address any unexpected, but necessary and possibly urgent expenses if 5% of the revenue remained after projected expenditures. RTCCS calculated 5% of the Total State Charter School Aid for 200 students which is \$69,350. The budget shows Net Revenue over Expenditures of \$179,250 for the first year of operation. We subtracted the \$69,350 from the \$179,250 resulting in \$109,900 as the amount of revenue that could be lost but would leave RTCCS viable. To calculate the number of students, we divided \$109,900 by \$6,646 (State Foundation Funding per student) resulting in 16.

RTCCS will focus heavily on recruiting beginning as soon as authorization is received. Our goal will be to

surpass the 184 student count by 15 July. RTCCS will use a variety of methods for recruitment such as web site, advertisements, open house, public meetings in areas surrounding the charter school, and mailed and posted flyers. If the goal of 184 enrolled students is not met by 15 July, RTCCS will notify the parents, leaders of surrounding districts and open-enrollment charter schools, and staff at the Arkansas Department of Education that the school has not met its goal and the scheduled opening may be at risk on the first work day following the 15 July deadline. If fewer than 184 enroll before 01 August, RTCCS will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

If RTCCS recruits between 184 students and 200 students but they do not arrive when school starts, RTCCS will use information from their enrollment forms to contact the students that are missing to determine their status. Charter leaders will make every attempt to get these students to attend the charter. In preparation for the potential outcome of having less than 184 students show up, charter leaders will develop a contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school. These reductions will remain in place until enough students are attending to put the funding back on track. This contingency plan will be a priority and will be developed by the Director/Principal along with the RTCCS Board of Directors once authorization has been received and the Director/Principal has been hired. Funds that directly affect the schools ability to provide the education program outlined (e.g. books, assessments, salaries) in this application will be adjusted as a last resort.

The second scenario was based on a low number of applications being submitted to attend the charter. RTCCS developed a second budget for this scenario based on twenty-eight (28) students in a combined 5th/6th grade class and thirty (30) students in a combined 7th/8th grade class. Many different areas of the budget were reworked to reduce the amount of expenditures (e.g. number of teaching staff, salaries for budgeted staff, not offering transportation). A copy of this budget has been included as part of the RTCCS application as the last document in the application package. Based on this scenario, RTCCS could operate with fifty-eight (58) students. RTCCS would need to work with the ADE to have the flexibility to restructure class structure and staffing.

For this scenario, if fifty-eight (58) students are not enrolled by 01 May, RTCCS will notify the parents, leaders of surrounding districts and open-enrollment charter schools, and staff at the Arkansas Department of Education that the school is not on track to meet its goal and the scheduled opening may be at risk on the first work day following the 01 May deadline. RTCCS would begin working with the ADE to restructure classes and staffing. If fewer than fifty-eight (58) students enroll before 31 May, RTCCS will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

RTCCS shall prepare an annual certified audit of the financial condition and transactions of our school on or before 30 June each year in accordance with auditing standards generally accepted in the United State and Government Auditing Standards issued by the Comptroller General of the United States. The audit will also contain any other data as determined by the State Board for all public schools.

RTCCS will work with the Division of Legislative Auditor to prepare the required annual financial audit for our school. The RTCCS Board of Directors will review the scope and results of the audit. Any identified

consequential irregularities and any identified weaknesses will be reported to the Board of Directors. The Board of Directors will be responsible for developing a corrective action plan to address items noted by the auditor.

RTCCS will adhere to the practices below to ensure programmatic quality:

1. Continuous in-house academic program assessment
2. Ensure appropriate action is taken as issues related to school programs arise
3. Annual creation of a School Improvement Plan to identify and address areas that may be lacking
4. Review of curriculum to ensure its alignment with Common Core state standards

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

RTCCS will be located at 101 School Street in Redfield, AR. This facility was used as a school until June 2013. It was purchased by Keep Redfield Middle School and is currently serving as a community center for Redfield. The facility is being used for a General Equivalency Diploma (GED) class and by organizations such as Boy Scouts and the Redfield Athletic Association. A basketball camp was held in June 2015 and an Archery Class by the Arkansas Game and Fish Commission was held in July 2015.

It has eight (8) large rooms that could be used as classrooms, a gym, a cafeteria, an auditorium with a stage, and several other rooms that could be used as a library, computer lab, and office spaces.

There are no known establishments within a half mile of the land that participate in the sale of alcohol. RTCCS will not allow students into the buildings until the school has obtained a certificate of occupancy issued by the local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of the facility will be determined by the local code official or state fire marshal.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

Keep Redfield Middle School owns the proposed facility.

(1) Currently there are no known relationships between the members of the entity that owns the land and the members of the local board of the public school district where the proposed open-enrollment public charter school will be located.

(2) Currently there are no known relationships between the owners of the proposed facility and the employees of the public school district where the proposed open-enrollment public charter school will be located.

(3) Currently there is one (1) member of the board of the entity that owns the facility that is a member of the RTCCS Board of Directors. Todd Dobbins serves on both boards.

(4) Currently there is one (1) member of the board of the entity that owns the facility that is a member of the RTCCS Board of Directors. Todd Dobbins serves on both boards.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The leased facility will need to have an ADA compliant bathroom built in the facility. The lessor will remodel and provide ADA compliant bathroom. No other issues with the facility are known at this time. There are no known establishments within a half mile of the land that participate in the sale of alcohol.

No lease will be signed until it has been approved by the Commissioner of Education.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the application;

(B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or

(C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or

(3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

James Kight, Vice-President of RTCCS Board of Directors is the father of member, Amanda Kight. Mr. Kight has no other family or financial relationships with any other RTCCS Board of Directors members, any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school, or the owner(s) of the facilities (land) to be used.

Larry O'Briant, Ann Tuck-Rowan, and Ken Shollmier have no known family or financial relationships with any other RTCCS Board of Directors members, any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school, or the owner(s) of the facilities (land) to be used.

Todd Dobbins, member of the RTCCS Board of Directors is the husband of Stacy Dobbins, owner of Dobbins Contracting. Dobbins Contracting may be a bidder on projects that RTCCS contracts out. Mr. Todd Dobbins is also the owner of Dobbins Trucking. Dobbins Trucking may be a bidder on projects that RTCCS contracts out if Arkansas code §6-24-105 allows. If either of the Dobbins' companies are capable of performing the specified work, meet Arkansas code §6-24-105 requirements, and are the lowest bid, they would be awarded the contract. Procedures will be put in place to get competitive bids on all projects and to ensure bids are confidential until being reviewed by the RTCCS Board of Directors.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of the committees with governing board delegated powers considering the proposed transaction or arrangement.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Procedures To Address The Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

In the event board members have a direct or indirect interest in companies that do business with the charter, RTCCS will follow Ark. Code Ann. 6-24-105.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

RTCCS will be participating in the Child Nutrition Program which includes the School Breakfast Program and the National School Lunch Program (NSLP). RTCCS plans on contracting out the preparation of the school meals. Measures will be taken to ensure meals meet the NSLP standards, guidance from the United States Department of Agriculture (USDA), and any state requirements. RTCCS plans on providing catered meals that are already

prepared from a company such as Preferred Meals, Aramark or Tisket A Tasket to our students. A Request for Proposal will be made in order that companies can bid on the food service. Companies such as these are capable of providing the students' healthy meals in the most nutritious and economical way. RTCCS plans on contracting two part-time cafeteria workers to serve the meals, clean up, and work with the RTCCS administrative assistant to maintain all required records for food service.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents, guardians, and members of the community will have ample opportunities to be involved in the RTCCS. Parents, guardians and members of the community will become members of the RTCCS Board of Directors and actively participate in the governance of the school. There will also be a parent/teacher organization that parents and guardians can join to be more involved in the education of their children. RTCCS also plans on recruiting volunteers from the community to work with the students on projects and speak to them about different careers. When RTCCS is able to apply to Charter Education Partnership (CEP), parents will be involved in the application process and in the implementation if RTCCS becomes a member.

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

RTCCS will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Based on information from other open-enrollment charter applications for open-enrollment charter schools affecting the Pulaski County Special School District (PCSSD), the federal District Court has determined the PCSSD is unitary in all respects concerning inter-district student assignment. PCSSD would therefore have no existing obligations to comply with court orders or statutory obligations to create and maintain a unitary system

of desegregated public schools.

A motion was filed by the Little Rock School District in 2010 to enforce the 1989 Settlement Agreement in the PCSSD Desegregation case. The motion contended that an open-enrollment charter school within Pulaski County would interfere with M-M Stipulation and the Magnet Stipulation. US District Judge D.P. Marshall, Jr. denied the motion and stated "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." *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-00866-DPM, US District Court-Eastern Division of Arkansas Western Division, Document 4809.

Based on this information, the 1989 Settlement Agreement does not contain any restrictions nor does there appear to be any existing federal District Court desegregation order that would prohibit the authorization of an open-enrollment charter school in Redfield due to it potentially enrolling students from the Pulaski County Special School District.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The charter founders are citizens with a vested interest in the success of the charter school in Redfield. The efforts of RTCCS to obtain an authorization for a charter school are a grass roots movement driven by the desire of the people in the area to have a school. The families in the area are not affluent but they do value education. Once authorized, the charter school in Redfield will not only provide a choice for these families for their children's education but will also be a hub of activity for all members of the communities in the area. RTCCS will cultivate a strong relationship between its students and the members of the surrounding communities by providing community support opportunities for the students. Nurturing a strong bond between the communities in the area and the students will create even stronger support for the school. RTCCS has only been able to get as far as we are in the authorization process due to citizens in the area willing to donate their time, money, and support to the pursuit of obtaining a charter school.

The RTCCS Board of Directors has developed procedures and policies to ensure accountability for managing the finances of the school. Our purchasing policy is outlined earlier in this application. We are and will be fiscally responsible. RTCCS will work with the ADE and the Arkansas Public School Resource Center (APSRC) to ensure we leverage their knowledge and expertise. RTCCS also has members with years of experience developing and managing a budget as well as experience in dealing with unexpected expenses and budget cuts.

Given the opportunity, RTCCS will prove to be successful and sustainable charter school.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Superintendent, Teacher, Administrator Licensure	Subtitle 2, Chapter 13, Section 6-13-109, Section 15.01 of the ADE Standard for Accreditation.	<p>RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school. We also would like to request a waiver of Section 15.01 of the Standard for Accreditation. This request along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a superintendent of an open enrollment charter school.</p> <p>C. Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School District Boards of Directors Generally	Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq. except for section 6-13-622	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in RTCCS by-laws. RTCCS board meeting will be held in accordance with RTCCS Bylaws.</p>		
Adoption of Policy	Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, RTCCS will require a vote by “classified employees” (as defined in Section 6-13-1302).</p>		
School Elections	Subtitle 2, Chapter 14, Section 6-14-101 et seq	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Qualified Teachers in Every Public School Classroom	Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004 and Section 15.02 and 15.03 of the Standards for Accreditation and the ADE Rules Governing Educator Licensure	RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of Page 44 of 49 2001).		
Safe, Equitable, and Accountable Public Schools	Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and Section 19.03 of the ADE Rules Governing the Standards for Accreditation	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.		
Daily Planning Period, and "Duty-free_lunch	Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114 and 6-17-111	RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Non-instructional Duties	Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, RTCCS requests that the time be increased to two hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.</p>		
Salaries	Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-201(c)(2), 6-17-2203, and 6-17-2403:	<p>RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.</p>		
Committee for Each School District	Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203:	<p>RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Employment of Certified Personnel	Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301	<p>RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will employ all employees on an “at-will” basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.</p>		
Public school Principals - Qualifications and Responsibilities	Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302:	<p>RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Certification - Waiver	Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).		
Certification Generally	Subtitle 2, Chapter 17, Subchapter 4 and ADE Rules Governing the Superintendent Mentoring Program, Ark. Code 6-17-401, Ark. Code 6-17-427	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. RTCCS is wishing to obtain waivers for Teacher and Administrator Licensure requirements. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas code 6-17-427. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).		
Twelve-Month Contracts for Vocational Agricultural Teachers	Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802:	RTCCS seeks exemption from this portion of the Education Code.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Definitions	Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).		
Teachers' Salary Fund	Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors		
Warrants Void Without Valid Certificate and Contract	Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919:	RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001) on an "atwill" basis.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Teachers' Minimum Sick Leave Law	Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.	RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS teachers will be addressed in Subtitle2, Chapter 17, Subchapter 13, Section 6-17-1302.		
Teacher Fair Dismissal Act	Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.	RTCCS is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an "at-will" basis. As such, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program. Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.		
Public School Employee Fair Hearing Act	Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.	RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS classified employees will be employed on an "at-will" basis. Classified employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of Directors.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Classified School Employee Minimum Salary Act	Subtitle 2, Chapter 17, Subchapter 22, Section 6-17-2201 et seq.	<p>RTCCS seeks exemption from this portion of the Education Code along with Sections 5 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees. Instead, RTCCS employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver “X” immediately below.</p>		
Personnel Policy Law for Classified Employees	Subtitle 2, Chapter 17, Subchapter 23, Section 6-17-2301 et seq.	<p>RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Teacher Compensation Program of 2003	<p>Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq., 6-17-201(a), and Sections 4 and 6 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.</p>	<p>RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.</p>		
Public School Student Services Act	<p>Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq.: Section 3.01.1 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, and ADE Rules Governing Public School Student Services</p>	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly RTCCS staff will be informed and will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise</p>		
Transportation	<p>Subtitle 2, Chapter 19:</p>	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Leased Academic Facilities	Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
<p>Gifted and Talented Children</p>	<p>Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-109; Subtitle 2, Chapter 20, Subchapter 21, Section 6-20-2208 (c)(6) (“Monitoring of expenditures”); Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and ADE Rules Governing Gifted and Talented Program Approval Standards</p>	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS Middle School. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS Middle School will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Student Special Needs Funding	<p>Subtitle 2, Chapter 48, Subchapter 10, Section 6-48-101 et seq.: An Act to Improve the Effectiveness of Public School Alternative Learning Environment and Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding</p>	<p>RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.</p>		
Graduation Requirements	<p>Section 14.01 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts</p>	<p>RTCCS seeks a waiver of the provisions of Section 14.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts which require schools to offer the full thirty-eight (38) units of course offerings to each student. RTCCS would like to introduce the thirty-eight (38) units incrementally as each grade is added while we grow from a 5th through 8th grade school our first year of operation to a 5th through 12th grade school. All 38 units of course offerings will be available when 12th grade is added.</p>		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Uniform Dates for Beginning and Ending of School Year	Ark. Code Ann 6-10-106(a)(1)(A)	RTCCS would like the flexibility to determine the beginning and ending date based on the educational needs of our students. We will comply with ACA 6-10-106(a)(1)(A) the first year of operations but may deviate starting in our second year of operation.		
Student/Teacher Interaction	Section 10.0.1.1 and 10.0.2.2 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts and Ark. Code Ann 6-10-108	RTCCS has an extended school day and may accomplish the required student/teacher Interaction time in less than 178 days. RTCCS is requesting this waiver to allow the flexibility needed to meet instructional requirements and to be fiscally responsible. The first year of operation will be 178 days of interaction, but following years may be adjusted to best serve the students.		
Media Specialist	Ark. Code Ann 6-25-101 et seq. and Section 16.02 ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.	RTCCS will have a media center but is asking for a waiver for the media specialist requirement during the first year of operation. Teachers, Counselor, and administrative assistant will assist students in the media center as needed during the first year of operation.		

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 30 2013**

REDFIELD TRI-COUNTY CHARTER SCHOOL
C/O ELIZABETH A TUCK-ROWAN
PO BOX 351
REDFIELD, AR 72132-0351

Employer Identification Number:
46-2965353
DLN:
17053219373013
Contact Person:
SALLY B DAVENPORT ID# 31050
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
June 04, 2013
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

REDFIELD TRI-COUNTY CHARTER SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script, appearing to read "James C. Cook".

Director, Exempt Organizations

Enclosure: Publication 4221-PC

AFFIDAVIT OF PUBLICATION
STATE OF ARKANSAS
COUNTY OF JEFFERSON

I, Vicki Kelly, do solemnly swear that I am the advertising director of the White Hall Journal, a weekly newspaper have a bona fide legal circulation in Jefferson County, published in the city of White Hall, Arkansas, and that a copy of the attached legal advertisement was published in the regular and entire issue of said weekly 3 consecutive week(s), commencing with the issue dated July 8.

1st Insertion June 24 2015

2nd Insertion July 1 2015

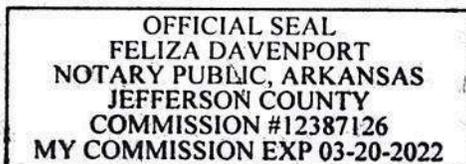
3rd Insertion July 8 2015

4th Insertion _____ 20____

5th Insertion _____ 20____

Signed: Nancy Stanfield

Subscribed and Sworn to before me this 16 day of July, 2015



Feliza Davenport
Notary Public

My commission Expires: 3-20-2022

COMMUNITY

GOT AN EVENT?

Share your news and photos with us. Send by email to tbennett@whitehalljournal.com or drop hard copies at the office, 7400 Dollarway Road, Suite E, White Hall

QUESTIONS? Contact Teresa Bennett at tbennett@whitehalljournal.com

FARMERS

Continued from Page 1A

crops such as corn, cotton, grain sorghum, soybeans and rice as well as commercial vegetables should be certified, he advises. This includes okra, cucumbers, watermelons, squash, southern peas and sweet potatoes. Producers

cause farmers neglected to certify their crops, said English. All crops planted by July 15 must be certified by that date, said English, but, if crops cannot be planted by July 15, FSA will consider them as "timely reported" if reported within 15 calendar days after planting is completed.

Heat Team forms in the fight back against Medicare fraud

Submitted by Bob Moos
for the White Hall Journal

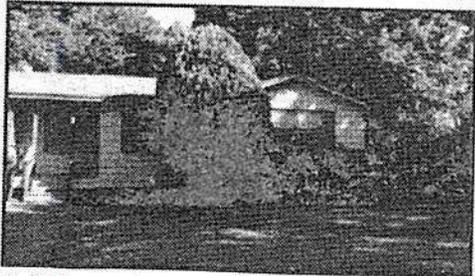
The owner of a Houston area ambulance company receives a 97

ment for motorized wheelchairs never delivered.

For too long, the crooks who were behind health care fraud were often one step ahead of law en-

hard-nosed police work. The Medicare Fraud Strike Force - made up of interagency teams of investigators and prosecutors - now operates in nine areas known as

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& CO. REALTORS
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PUBLIC NOTICE
Exciting Educational Opportunity
For 5th - 8th Grade Students
in Redfield and Surrounding Areas
in Jefferson, Grant, Pulaski,
and Saline Counties
Public Meeting Being Held
To Discuss Pursuit of
Authorization For Public
Open-Enrollment Charter School

DATE: 16 July 2015 TIME: 7 PM
LOCATION: Redfield Community Center
101 School Street, Redfield, AR 72132
<http://www.redfieldtricitycharterschool.org>

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Edward Jones
MAKING SENSE OF INVESTING

Member SIPC

Willing Workers discuss preparedness

Submitted information
for the White Hall Journal

The Grace Willing Workers Extension Homemakers Club met recently at the Centennial Fellowship Church in White Hall for their regular meeting and pot luck luncheon which was hosted by Kaye Richardson's food group.

Patsy Brown presented the program, "Preparing for Emergencies for You and Your Family." She opened her program by stating that disasters can happen anytime and anywhere. Brown added that after a disaster, officials and relief workers will be on the scene but help could take days. "It is important that your family be prepared to cope with the emergency until help arrives," said Brown adding that families will cope better if they have a Disaster Supply Kit.

Create an emergency check list. Gather the supplies that are listed. Store items in a big container in a convenient place known to all family members. Keep a smaller version of the Disaster Supply Kit in the trunk of your car. Store water in plastic containers. Keep at least a three day supply of water for each person in your household. Store at least a three day supply of non-perishable food. The food should require no refrigeration, no preparation, and little or no water. Assemble a first aid kit for your home and one for each car. Remember family members with special needs, such as infants and elderly or disabled persons. Brown closed her program by stating the importance of having I.C.E. (in case of emergency) contacts in your cell phone.

Debbie James, club president, conducted the business session of the meet-

ing.

Community Service was discussed. Nancy Rosen, the community service project chairman thanked Dianna Winfree for creating beautiful handmade cards to circulate for their "Remembering Our Senior Citizens," project. Delores Kelley reminded members of their goal to bring 250 items for the Transformation Project. Connie Herrin instructed members during a Painted Wine Glass Workshop. Those attending were James, Linda Works, Dixie Fritz, Carolyn Harness, Rosen, Lynda Toler, Margaret Thomas, Brown and Brenda Robinson.

The club hosted the Spring Council Garden Party. Marynell Cardin received a five year membership pin. Receiving 10 year membership pins were presented to Sabrina Self Gwin and

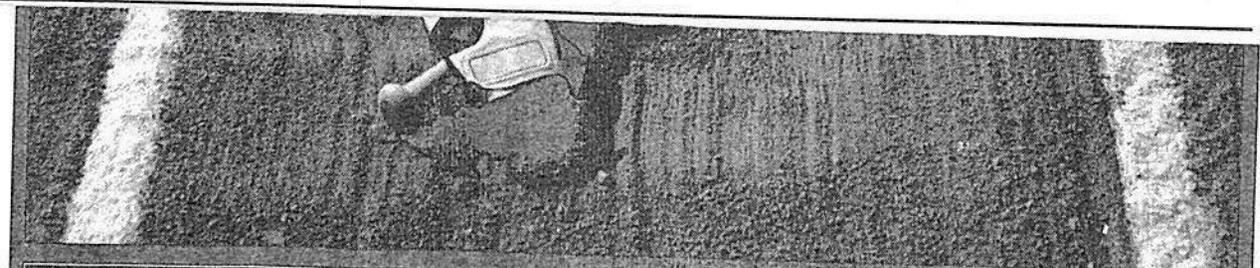
Ray Harness.

Rosen, Walk Across Arkansas Chairman, and Mary Ann Kizer, Jefferson County Family and Consumer Science Agent, expressed their appreciation to all who participated and presented certificates and wrist bands to the participants on all three teams.

Upcoming events discussed included a Wreath Workshop, a county Basket Weaving Workshop, a county fellowship tour to a Southern Living Showcase Home, and the Arkansas Extension Homemakers State Meeting in Hot Springs.

Guests at the meeting were: Kizer, Stacy Lockeby a guest of member Dot Dunn, and Donna McGowan a guest and daughter of member Doris Turbeville. McGowan was welcomed as a new member.

PUBLIC NOTICE
Exciting Educational Opportunity
For 5th - 8th Grade Students
in Redfield and Surrounding Areas
in Jefferson, Grant, Pulaski,
and Saline Counties
Public Meeting Being Held
To Discuss Pursuit of
Authorization For Public
Open-Enrollment Charter School
DATE: 16 July 2015 TIME: 7 PM
LOCATION: Redfield Community Center
101 School Street, Redfield, AR 72132
<http://www.redfieldtricitycharterschool.org>



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SPORTS

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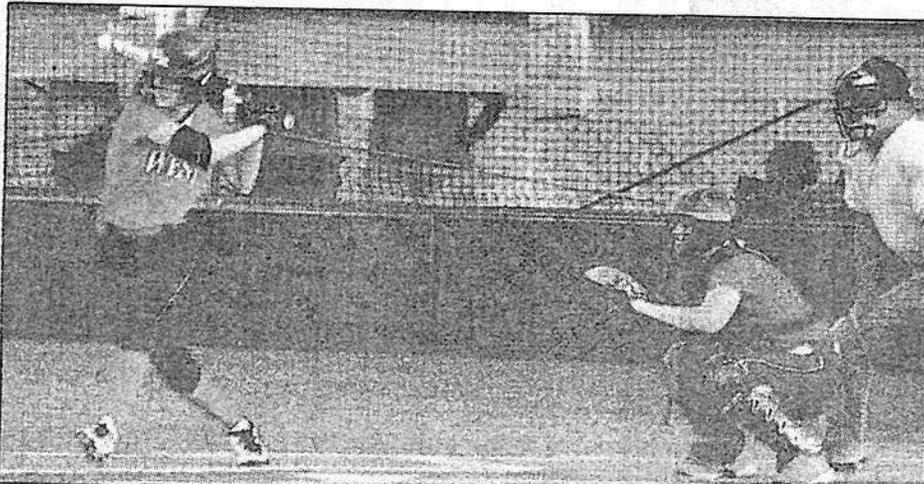
QUESTIONS? Contact Teresa Bennett at tbennett@whitehalljournal.com

Reap named to All-Star team

By Bo Rogers
for the White Hall Journal

Kayla Reap, four year starter for the White Hall Lady Bulldogs, represented the West softball team for the annual All-Star game held in Conway. The All-Star games bring the best players from around the state to compete against each other.

"I thought it was pretty cool," said Reap. "I was proud to honor White Hall and be a part of the All-Star



Continued from Page 1
years. They were one game away from going back to the state championship game this year. The Lady Bulldogs are losing six of their starters from last year's team. Five of those six starters have signed scholarships to continue playing softball in college. Returning starters for next year's team will be senior pitcher Lauren Graves, junior first baseman Camryn Williams and sophomore second baseman Crystal McVay.

Akins said that when he

the things that will change will be minor.

"A lot of the things that we do practice-wise will stay the same," said Akins. "What we have done in the past has been successful. I'm also ready and willing to make changes to stay at the top of our conference. I'm always going to try to learn and find new ways to help our kids get better and stay where we've been for the past five or six years."

Akins praised the student-athletes and parents for their hard work to get

"The main reason for our success is the kids and the parents," Akins said. "They have spent a lot of hours and a lot of money going to the tournaments and taking private lessons. That's really paid off for our program. I'm very proud of them."

Returning assistant coaches will be Keith Walters and David Stroud. Akins said he is still waiting for another assistant coach to be named to the team. He also wished to thank the White Hall School District administration and the

lead the Lady Bulldogs.

Akins graduated from White Hall in 1991. He attended the University of Arkansas at Fort Smith from 1991-1993 on a baseball scholarship. He then transferred to the University of Arkansas at Monticello where he graduated in 1997. He is married to his high school sweetheart Terri Coker. They have two children, Taylor and Kennedy.

Tryouts for the White Hall Lady Bulldogs will be held after school begins in August.

Local soccer teams place in Bryant summer 3v3 tournament

Teresa Bennett
White Hall Journal

The White Hall Soccer Association recently sent several teams to compete in a summer 3v3 Soccer Tournament held Satur-

solution match."

Once the team realized they had to face the team that beat them earlier, Krakau said they dug deep and kept the pressure on them. They won 6-2.

PUBLIC NOTICE
Exciting Educational Opportunity
For 5th - 8th Grade Students
in Redfield and Surrounding Areas
in Jefferson, Grant, Pulaski,
and Saline Counties
Public Meeting Being Held
To Discuss Pursuit of
Authorization For Public
Open-Enrollment Charter School
DATE: 16 July 2015 TIME: 7 PM
LOCATION: Redfield Community Center
101 School Street, Redfield, AR 72132
<http://www.redfieldtricitycharterschool.org>

RECEIPT

No. 774762

DATE 6/30/15

FROM Redfield Tri County Charter \$ 232.92

Two hundred thirty two + 92/100 DOLLARS

FOR RENT WTD Advertisement

FOR

ACCT. PAID DUE

CASH
 CHECK # 3139 FROM _____ TO _____
 MONEY ORDER
 CREDIT CARD BY 18

A-1152
T-4161

July 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As a business leader in the area, I believe it is important for families to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. It is my belief that RTCCS will be able to change the lives of the students attending the charter. It is my hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Sincerely,

A handwritten signature in black ink that reads "Mikki Stanley Tyler Seaton". The signature is written in a cursive style with a long horizontal flourish at the end.

Mikki Stanley/ Tyler Seaton

Mikki Stanley and Tyler Seaton Insurance Agency

REDFIELD

...WHERE THE SOUTH BEGINS

Dane Fults
Recorder/Treasurer
redfieldcity@yahoo.com

Harmon Carter
Mayor
redfield72132@gmail.com

July 22, 2015

To Whom It May Concern:

I write this letter in support of Redfield Tri-County Charter School (RTCCS) opening a public open-enrollment charter school. Education makes it possible for students to pursue their dreams. Based on published results from standardized testing, Arkansas students are falling behind and action needs to be taken to provide them a nurturing educational environment. The RTCCS approach of a small school setting with an emphasis on Science Technology Engineering and Math (STEM) will allow students attending the charter to be motivated to stay in school and possibly pursue a STEM related career.

As the Mayor of Redfield, I believe it is important for families in Redfield and the surrounding communities to have quality educational choices. RTCCS will provide that choice to families in the tri-county area where Pulaski, Saline, Grant, and Jefferson meet. Students, parents, and communities are greatly benefited whenever choice is involved in education. I feel that RTCCS will be able to change the lives of the students attending the charter. It is my hope that the Arkansas Department of Education will approve the RTCCS application and provide the families of the tri-county area an option for their child's education that they do not currently have.

Sincerely,



Harmon Carter
Mayor

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
Allison Beasley	Redfield /Jefferson		Allison B
TYLER SEATON	Redfield /Jefferson		Tyler S
CARL FARR	Pulaski LR		Carl Farr
Jane Marsh	Redfield, Ar		Jane Marsh
Dary Case	Redfield, Ar.		Dary Case
Jill Isakson	Redfield /Jefferson		Jill Isakson
Tina Roscoe	Redfield /Jefferson		Tina Roscoe
Brian Donham	East End, AR		Brian Donham
Mar'Quii McLenore	Redfield		Mar'Quii McLenore
Cementrice Chatwood	Wootson Pulaski		Cementrice Chatwood

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
Donna Robbece	Redfield		<i>Donna Robbece</i>
Ron Gray	Hensley		<i>Ron Gray</i>
Valarie Foster	Wrightsville		<i>Valarie Foster</i>
D'Lane Kight	Sheridan/Grant		<i>D'Lane Kight</i>
Michelle Ferguson	Redfield		<i>Michelle Ferguson</i>
Allison Turner	Redfield		<i>Allison Turner</i>
Haman Cate	Redfield		<i>Haman Cate</i>
Ron Gray	Hensley		<i>Ron Gray</i>
Sandra Gray	Hensley		<i>Sandra Gray</i>

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
Rheanna Bowers	Redfield/Jefferson		Rheanna Bowers
Michael Caudle II	Redfield city		Michael Caudell
Alicia Metcalf	Redfield/Jefferson		Alicia Metcalf
Mandy Tucker	Redfield		Mandy Tucker
Kathy Berry	Redfield		Kathy Berry
Guy Walker	Redfield		Guy Walker
Tjan Tilbert	Redfield		Tjan Tilbert
Cindy Mates	Redfield		Cindy Mates
Justin P.	Redfield		Justin P.
Don Pugh	Redfield		Don Pugh

RTCCS School Calendar

2016-2017

August 15	1 st Quarter Begins
September 5	Labor Day Holiday – No School
October 12	1 st Quarter Ends (42 Days)
October 13	2 nd Quarter Begins
October 18	Parent/Teacher Conference (3:30 pm to 7:30 pm)
November 21-25	Thanksgiving Break – No School
December 16	2 nd Quarter Ends (42 Days)
Dec 19 thru Jan 01	Christmas Holiday – No School
January 02	3 rd Quarter Begins
January 16	Martin Luther King Holiday – No School
February 17	In-Service – No School for Students
February 20	President’s Day – No School
March 10	3 rd Quarter Ends (47 Days)
March 13	4 th Quarter Begins
March 17	Parent/Teacher Conference (3:30 pm to 7:30 pm)
March 20 – 24	Spring Break
April 19	CAPS/Scheduling
April 17	No School
May 25	4 th Quarter Ends (47 Days)
May 29	Memorial Day

Calendar Contains:

178 Days of Teacher/Student Interaction

2 Parent/Teacher Conferences

6 Days of Scheduled In-Service

4 Days of Approved Teacher In-Service During Year

(June 1, 2016 to May 31, 2017)

As required by Act 1469 of 2009, any days missed due to inclement weather will be made up on the following days:

Day 1 Missed due to Inclement Weather – May 26, 2017

Day 2 Missed due to Inclement Weather – May 30, 2017

Day 3 Missed due to Inclement Weather – May 31, 2017

Day 4 Missed due to Inclement Weather – June 01, 2017

Day 5 Missed due to Inclement Weather – June 02, 2017

5th Grade Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
7:25-7:55	Optional	Peer Tutoring				
8:00-8:15		Announcements/ Character Counts/ Journaling				
8:20-9:20		Block1	Block1	Block1	Block1	Block1
9:25 - 10:25		Block2 Rotation Art/PE/Health and Safety/ Reading/ Library				
10:30-11:00						
11:05-11:25		Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:30		Block3	Block3	Block3	Block3	Block3
12:35-1:35		Block4	Block4	Block4	Block4	Block4
1:40 - 2:40		Block5	Block5	Block5	Block5	Block5
2:45 - 3:45		Block6	Block6	Block6	Block6	Block6
3:45 - 4:15		Flex	Flex	Flex	Flex	Flex
4:20		End of Day				

*Flex time can be used for additional tutoring by teachers/peers, guest speakers, club meetings, etc.

6th, 7th, 8th Grade Schedule

		Monday	Tuesday	Wednesday	Thursday	Friday
7:25-7:55	Optional	Peer Tutoring				
8:00-8:15		Announcements/ Character Counts/ Journaling				
8:20-9:20		Block1	Block1	Block1	Block1	Block1
9:25 - 10:25		Block2	Block2	Block2	Block2	Block2
10:30-11:30		Block3	Block3	Block3	Block3	Block3
11:35-11:55		First Lunch				
12:00-12:20		Second Lunch				
11:30-12:30		Block4A	Block4A	Block4A	Block4A	Block4A
12:25-1:35		Block4B	Block4B	Block4B	Block4B	Block4B
1:40 - 2:40		Block5	Block5	Block5	Block5	Block5
2:45 - 3:45		Block6	Block6	Block6	Block6	Block6
3:45 - 4:15		Flex	Flex	Flex	Flex	Flex
4:20		School Dismissed				

*Flex time can be used for additional tutoring by teachers/peers, guest speakers, club meetings, etc.

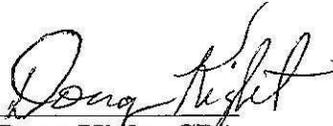
**DOUG KIGHT, CPA
LITTLE ROCK, ARKANSAS**

July 23, 2015

**Board of Directors
Redfield Tri-County Charter School
Redfield, AR 72132**

I have reviewed the accompanying budget prepared by the Redfield Tri-County Charter School reporting budget estimates for the fiscal years 2016-2017 and 2017-18.

Based on this review, I believe the budget presents accurately, based on information currently available, estimates of Revenue and Expenditures for the fiscal years ending in 2017 and 2018.


Doug Kight, CPA

2016-2017
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Director/Principal	1	\$58,000.00	1	\$60,000.00
2	Administrative Assistant	1	\$26,500.00	1	\$27,000.00
3	Principal	0	\$0.00	1	\$50,000.00
4					
5					
6					
7	Subtotal:		\$84,500.00		\$137,000.00
8	Fringe Benefits (rate used <u>30%</u>)		\$25,350.00		\$41,100.00
9	Total Administration:		<u>\$109,850.00</u>		<u>\$178,100.00</u>

Line#	Regular Classroom Instruction:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
10	Teachers	10	\$37,750.00	12	\$39,000.00
11	Aides	4	\$19,000.00	6	\$19,550.00
12	Subtotal:		\$453,500.00		\$585,300.00
13	Teacher Fringe Benefits (rate used <u>30%</u>)		\$113,250.00		\$140,400.00
14	Aide Fringe Benefits (rate used <u>30%</u>)		\$22,800.00		\$35,190.00
15	Total Regular Classroom Instruction:		<u>\$589,550.00</u>		<u>\$760,890.00</u>

Line#	Special Education:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
16	Teachers	1	\$39,000.00	1	\$41,250.00
17	Aides	0		0	
18	Subtotal:		\$39,000.00		\$41,250.00
19	Teacher Fringe Benefits (rate used <u>30%</u>)		\$11,700.00		\$12,375.00
20	Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
21	Total Special Education:		<u>\$50,700.00</u>		<u>\$53,625.00</u>

Line#	Gifted and Talented Program:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
22	Teachers	0	\$0.00	0	\$0.00
23	Aides	0	\$0.00	0	\$0.00
24	Subtotal:		\$0.00		\$0.00
25	Teacher Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
27	Total Gifted and Talented Program:		<u>\$0.00</u>		<u>\$0.00</u>

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers	0	\$0.00	0	\$0.00
29 Aides	0	\$0.00	0	\$0.00
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
34 No funds budgeted due to waiver	0	\$0.00	0	\$0.00
35				
36				
37				
38				
39 Subtotal:		\$0.00		\$0.00
40 Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
41 Total English Language Learner Program:		\$0.00		\$0.00

Guidance Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
42 Counselor	1	\$39,000.00	1	\$41,250.00
43				
44				
45				
46				
47 Subtotal:		\$39,000.00		\$41,250.00
48 Fringe Benefits (rate used <u>30%</u>)		\$11,700.00		\$12,375.00
49 Total Guidance Services:		\$50,700.00		\$53,625.00

Health Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
50 To Be Contracted Out	0	\$0.00	0	\$0.00
51				
52				
53				
54				
55 Subtotal:		\$0.00		\$0.00
56 Fringe Benefits (rate used <u> </u>)		\$0.00		\$0.00
57 Total Health Services:		\$0.00		\$0.00

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions				
59 Media Specialist			0.5	\$41,250.00
60				
61				
62				
63 Subtotal:				\$20,625.00
64 Fringe Benefits (rate used 30%)		\$0.00		\$6,187.50
65 Total Media Services:		\$0.00		\$26,812.50

Fiscal Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
66 List Positions				
67 Bookkeeper	1	\$32,500.00	1	\$33,500.00
68				
69				
70				
71 Subtotal:		\$32,500.00		\$33,500.00
72 Fringe Benefits (rate used 30%)		\$9,750.00		\$10,050.00
73 Total Fiscal Services:		\$42,250.00		\$43,550.00

Maintenance and Operation:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
74 List Positions				
75 Custodial to be contracted out	0	\$0.00	0	\$0.00
76				
77				
78				
79 Subtotal:		\$0.00		\$0.00
80 Fringe Benefits (rate used 30%)		\$0.00		\$0.00
81 Total Maintenance and Operation:		\$0.00		\$0.00

Pupil Transportation:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
82 List Positions				
83 To Be Contracted Out	0	\$0.00	0	\$0.00
84				
85				
86				
87 Subtotal:		\$0.00		\$0.00
88 Fringe Benefits (rate used 30%)		\$0.00		\$0.00
89 Total Pupil Transportation:		\$0.00		\$0.00

Food Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90 List Positions				
To Be Contracted Out	0	\$0.00	0	\$0.00
91				
92				
93				
94				
95 Subtotal:		\$0.00		\$0.00
96 Fringe Benefits (rate used 30%)		\$0.00		\$0.00
97 Total Food Services:		\$0.00		\$0.00

Data Processing:

	2016-2017 No. FTEs	2017-2018 No. FTEs
98 List Positions		
To Be Contracted Out	0	0
99		
100		
101		
102		
103 Subtotal:	\$0.00	\$0.00
104 Fringe Benefits (rate used 30%)	\$0.00	\$0.00
105 Total Data Processing:	\$0.00	\$0.00

Substitute Personnel:

	2016-2017 No. FTEs	2017-2018 No. FTEs
106 Number of Certified Substitutes 0	0	0
107 Number of Classified Substitutes 0	0	0
108 Subtotal:	\$0.00	\$0.00
109 Certified Fringe Benefits (rate used 30%)	\$0.00	\$0.00
110 Classified Fringe Benefits (rate used 30%)	\$0.00	\$0.00
111 Total Substitute Personnel:	\$0.00	\$0.00

TOTAL EXPENDITURES FOR SALARIES:

112	\$843,050.00	\$1,116,602.50
-----	--------------	----------------

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>200</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$1,329,200.00</u>	
2	No. of Students <u>200</u> x <u>\$26.00</u> Professional Development	<u>\$5,200.00</u>	
3	No. of Students <u>100</u> x <u>\$526.00</u> eligible rate* NSL Funding	<u>\$52,600.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5	_____		
	2017-2018		
6	No. of Students <u>250</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$1,661,500.00</u>
7	No. of Students <u>250</u> x <u>\$26.00</u> Professional Development		<u>\$6,500.00</u>
8	No. of Students <u>125</u> x <u>\$526.00</u> eligible rate* NSL Funding		<u>\$65,750.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10	_____		
11	Total State Charter School Aid:	<u><u>\$1,387,000.00</u></u>	<u><u>\$1,733,750.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts	<u>\$85,000.00</u>	
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
15	Other (<i>Specifically Describe</i>)		
16	_____		
	Total Other Sources of Revenues:	<u><u>\$85,000.00</u></u>	
17	TOTAL REVENUES:	<u><u>\$1,472,000.00</u></u>	<u><u>\$1,733,750.00</u></u>

EXPENDITURES

Administration:

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u>\$109,850.00</u>	<u>\$178,100.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 <u>Copier Lease</u>	<u>\$6,000.00</u>	<u>\$6,000.00</u>
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$3,000.00</u>	<u>\$5,000.00</u>
25	Equipment		
26	Other (List Below)		
27	_____		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$118,850.00</u></u>	<u><u>\$189,100.00</u></u>

Regular Classroom Instruction:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
32	Salaries and Benefits	\$589,550.00	\$760,890.00
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	_____	_____
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	\$1,000.00	\$1,000.00
39	Equipment	\$2,500.00	\$2,500.00
	Other (List Below)		
40	Textbooks	\$80,000.00	\$22,000.00
41	Student Desks (200+ Donated)	\$0.00	\$5,000.00
42	Teacher Desks (Donated)	\$0.00	\$0.00
43	_____	_____	_____
44	_____	_____	_____
45	Total Regular Classroom Instruction:	<u>\$673,050.00</u>	<u>\$791,390.00</u>
Special Education:			
46	Salaries and Benefits	\$50,700.00	\$53,625.00
	Purchased Services - List Vendors Below		
47	V - SE1 _____	_____	_____
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	\$1,000.00	\$1,250.00
53	Equipment		
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u>\$51,700.00</u>	<u>\$54,875.00</u>
Gifted and Talented Program:			
60	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
61	V - GT1 Gifted and Talented Contractor	\$20,000.00	\$20,000.00
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	\$1,000.00	\$1,000.00
67	Equipment		
	Other (List Below)		
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	<u>\$21,000.00</u>	<u>\$21,000.00</u>

Alternative Education Program/ Alternative Learning Environments:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74 Salaries and Benefits	\$0.00	\$0.00
Purchased Services - List Vendors Below		
75 V - ALE1 No Fundes Due to Waiver Request		
76 V - ALE2		
77 V - ALE3		
78 V - ALE4		
79 V - ALE5		
80 Supplies and Materials		
81 Equipment		
82 Other (List Below)		
83		
84		
85		
86		
87 Total Alternative Education Program/ Alternative Learning Environments:	<u>\$0.00</u>	<u>\$0.00</u>

English Language Learner Program:

88 Salaries and Benefits	\$0.00	\$0.00
Purchased Services - List Vendors Below		
89 V - ELL1		
90 V - ELL2		
91 V - ELL3		
92 V - ELL4		
93 V - ELL5		
94 Supplies and Materials	\$1,000.00	\$1,000.00
95 Equipment		
96 Other (List Below)		
97 Stipend for ELL Duties	\$1,000.00	\$1,000.00
98		
99		
100		
101 Total English Language Learner Program:	<u>\$2,000.00</u>	<u>\$2,000.00</u>

Guidance Services:

102 Salaries and Benefits	\$50,700.00	\$53,625.00
Purchased Services - List Vendors Below		
103 V - GS1		
104 V - GS2		
105 V - GS3		
106 V - GS4		
107 V - GS5		
108 Supplies and Materials		
109 Equipment		
110 Other (List Below)		
111		
112		
113		
114		
115 Total Guidance Services:	<u>\$50,700.00</u>	<u>\$53,625.00</u>

Health Services:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
117	V - HS1 Nurse (Contracted)	\$20,000.00	\$21,000.00
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$1,000.00	\$1,000.00
123	Equipment	\$2,000.00	\$1,500.00
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	<u>\$23,000.00</u>	<u>\$23,500.00</u>
Media Services:			
130	Salaries and Benefits	\$0.00	\$26,812.50
	Purchased Services - List Vendors Below		
131	V - MS1		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:	<u>\$0.00</u>	<u>\$26,812.50</u>
Fiscal Services:			
144	Salaries and Benefits	\$42,250.00	\$43,550.00
	Purchased Services - List Vendors Below		
145	V - FS1 Curriculum Specialist	\$4,000.00	\$4,000.00
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Software	\$10,000.00	\$10,000.00
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$56,250.00</u>	<u>\$57,550.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Maintenance and Operation:		
	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 <u>Custodian Contract</u>	\$9,000.00	\$10,000.00
160	V - MO2 _____		
161	V - MO3 _____		
162	V - MO4 _____		
163	V - MO5 _____		
164	Supplies and Materials	\$2,000.00	\$2,400.00
165	Equipment	\$1,000.00	\$1,000.00
	Other (List Below)		
166	<u>Utilities (Gas,Water,Electric,Phone, Waste Mgt)</u>	\$33,000.00	\$35,000.00
167	_____		
168	_____		
169	_____		
170	_____		
171	Total Maintenance and Operation:	<u>\$45,000.00</u>	<u>\$48,400.00</u>

172	Pupil Transportation:		
	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
173	V - PT1 <u>Bus Drivers (2 part-time contracted)</u>	\$12,000.00	\$12,000.00
174	V - PT2 _____		
175	V - PT3 _____		
176	V - PT4 _____		
177	V - PT5 _____		
178	Supplies and Materials	\$5,000.00	\$5,000.00
179	Equipment	\$3,500.00	\$3,500.00
	Other (List Below)		
180	<u>2 Used Buses</u>	\$23,000.00	\$0.00
181	<u>Gasoline for Buses</u>	\$15,000.00	\$16,000.00
182	_____		
183	_____		
184	_____		
185	Total Pupil Transportation:	<u>\$58,500.00</u>	<u>\$36,500.00</u>

186	Food Services:		
	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 <u>Food Contract</u>	\$77,000.00	\$92,200.00
188	V - FD2 <u>Cafetera Workers (2 part-time for 1 FTE Cntr)</u>	\$8,000.00	\$8,000.00
189	V - FD3 _____		
190	V - FD4 _____		
191	V - FD5 _____		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194	<u>Cafeteria Tables and Seating (Donated)</u>	\$0.00	\$0.00
195	_____		
196	_____		
197	_____		
198	_____		
199	Total Food Services:	<u>\$85,000.00</u>	<u>\$100,200.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Data Processing:		
	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
201	V - DP1 IT Support Contract	\$20,000.00	\$22,000.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$3,000.00	\$2,000.00
207	Equipment	\$15,000.00	\$10,000.00
	Other (List Below)		
208	Internet Service	\$2,500.00	\$2,500.00
209	Printers (9 Donated for first year)	\$0.00	\$1,500.00
210	Computers - Donated 1st year & new 2nd	\$0.00	\$40,000.00
211	Computer Software Licenses	\$2,500.00	\$3,000.00
212	IPADs/Tablets	\$0.00	\$15,000.00
213	Total Data Processing:	<u>\$43,000.00</u>	<u>\$96,000.00</u>
	Substitute Personnel:		
214	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
215	V - SB1 3 Substitutes @75 per day avg 2 days per wk	\$16,200.00	\$0.00
216	V - SB2 4 Substitutes @75 per day avg 2 days per wk	\$0.00	\$21,600.00
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$16,200.00</u>	<u>\$21,600.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$12,000.00	\$12,000.00
	Facility Upgrades - List Upgrades Below		
222	Leased Modular Buildings (not needed 1st yr)	\$0.00	\$14,000.00
223	Hauling, Setup, Steps&Ramps for Mod Bldgs	\$0.00	\$7,500.00
224	Handicap Accessible Restroom KRMS Provide	\$0.00	\$0.00
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$3,000.00	\$3,500.00
230	Content Insurance for One Full Year	\$4,000.00	\$4,000.00
231	Total Facilities:	<u>\$19,000.00</u>	<u>\$41,000.00</u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	<u>_____</u>	<u>_____</u>

Other Expenditures:

List Other Expenditures Below

235	Stipend for Coaching/Clubs	\$6,000.00	\$7,000.00
236	Membership Fee for APSRC	\$2,500.00	\$2,500.00
237	Publish Annual Reports	\$4,000.00	\$4,000.00
238	Assessments (e.g. ACT, MAP, Career Inv)	\$10,000.00	\$12,000.00
239	Legal Fees	\$4,000.00	\$4,000.00
240	Professional Development	\$3,000.00	\$4,000.00
241	TOTAL EXPENDITURES:	<u>\$1,292,750.00</u>	<u>\$1,597,052.50</u>

Net Revenue over Expenditures:

\$179,250.00

\$136,697.50

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Keep Redfield Middle School

Lessee(Tenant): Redfield Tri-County Charter School

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:

It is currently serving as a community center for Redfield. It is being used for a GED class and Head Start program.

Address of Premises: 101 School Street, Redfield, AR 72132

Square Footage: 8000 sq ft plus gym

Terms of Lease: 1 yr renewable lease, RTCCS pays utilities

Rental Amount: \$1000 per month

Contingency: The terms of this agreement are contingent upon

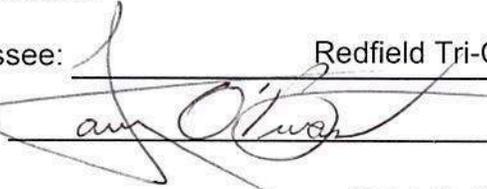
Redfield Tri-County Charter School
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

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: Redfield Tri-County Charter School

By:  Date 7-22-15

Lessor: Keep Redfield Middle School

By:  Date 7-24-15

**2015 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER
SCHOOL STATEMENT OF ASSURANCES**

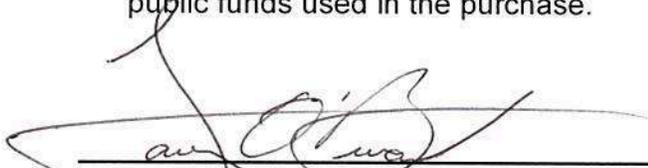
The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space- available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntary close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

7-22-15

Date

Harry O'Briant

Printed Name

01 June 2015

Arkansas Department of Education

Charter and Home Schools Office

Four Capitol Mall

Little Rock, AR 72201

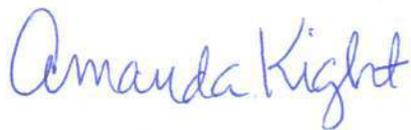
To Whom It May Concern:

Redfield Tri-County Charter School (RTCCS) Board of Directors is a board of educators and citizens of Redfield and surrounding tri-county communities. RTCCS intends to submit an application for an open-enrollment charter school in the White Hall School District. The school will be located at 101 School Street, Redfield, AR and will be named Redfield Tri-County Charter School. RTCCS has been authorized by the Arkansas Secretary of State to transact business in the State of Arkansas as a Non-Profit Corporation and has received exemption under Section 501(c)(3) of the Internal Revenue Code.

RTCCS anticipates serving grades 5-8 with a maximum enrollment of 200 students in year one. RTCCS intends to add one grade a year for a maximum enrollment of grades 5-12 of 400 students. RTCCS will prepare students to continue their education or enter the work force after graduating high school. This preparation will be built on a solid foundation of common core curriculum combined with elements of Science, Technology, Engineering, and Mathematics (STEM) and College- and Career- Readiness. RTCCS students will also be taught character values and will be involved in community service projects.

The contact for RTCCS is Amanda Kight, 714 Osage Drive, Redfield, AR 72132. Phone: 501-766-0082 or 870-540-3651. Email: redfieldtricitycharterschool@gmail.com

Sincerely,



Amanda Kight, Secretary

Redfield Tri-County Charter School

Cc: Dr. Larry Smith – White Hall School District



Ann Rowan <redfieldtricitycharterschool@gmail.com>

RTCCS Letter of Intent To Apply for an Open-Enrollment Public Charter School

Ann Rowan <redfieldtricitycharterschool@gmail.com>

Tue, Jun 2, 2015 at 9:32 AM

To: ade.charterschools@arkansas.gov

Cc: lesmith@whitehallsd.org

Please acknowledge receipt of the RTCCS Letter of Intent To Apply for an Open-Enrollment Public Charter School by replying to this email.

If any additional information is required, I can be contacted by calling [501-766-0082](tel:501-766-0082) or [870-540-3651](tel:870-540-3651).

Amanda Kight



RTCCSLetterOfIntentForOpen-EnrollmentPublicCharterSchool.PDF

947K



Ann Rowan <redfieldtricitycharterschool@gmail.com>

Notice Of Public Meeting for Proposed Charter School

Ann Rowan <redfieldtricitycharterschool@gmail.com>

Fri, Jun 26, 2015 at 9:39 AM

To: lesmith@whitehallsd.org, JerrodWilliams@sheridanschools.org, jguess@pcssd.org, phughey@dollarwayschools.org, ADE Charter Schools <ade.charterschools@arkansas.gov>, hazelwd@wcmail.k12.ar.us, rodney.riles@pbsd.k12.ar.us

Redfield Tri-County Charter School (RTCCS) will have a public hearing on a proposed 5th-12th charter school to be located in Redfield, AR. The hearing will be on Thursday, 16 July 2015 at 7:00 PM at the Redfield Community Center located at 101 School Street, Redfield, AR 72132.



Ann Rowan <redfieldtricitycharterschool@gmail.com>

Notice Of Public Meeting for Proposed Charter School

Ann Rowan <redfieldtricitycharterschool@gmail.com>

Wed, Jul 1, 2015 at 10:01
AM

To: tc.wallace@pbsd.k12.ar.us, ADE Charter Schools <ade.charterschools@arkansas.gov>

----- Forwarded message -----

From: **Ann Rowan** <redfieldtricitycharterschool@gmail.com>

Date: Fri, Jun 26, 2015 at 9:39 AM

Subject: Notice Of Public Meeting for Proposed Charter School

To: lesmith@whitehallsd.org, JerrodWilliams@sheridanschools.org, jguess@pcssd.org,
phughey@dollarwayschools.org, ADE Charter Schools <ade.charterschools@arkansas.gov>,
hazelwd@wcmil.k12.ar.us, rodney.riles@pbsd.k12.ar.us

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REDFIELD PLANNING AND ZONING COMMISSION

City of Redfield
P.O. Box 81
Redfield, AR 72132

MEMORANDUM

TO: Mayor Harmon Carter
City of Redfield

FROM: Jim Ferguson, Chairman
City of Redfield Planning and Zoning Commission

DATE: July 23, 2015

SUBJECT: 101 School Street, Redfield

Please be advised that the above referenced property located off Brodie Street, potential site for a new charter school, is correctly zoned. This property is located in Zone R2 which specifically addresses "Schools" as an acceptable and approved use within the zone.

If you have any questions or need any additional information, please contact me.



2016-2017
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
1	Director/Principal	1	\$50,000.00	1	\$52,000.00
2	Administrative Assistant/Bookkeeper	1	\$30,000.00	1	\$31,000.00
3					
4					
5					
6					
7	Subtotal:		\$80,000.00		\$83,000.00
8	Fringe Benefits (rate used <u>30%</u>)		\$24,000.00		\$24,900.00
9	Total Administration:		<u>\$104,000.00</u>		<u>\$107,900.00</u>

Line#	Regular Classroom Instruction:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
10	Teachers	3	\$34,500.00	4	\$35,500.00
11	Aides	1	\$17,000.00	1	\$17,500.00
12	Subtotal:		\$120,500.00		\$159,500.00
13	Teacher Fringe Benefits (rate used <u>30%</u>)		\$31,050.00		\$42,600.00
14	Aide Fringe Benefits (rate used <u>30%</u>)		\$5,100.00		\$5,250.00
15	Total Regular Classroom Instruction:		<u>\$156,650.00</u>		<u>\$207,350.00</u>

Line#	Special Education:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
16	Teachers	0.5	\$35,000.00	0.5	\$36,000.00
17	Aides	0		0	
18	Subtotal:		\$17,500.00		\$18,000.00
19	Teacher Fringe Benefits (rate used <u>30%</u>)		\$5,250.00		\$5,400.00
20	Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
21	Total Special Education:		<u>\$22,750.00</u>		<u>\$23,400.00</u>

Line#	Gifted and Talented Program:	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
22	Teachers	0	\$0.00	0	\$0.00
23	Aides	0	\$0.00	0	\$0.00
24	Subtotal:		\$0.00		\$0.00
25	Teacher Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
26	Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
27	Total Gifted and Talented Program:		<u>\$0.00</u>		<u>\$0.00</u>

**Alternative Education Program/
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers	0	\$0.00	0	\$0.00
29 Aides	0	\$0.00	0	\$0.00
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
34 No funds budgeted due to waiver	0	\$0.00	0	\$0.00
35				
36				
37				
38				
39 Subtotal:		\$0.00		\$0.00
40 Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
41 Total English Language Learner Program:		\$0.00		\$0.00

Guidance Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
42 Counselor	0.5	\$35,000.00	0.5	\$36,000.00
43				
44				
45				
46				
47 Subtotal:		\$17,500.00		\$18,000.00
48 Fringe Benefits (rate used <u>30%</u>)		\$5,250.00		\$5,400.00
49 Total Guidance Services:		\$22,750.00		\$23,400.00

Health Services:

List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
50 To Be Contracted Out	0		0	
51				
52				
53				
54				
55 Subtotal:		\$0.00		\$0.00
56 Fringe Benefits (rate used <u> </u>)		\$0.00		\$0.00
57 Total Health Services:		\$0.00		\$0.00

Media Services:

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions				
Media Specialist Waiver Requested	0	\$0.00	0	\$0.00
59 _____				
60 _____				
61 _____				
62 _____				
63 Subtotal:		\$0.00		\$0.00
64 Fringe Benefits (rate used 30%)		\$0.00		\$0.00
65 Total Media Services:		\$0.00		\$0.00

Fiscal Services:

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		
Bookkeeper - performed by admin ast	0	\$0.00
67 _____		
68 _____		
69 _____		
70 _____		
71 Subtotal:		\$0.00
72 Fringe Benefits (rate used 30%)		\$0.00
73 Total Fiscal Services:		\$0.00

Maintenance and Operation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		
Custodial to be contracted out	0	\$0.00
75 _____		
76 _____		
77 _____		
78 _____		
79 Subtotal:		\$0.00
80 Fringe Benefits (rate used 30%)		\$0.00
81 Total Maintenance and Operation:		\$0.00

Pupil Transportation:

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		
To Be Contracted Out	0	\$0.00
83 _____		
84 _____		
85 _____		
86 _____		
87 Subtotal:		\$0.00
88 Fringe Benefits (rate used 30%)		\$0.00
89 Total Pupil Transportation:		\$0.00

Food Services:

	List Positions	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
90	To Be Contracted Out _____	0	\$0.00	0	\$0.00
91	_____				
92	_____				
93	_____				
94	_____				
95	Subtotal:		\$0.00		\$0.00
96	Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
97	Total Food Services:		\$0.00		\$0.00

Data Processing:

	List Positions	2016-2017 No. FTEs		2017-2018 No. FTEs	
98	To Be Contracted Out _____	0	\$0.00	0	\$0.00
99	_____				
100	_____				
101	_____				
102	_____				
103	Subtotal:		\$0.00		\$0.00
104	Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
105	Total Data Processing:		\$0.00		\$0.00

Substitute Personnel:

		2016-2017 No. FTEs		2017-2018 No. FTEs	
106	Number of Certified Substitutes <u>0</u>	0	\$0.00	0	\$0.00
107	Number of Classified Substitutes <u>0</u>	0	\$0.00	0	\$0.00
108	Subtotal:		\$0.00		\$0.00
109	Certified Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
110	Classified Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
111	Total Substitute Personnel:		\$0.00		\$0.00

112	TOTAL EXPENDITURES FOR SALARIES:		\$306,150.00		\$362,050.00
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	2016-2017		
1	No. of Students <u>58</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$385,468.00</u>	
2	No. of Students <u>58</u> x <u>\$26.00</u> Professional Development	<u>\$1,508.00</u>	
3	No. of Students <u>29</u> x <u>\$526.00</u> eligible rate* NSL Funding	<u>\$15,254.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5	_____		
	2017-2018		
6	No. of Students <u>80</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$531,680.00</u>
7	No. of Students <u>80</u> x <u>\$26.00</u> Professional Development		<u>\$2,080.00</u>
8	No. of Students <u>40</u> x <u>\$526.00</u> eligible rate* NSL Funding		<u>\$21,040.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10	_____		
11	Total State Charter School Aid:	<u><u>\$402,230.00</u></u>	<u><u>\$554,800.00</u></u>

Other Sources of Revenues:

(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)

12	Private Donations or Gifts	<u>\$85,000.00</u>	
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other (<i>Specifically Describe</i>)		
15	_____		
16	Total Other Sources of Revenues:	<u><u>\$85,000.00</u></u>	
17	TOTAL REVENUES:	<u><u>\$487,230.00</u></u>	<u><u>\$554,800.00</u></u>

EXPENDITURES

Administration:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>	
18	Salaries and Benefits	<u>\$104,000.00</u>	<u>\$107,900.00</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$1,000.00</u>	<u>\$1,500.00</u>
25	Equipment		
	Other (List Below)		
26	_____		
27	_____		
28	_____		
29	_____		
30	_____		
31	Total Administration:	<u><u>\$105,000.00</u></u>	<u><u>\$109,400.00</u></u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	Regular Classroom Instruction:		
32	Salaries and Benefits	<u>\$156,650.00</u>	<u>\$207,350.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	_____	_____
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	<u>\$500.00</u>	<u>\$750.00</u>
39	Equipment	<u>\$1,000.00</u>	<u>\$1,500.00</u>
	Other (List Below)		
40	Textbooks	<u>\$20,000.00</u>	<u>\$7,500.00</u>
41	Student Desks (200+ Donated)	<u>\$0.00</u>	<u>\$0.00</u>
42	Teacher Desks (Donated)	<u>\$0.00</u>	<u>\$0.00</u>
43	_____	_____	_____
44	_____	_____	_____
45	Total Regular Classroom Instruction:	<u><u>\$178,150.00</u></u>	<u><u>\$217,100.00</u></u>
	Special Education:		
46	Salaries and Benefits	<u>\$22,750.00</u>	<u>\$23,400.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1 _____	_____	_____
48	V - SE 2 _____	_____	_____
49	V - SE 3 _____	_____	_____
50	V - SE 4 _____	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	<u>\$500.00</u>	<u>\$500.00</u>
53	Equipment	_____	_____
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	Total Special Education:	<u><u>\$23,250.00</u></u>	<u><u>\$23,900.00</u></u>
	Gifted and Talented Program:		
60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services - List Vendors Below		
61	V - GT1 Gifted and Talented Contractor	<u>\$1,500.00</u>	<u>\$2,000.00</u>
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	_____	_____
67	Equipment	_____	_____
	Other (List Below)		
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	Total Gifted and Talented Program:	<u><u>\$1,500.00</u></u>	<u><u>\$2,000.00</u></u>

Alternative Education Program/ Alternative Learning Environments:

	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
74	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
75	V - ALE1 No Fundes Due to Waiver Request	
76	V - ALE2	
77	V - ALE3	
78	V - ALE4	
79	V - ALE5	
80	Supplies and Materials	
81	Equipment	
82	Other (List Below)	
83		
84		
85		
86		
87	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00

English Language Learner Program:

88	Salaries and Benefits	\$0.00
	Purchased Services - List Vendors Below	
89	V - ELL1	
90	V - ELL2	
91	V - ELL3	
92	V - ELL4	
93	V - ELL5	
94	Supplies and Materials	\$250.00
95	Equipment	
	Other (List Below)	
96	Stipend for ELL Duties	\$500.00
97		
98		
99		
100		
101	Total English Language Learner Program:	\$750.00

Guidance Services:

102	Salaries and Benefits	\$22,750.00
	Purchased Services - List Vendors Below	
103	V - GS1	
104	V - GS2	
105	V - GS3	
106	V - GS4	
107	V - GS5	
108	Supplies and Materials	
109	Equipment	
	Other (List Below)	
110		
111		
112		
113		
114		
115	Total Guidance Services:	\$22,750.00

Health Services:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
117	V - HS1 Nurse (Contracted)	\$7,000.00	\$7,000.00
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$500.00	\$500.00
123	Equipment	\$2,000.00	\$1,000.00
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	<u>\$9,500.00</u>	<u>\$8,500.00</u>

Media Services:			
130	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
131	V - MS1 Waiver Requested		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:	<u>\$0.00</u>	<u>\$0.00</u>

Fiscal Services:			
144	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
145	V - FS1	\$0.00	\$0.00
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Software Licenses	\$4,000.00	\$4,000.00
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$4,000.00</u>	<u>\$4,000.00</u>

Maintenance and Operation:		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Custodian Contract	\$7,000.00	\$7,000.00
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials	\$1,000.00	\$1,000.00
165	Equipment	\$1,000.00	\$500.00
	Other (List Below)		
166	Utilities (Gas,Water,Electric,Phone, Waste Mgt)	\$17,000.00	\$17,000.00
167			
168			
169			
170			
171	Total Maintenance and Operation:	<u>\$26,000.00</u>	<u>\$25,500.00</u>

Pupil Transportation:			
172	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
173	V - PT1 No Transportation Provided	\$0.00	\$0.00
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180			
181			
182			
183			
184			
185	Total Pupil Transportation:	<u>\$0.00</u>	<u>\$0.00</u>

Food Services:			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 Food Contract	\$22,330.00	\$31,348.00
188	V - FD2 Cafetera Worker (part-time)	\$3,500.00	\$3,500.00
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194	Cafeteria Tables and Seating (Donated)	\$0.00	\$0.00
195			
196			
197			
198			
199	Total Food Services:	<u>\$25,830.00</u>	<u>\$34,848.00</u>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	Data Processing:		
	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
201	V - DP1 IT Support Contract	\$8,500.00	\$8,500.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$3,000.00	\$2,000.00
207	Equipment	\$8,000.00	\$2,000.00
	Other (List Below)		
208	Internet Service	\$2,500.00	\$2,500.00
209	Printers (9 Donated)	\$0.00	\$0.00
210	Computers - Donated 1st yr/part tech refr per yr	\$0.00	\$8,000.00
211			
212		\$0.00	
213	Total Data Processing:	<u>\$22,000.00</u>	<u>\$23,000.00</u>
	Substitute Personnel:		
214	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
215	V - SB1 1 Substitute @75 per day avg 2 days per wk	\$5,500.00	\$5,500.00
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$5,500.00</u>	<u>\$5,500.00</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$12,000.00	\$12,000.00
	Facility Upgrades - List Upgrades Below		
222	Handicap Accessible Restroom KRMS Provide	\$0.00	\$0.00
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$3,000.00	\$3,000.00
230	Content Insurance for One Full Year	\$4,000.00	\$4,000.00
231	Total Facilities:	<u>\$19,000.00</u>	<u>\$19,000.00</u>

Debt Expenditures:

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	Total Debts:	<u>_____</u>	<u>_____</u>

Other Expenditures:

List Other Expenditures Below

235	Stipend for Coaching/Clubs	\$1,000.00	\$1,000.00
236	Membership Fee for APSRC	\$2,500.00	\$2,500.00
237	Publish Annual Reports	\$2,000.00	\$2,000.00
238	Assessments (e.g. ACT, MAP, Career Inv)	\$2,000.00	\$2,000.00
239	Legal Fees	\$2,000.00	\$2,000.00
240	_____	_____	_____
241	TOTAL EXPENDITURES:	<u>\$452,730.00</u>	<u>\$506,398.00</u>

Net Revenue over Expenditures:

\$34,500.00

\$48,402.00

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

2014 ESEA DATA

District: WHITE HALL SCHOOL DISTRICT
LEA: 3510000
Address: 1020 W. HOLLAND AVE.
Address: WHITE HALL, AR 71602
Phone: 870-247-2196

Superintendent: LARRY SMITH
Enrollment: 2958
Attendance: 95.07
Poverty Rate: 44.19

Report created on: 10/29/2014

% Prof/Adv.
2014 Math + Literacy 81.0
2013 Math + Literacy 83.2
2012 Math + Literacy 84.4

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1621	1625	99.75	1839	1845	99.67
Targeted Achievement Gap Group	753	755	99.74	848	853	99.41
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	272	272	100.00	313	315	99.37
Hispanic	39	39	100.00	49	50	98.00
White	1237	1240	99.76	1385	1388	99.78
Economically Disadvantaged	698	700	99.71	788	793	99.37
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	167	168	99.40	166	166	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1268	1536	82.55	83.27	91.00	832	1051	79.16	86.22	93.00
Targeted Achievement Gap Group	500	699	71.53	74.43	91.00	334	474	70.46	81.04	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	3931	4675	84.09	83.27	91.00	2666	3189	83.60	86.22	93.00
Targeted Achievement Gap Group	1575	2093	75.25	74.43	91.00	1102	1427	77.22	81.04	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	189	260	72.69	76.28		134	174	77.01	87.01	
Hispanic	27	36	75.00	76.47		17	27	62.96	84.48	
White	992	1171	84.71	84.39		642	802	80.05	85.98	
Economically Disadvantaged	479	649	73.81	75.92		320	440	72.73	82.23	
English Language Learners	n < 10	n < 10	n < 10	62.50		n < 10	n < 10	n < 10	62.50	
Students with Disabilities	63	154	40.91	52.08		32	76	42.11	64.53	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1393	1748	79.69	87.49	92.00	640	1065	60.09	80.37	81.00
Targeted Achievement Gap Group	542	791	68.52	79.89	92.00	234	480	48.75	73.92	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	4338	5302	81.82	87.49	92.00	2160	3204	67.42	80.37	81.00
Targeted Achievement Gap Group	1692	2335	72.46	79.89	92.00	813	1433	56.73	73.92	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	191	302	63.25	77.92		84	177	47.46	72.84	
Hispanic	35	46	76.09	82.59		17	27	62.96	81.90	
White	1097	1314	83.49	89.07		513	812	63.18	81.15	
Economically Disadvantaged	511	738	69.24	81.06		224	446	50.22	74.82	
English Language Learners	n < 10	n < 10	n < 10	78.57		n < 10	n < 10	n < 10	85.00	
Students with Disabilities	72	153	47.06	52.08		19	77	24.68	59.46	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	219	253	86.56	85.98	94.00
Targeted Achievement Gap Group	58	77	75.32	77.40	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	619	730	84.79	85.98	94.00
Targeted Achievement Gap Group	185	243	76.13	77.40	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	45	47	95.74	83.60	
Hispanic	n < 10	n < 10	n < 10	85.00	
White	155	182	85.16	86.94	
Economically Disadvantaged	55	72	76.39	77.01	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	10	16	62.50	68.42	

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Redfield Tri-County Charter School Application

Redfield Tri-County Charter School Application for an Open-Enrollment Charter School

Motion

To deny the application

Barnes - M	Lester	Rogers
Gotcher - 2	Liwo	Saunders
Jones	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I am unable to support the request at this time. I feel a conversion effort would be more sustainable at this time. The concept of a small school environment is admirable, but no evidence was presented for sustainability, long-range planning with respect to accountability, and appropriate instructional practices.
Gotcher	X			The was no evidence of innovative or different teaching methods that offer expanded choices for the potential students of Redfield.
Jones	X			The charter applicants could not define their curriculum for math, English language arts, or science. The charter application cites as primary programmatic features a focus on STEM and a focus on college and career readiness. The charter budget did not include expenses for technology nor would it be well equipped. There were not established career pathways, agreements for concurrent credit, or established career options for students.
Lester	X			The charter showed no evidence of offering different/innovative services.

Liwo	X			The applicant did not sufficiently demonstrate that the school would offer innovative services that are not provided by the school districts and surrounding charter schools. There is a vision without well-defined plans concerning STEM, career readiness, EACH, and how academically challenged students would be helped. Financial sustainability is questionable.
Pfeffer	X			The application did not focus on creating a school of the future, but rather seemed to be more of a desire to recreate a school of the past. I am concerned that the applicant does not have the capacity to adequately staff the charter both now and in the future when additional grades and course requirements are added. I would encourage the community to talk with the local school district about a conversion charter and the role that strong community support could play in this goal. I also have concerns about the lack of technology.
Rogers	X			I do not feel that the charter application is meeting the qualifications under 6-23-102 of legislative intent in providing expanded choices or improved learning for students or innovative teaching methods.
Saunders	X			I have concerns about financial stability and enrollment numbers.
Coffman				

Submitted by: Alexandra Boyd
Date: October 16, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

October 16, 2015

**State Board
of Education**

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Alan Wimberley, Superintendent
Northwest Arkansas Classical Academy
1301 Waters Ridge Road
Lewisville, TX 75057

RE: Notice of State Board of Education Hearing
Northwest Arkansas Classical Academy Amendment Request

Dear Dr. Wimberley:

On October 15, 2015, the Charter Authorizing Panel met and denied the amendment request for Northwest Arkansas Classical Academy. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Wednesday, October 21, 2015**, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, November 12, 2015. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the panel's decision is requested, the application will be an action item for the State Board of Education on November 12th, 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) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Program Coordinator
Charter Schools

CC: Norman Achin, Principal
Curtis Shack, Program Manager
Michael Poore, Superintendent Bentonville School District

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

AMENDMENT REQUEST



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Northwest Arkansas Classical Academy

LEA Number 0442700

Type of Amendment Requested:

Waiver:

Topic	Statute/ADE Rule/Standard to be Waived	Rationale
AP Courses	Section 9.03.4.12.1ADE Rules Governing Standards for Accreditation	Northwest Arkansas Classical Academy would like to request that all AP courses taught be included as part of the core 38 units as required by the Arkansas Department of Education rules and regulations governing standards and accreditation of Arkansas Public Schools. Northwest Arkansas Classical Academy would like to have greater ability to offer a more rigorous curriculum where the students are challenged to take more AP courses along with dual credit courses without adding extra teaching loads to our certified staff.

Charter Leader Dr. Alan Wimberley

Email address AWimberley@responsiveed.com

Phone number (214) 418 - 1893

OVERALL DISTRICT STATUS: **ACHIEVING**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	246	257	95.72	258	269	95.91
Targeted Achievement Gap Group	59	61	96.72	61	63	96.83
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	34	35	97.14	37	38	97.37
White	163	173	94.22	168	178	94.38
Economically Disadvantaged	41	43	95.35	43	45	95.56
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	17	17	100.00	17	17	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	197	214	92.06	79.96	91.00	127	145	87.59	81.63	93.00
Targeted Achievement Gap Group	45	55	81.82	73.35	91.00	35	41	85.37	76.44	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	197	214	92.06	79.96	91.00	127	145	87.59	81.63	93.00
Targeted Achievement Gap Group	45	55	81.82	73.35	91.00	35	41	85.37	76.44	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	67.07		n < 10	n < 10	n < 10	71.83	
Hispanic	27	32	84.38	76.80		18	21	85.71	82.03	
White	133	142	93.66	84.49		85	99	85.86	84.57	
Economically Disadvantaged	32	39	82.05	74.10		26	29	89.66	76.92	
English Language Learners	n < 10	n < 10	n < 10	70.97		n < 10	n < 10	n < 10	79.02	
Students with Disabilities	11	15	73.33	51.77		8	11	72.73	56.92	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	204	226	90.27	82.26	92.00	126	174	72.41	76.52	81.00
Targeted Achievement Gap Group	45	57	78.95	76.54	92.00	27	46	58.70	70.53	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	204	226	90.27	82.26	92.00	126	174	72.41	76.52	81.00
Targeted Achievement Gap Group	45	57	78.95	76.54	92.00	27	46	58.70	70.53	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	67.76		n < 10	n < 10	n < 10	63.33	
Hispanic	33	35	94.29	80.04		18	25	72.00	74.37	
White	130	147	88.44	87.18		87	119	73.11	80.94	
Economically Disadvantaged	31	41	75.61	76.92		20	32	62.50	70.92	
English Language Learners	n < 10	n < 10	n < 10	75.24		n < 10	n < 10	n < 10	70.23	
Students with Disabilities	12	15	80.00	51.77		7	13	53.85	48.75	



2013-2014 School Letter Grade Detail Report

School Letter Grade

0442702 - NORTHWEST ARKANSAS CLASSICAL ACADEMY
0442700 - RESPONSIVE ED SOLUTIONS NORTHWEST ARK CLASSICAL ACADEMY

A

309 Points Earned

Grade Range: K - 08	Superintendent: CHARLES COOK	Principal: TIMM PETERSEN	
School Statistics		District Statistics	State Statistics
Enrollment	400	400	471867
Econ. Disadvantaged	19.50%	19.50%	60.3%
Proficient/Advanced Literacy	92.06%	92.06%	76.55%
Proficient/Advanced Math	90.27%	90.27%	72.7%

Letter Grade Component Scores

Component One: Weighted Performance

Performance Level and Multiplier	Literacy - Students	Math - Students	Total Points	Literacy + Math - Students
Below Basic (0.0)	2	6	0	8
Basic (0.25)	15	16	7.75	31
Proficient (1.0)	60	72	132	132
Advanced (1.25)	137	132	336.25	269
Totals			476	440

Weighted Performance Points Earned = $(476/440) * 100 = 108.18$

Component Two: School Improvement with ESEA Options

Number of Targets Met: 4	Number of Targets: 4	School Improvement Points Earned: 95					
	Literacy	Math	Graduation Rate				
All Students	Y	Y					
Targeted Achievement Gap Group (TAGG)	Y	Y					
# Possible Targets:	Number of Targets Met:						
	0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)					
Non-TAGG Proficiency Rate:	94.82	TAGG Proficiency Rate:	80.36		
Gap Size:	14.46				
Adjustment:	3				
	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Overall School Score

Schools without Graduation Rate	Overall school Score = $(1.5)(\text{Weighted Performance} + \text{Gap Adjustment}) + (1.5)(\text{Improvement Score for This School})$				
	$(1.5)(108.18 + 3) + (1.5)(95) = 309$				
Point Ranges for Grades					
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180	

Overall School Scores are rounded to the nearest whole number.

Northwest Arkansas Classical Academy Student Demographic Percentages

559 Total Active Students On 09/02/2015

District Gender Percentages

Gender	Gender Count	Gender Percentage
Females	288	51.52%
Males	271	48.48%
Gender - Total	559	100.00%

District Primary Race Percentages

Race	Race Count	Race Percentage
Asian	111	19.86%
Black	12	2.15%
Hispanic or Latino	67	11.99%
Native American/Alaskan Native	6	1.07%
Two or More Races	12	2.15%
White	351	62.79%
Primary Race - Total	559	100.00%

District Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	14	2.50%
02	11	1.97%
03	500	89.45%
04	33	5.90%
Unassigned	1	0.18%
Meal Status - Total	559	100.00%

**Northwest Arkansas Classical Academy
ENROLLMENT REPORT
Enrollment Date: Sep 2, 2015**

Enrollment Count		01	02	03	04	05	06	07	08	09	10	KF	Race Totals
Asian	Females	12	8	4	3	6	5	3	2	1		4	48
	Males	10	10	9	11	5	6	5	5			2	63
	Gender Totals	22	18	13	14	11	11	8	7	1		6	111
Black	Females		1	1					1	1		2	6
	Males		2	1	2	1							6
	Gender Totals		3	2	2	1			1	1		2	12
Hispanic	Females	7	2	5	4	2	3	1	3	3	2	3	35
	Males	5	5	5	3	5	1	2	2	2	2		32
	Gender Totals	12	7	10	7	7	4	3	5	5	4	3	67
Native American	Females		1						1				2
	Males		1			1		1		1			4
	Gender Totals		2			1		1	1	1			6
Two or More	Females		1	1	1		2				1		6
	Males		1	1	1			1	1		1		6
	Gender Totals		2	2	2		2	1	1		2		12
White	Females	21	23	18	23	13	18	18	17	15	10	15	191
	Males	14	14	24	19	15	15	13	17	7	8	14	160
	Gender Totals	35	37	42	42	28	33	31	34	22	18	29	351
Grade Totals		69	69	69	67	48	50	44	49	30	24	40	559

**BACKGROUND DATA
COMPILED BY ADE**

NORTHWEST ARKANSAS CLASSICAL ACADEMY

Maximum Enrollment	685
Approved Grade Levels	K-12
Grades Served 2015-2016	K-10

2014-2015 Enrollment Data

Two or More Races	17
Asian	87
Black	10
Hispanic	71
Native American/Native Alaskan	5
Native Hawaiian/Pacific Islander	0
White	332
Total	522

Migrant	28
LEP	0
Gifted & Talented	24
Special Education	12
Title I	28
Source: Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
501.1	496.84	496.97	494.76

BACKGROUND

Authorized November 1, 2012
 Contract Expiration June 30, 2018

Amendment Request Considered and APPROVED May 13, 2013
 Change charter holder to Responsive Education Solutions

Amendment Request Considered and APPROVED November 13, 2013
 Waiver of:

Ark. Code Ann.

- 6-17-111 Duty-free lunch period
- 6-17-201 Requirements - Written personnel policies - teacher salary schedule
- 6-17-201 et. seq. Teachers' Minimum Sick Leave Law
- 6-17-211 Use of personal leave when administrator or school employee is absent from campus
- 6-18-706 School nurse
- 6-21-203 Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
- 6-25-101 et. seq. Public School Library and Media Technology Act

Standards for Accreditation

- 15.02 Principals
- 16 Support services
- 19.04 Requirement to provide summer school and adult education programs
- 21 Auxillary services

Other Rules

- ADE Rules Governing Educator Licensure
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement
- Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents
- Posted to District Websites

Amendment Request Considered and DENIED

November 13, 2013

Waiver of:

Ark. Code Ann.

- 6-11-129 Data to be accessible on website
- 6-16-1204 Implementation (requirement that pre-Advanced Placement courses be offered)
- 6-17-2802 Legislative intent (to evaluate with a system other than TESS)
- 6-21-304 Purchases

Standards for Accreditation

Section 9 Curriculum

Amendment Request Considered and APPROVED

March 21, 2014

Waiver of:

Ark. Code Ann.

- 6-13-619 Monthly meetings

Amendment Request Considered and APPROVED

October 15, 2014

Waiver of Standard 9.03.4 - 38 units of credit

To allow phasing in courses

Amendment Request Considered and APPROVED

February 18, 2015

Rescind waiver of Standard 9.03.4 - 38 units of credit

**NORTHWEST ARKANSAS CLASSICAL ACADEMY
AN OPEN-ENROLLMENT CHARTER SCHOOL
APPROVED BY THE STATE BOARD OF EDUCATION TO OPEN FOR THE 2013-2104 SCHOOL YEAR
WAIVERS**

District LEA:	04-42-700	Elementary School LEA:	04-42-701
City:	Bentonville	Middle School LEA:	04-42-702
Opening Date:	Fall 2013	High School LEA:	04-42-703
Grades Approved:	K-12	Expiration Date:	06/30/2018
CAP:	685	Grades Served 2014-15:	K-9

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619	Requiring board members to be physically present at board meetings
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Pertaining to the grading scale
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201	Requirements—Written personnel policies—Teacher salary schedule
6-17-201 et seq.	Personnel Policies
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17, Subchapter 4	Certification Generally
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School Nurses
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities

6-21-117	Leased academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42, Subchapter 1	General Provisions (gifted and talented)
6-48-101 et seq.	Definitions (alternative learning environments)

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

Waivers from Other Rules:

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Educator Licensure
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement
- Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Northwest Arkansas Classical Academy Amendment Request

An amendment request to waive section 9.03.4.12.1 of the Standards for Accreditation in order to allow AP courses to be part of the required 38 core units

Motion

To deny the request

Barnes	Lester	Rogers
Gotcher	Liwo	Saunders
Jones - 2	Pfeffer - M	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			A mechanism is already in place to accomplish the goal as presented. The request is too expansive and could preclude students' equitable access to needed courses if enrolling in the school.
Gotcher	X			It is unclear how increasing staff could be avoided while providing what is necessary for current or incoming students. Furthermore, it appears too expansive.
Jones	X			There is already a mechanism in place to replace general courses with AP courses when no student registers.
Lester	X			A process is currently in place to change to AP courses if no students register.
Liwo	X			ADE rules already allow a mechanism through which AP courses may be offered in place of a required 38 unit course. The waiver request is too broad.
Pfeffer	X			There is already a mechanism in place for this process. The current process protects

				students' choices to enroll or not in the course. The blanket waiver could create a situation where courses would not be offered that students need, and students would be forced into a higher level offering.
Rogers	X			ADE already allows for a process to request teaching AP courses. Giving blanket waiver may negatively impact some students who are considering attending the charter.
Saunders	X			Another system is already in place. This could limit some students from the opportunity to enroll in the program.
Coffman				

Submitted by: Alexandra Boyd
Date: October 16, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

October 16, 2015

**State Board
of Education**

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Alan Wimberley, Superintendent
Northwest Arkansas Classical Academy
1301 Waters Ridge Road
Lewisville, TX 75057

RE: Notice of State Board of Education Hearing
Quest Middle School of West Little Rock Amendment Request

Dear Dr. Wimberley:

On October 15, 2015, the Charter Authorizing Panel met and approved the amendment request for Quest Middle School of West Little Rock. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Wednesday, October 21, 2015**, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, November 12, 2015. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the panel's decision is requested, the application will be an action item for the State Board of Education on November 12th, 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) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Program Coordinator
Charter Schools

CC: Christopher Stevens, Principal
Curtis Shack, Program Manager
Jerry Guess, Superintendent Pulaski County Special School District

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

AMENDMENT REQUEST



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of West Little Rock

LEA Number 6054700

Type of Amendment Requested:

Waiver:

Topic	Statute/ADE Rule/Standard to be Waived	Rationale
AP Courses	Section 9.03.4.12.1 ADE Rules Governing Standards for Accreditation	Quest Middle School of West Little Rock would like to request that all AP courses taught be included as part of the core 38 units es required by the Arkansas Department of Education rules and regulations governing standards and accreditation of Arkansas Public Schools. Quest Middle School of West Little Rock would like to have greater ability to offer a more rigorous curriculum where the students ere chellenged to take more AP courses along with dual credit courses without adding extra teaching loads to our certified staff.

Other:

The amendment request does not contain any ESEA Reports. The campus hasn't received any ESEA reports for the 2015 school year.

Charter Leader Dr. Alan Wimberley

Email address AWimberley@responsiveed.com

Phone number (214) 418 - 1893



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of West Little Rock

LEA Number 6054700

Type of Amendment Requested:

Other:

Quest Middle School of West Little Rock would like to request a name change to the campus so that the name fits the entire student body instead of the middle school grades as we continue to add upper level grades per our charter agreement with the Arkansas Department of Education. The requested name is Quest Academy.

The amendment request does not contain any ESEA reports. The campus hasn't received any ESEA reports for the 2015 school year.

Charter Leader Dr. Alan Wimberley

Email address AWimberley@responsived.com

Phone number (214) 418 - 1893

Quest Middle School of Little Rock
ENROLLMENT REPORT
Enrollment Date: Sep 2, 2015

Enrollment Count		06	07	08	09	Race Totals
Asian	Females	5	2	1	2	10
	Males	3	3	3	1	10
	Gender Totals	8	5	4	3	20
Black	Females	10	7	5	1	23
	Males	6	7	8	2	23
	Gender Totals	16	14	13	3	46
Hawaiian/Pacific Islander	Females		1			1
	Gender Totals		1			1
Hispanic	Females	5	1	3	1	10
	Males	1	1	4		6
	Gender Totals	6	2	7	1	16
Native American	Females			1		1
	Males		2			2
	Gender Totals		2	1		3
White	Females	17	29	22	13	81
	Males	25	17	16	13	71
	Gender Totals	42	46	38	26	152
Grade Totals		72	70	63	33	238

Quest Middle School of Little Rock Student Demographic Percentages

238 Total Active Students On 09/02/2015

District Gender Percentages

Gender	Gender Count	Gender Percentage
Females	126	52.94%
Males	112	47.06%
Gender - Total	238	100.00%

District Primary Race Percentages

Race	Race Count	Race Percentage
Asian	20	8.40%
Black	46	19.33%
Hawaii/Pacific Islander	1	0.42%
Hispanic or Latino	16	6.72%
Native American/Alaskan Native	3	1.26%
White	152	63.87%
Primary Race - Total	238	100.00%

District Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	18	7.56%
02	7	2.94%
03	119	50.00%
04	8	3.36%
Unassigned	86	36.13%
Meal Status - Total	238	100.00%

**BACKGROUND DATA
COMPILED BY ADE**

QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK

Maximum Enrollment	490
Approved Grade Levels	6-12
Grades Served 2015-2016	6-9

2014-2015 Enrollment Data

Two or More Races	0
Asian	13
Black	38
Hispanic	7
Native American/Native Alaskan	3
Native Hawaiian/Pacific Islander	1
White	104
Total	166

Migrant	0
LEP	0
Gifted & Talented	12
Special Education	12
Title I	0
Source: District Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
163.53	161.14	153.96	145.41

BACKGROUND

Authorized January 10, 2014
Contract Expiration June 30, 2019

Amendment Request Considered and DENIED

May 8, 2014

Location Change

**QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK
APPROVED WAIVERS**

District LEA:	60-54-700	Elementary School LEA:	N/A
City:	Little Rock	Middle School LEA:	N/A
Opening Date:	Fall 2014	High School LEA:	60-54-703
Grades Approved:	6-12	Expiration Date:	06/03/2019
CAP:	490	Grades Served 2015-16:	6-9

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-13-109	School superintendent
6-13-619	Monthly meetings
6-13-620	Powers and duties
6-13-622	Budget publication
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401 et seq.	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908(a)(4)(B)	Pertaining to insurance and fringe benefits for teachers
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003

6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

Waivers from Other Rules:

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Minimum Qualifications for General Business Managers

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing School Board Zones and Rezoning

ADE Rules Governing School Election Expense Reimbursement

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.

- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Quest Middle School of West Little Rock Amendment Request

An amendment request to change the name of the charter to Quest Academy

Motion

To approve the request

Barnes - 2	Lester	Rogers
Gotcher	Liwo	Saunders
Jones - M	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			It is an appropriate change.
Gotcher	X			Acceptable reasons for the change were presented.
Jones	X			Changing the name from Quest Middle School to Quest Academy is appropriate because of the grade expansion.
Lester	X			The name change would fit the entire student body.
Liwo	X			The name change would fit the entire student body.
Pfeffer	X			I have no concerns with the change.
Rogers	X			The name change will be reflective of the student body.
Saunders	X			I have no concerns.
Coffman				

Submitted by:

Date:

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

October 16, 2015

**State Board
of Education**

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Crossett
Chair

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Fayetteville
Vice Chair

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Little Rock

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Newport

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Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Mr. Matthew Donaghy, Superintendent
Bauxite School District
800 School St.
Bauxite, AR, 72011

RE: Notice of State Board of Education Hearing
Bauxite Miner Academy Amendment Request

Dear Mr. Donaghy:

On October 15, 2015, the Charter Authorizing Panel met and approved the amendment request for Bauxite Miner Academy. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Wednesday, October 21, 2015**, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, November 12, 2015. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the panel's decision is requested, the application will be an action item for the State Board of Education on November 12th, 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) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Program Coordinator
Charter Schools

CC: Josh Harrison, Principal
Tyler, Tarver, Director of Curriculum, Instruction, and Federal Programs

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

AMENDMENT REQUEST



CHARTER AMENDMENT REQUEST FORM

Charter Name MINER ACADEMY

LEA Number 6301000

Type of Amendment Requested:

Waiver:

Topic	Statute/ADE Rule/Standard to be Waived	Rationale
Classroom	Standards for Accreditation 10.02.5	Teacher/Student Ratio increased to 200 students total, and 45 students in the classroom. Students are doing courses primarily through online curriculum and teachers may adequately monitor and grade a larger number of students assigned to them.

Charter Leader JOSH HARRISON

Email address HARRISONJ@BAUXITEMINERS.ORG

Phone number 501-557-5000

District: BAUXITE SCHOOL DISTRICT
School: MINER ACADEMY
LEA: 6301703
Address: 800 SCHOOL ST.
Address: BAUXITE, AR 72011
Phone: 501-557-5303

Superintendent: JERROD WILLIAMS
Principal: TYLER TARVER
Grade: 06 - 12
Enrollment: 41
Attendance: 93.79
Poverty Rate: 39.02

Report created on: 10/29/2014

% Prof/Adv.
2014 Math + Literacy 48.3
2013 Math + Literacy
2012 Math + Literacy

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	17	19	89.47	20	22	90.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	9	10	90.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	16	18	88.89	18	20	90.00
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	9	14	64.29	84.51	91.00	n < 10	n < 10	n < 10	83.19	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	77.13	91.00	n < 10	n < 10	n < 10	79.17	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	9	14	64.29	84.51	91.00	n < 10	n < 10	n < 10	83.19	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	77.13	91.00	n < 10	n < 10	n < 10	79.17	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	93.75		n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	90.00		n < 10	n < 10	n < 10	92.50	
White	8	13	61.54	84.27		n < 10	n < 10	n < 10	82.71	
Economically Disadvantaged	n < 10	n < 10	n < 10	80.38		n < 10	n < 10	n < 10	80.82	
English Language Learners	n < 10	n < 10	n < 10	75.00		n < 10	n < 10	n < 10	85.00	
Students with Disabilities	n < 10	n < 10	n < 10	43.75		n < 10	n < 10	n < 10	51.89	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5	15	33.33	82.54	92.00	n < 10	n < 10	n < 10	78.11	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	74.73	92.00	n < 10	n < 10	n < 10	70.51	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5	15	33.33	82.54	92.00	n < 10	n < 10	n < 10	78.11	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	74.73	92.00	n < 10	n < 10	n < 10	70.51	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	73.53		n < 10	n < 10	n < 10	81.25	
Hispanic	n < 10	n < 10	n < 10	80.26		n < 10	n < 10	n < 10	92.50	
White	3	13	23.08	82.83		n < 10	n < 10	n < 10	77.73	
Economically Disadvantaged	n < 10	n < 10	n < 10	76.76		n < 10	n < 10	n < 10	72.09	
English Language Learners	n < 10	n < 10	n < 10	81.25		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	43.75		n < 10	n < 10	n < 10	44.82	

Bauxite Miner Academy Student Demographic Percentages

45 Total Active Students On 09/17/2015

Building Gender Percentages

Gender	Gender Count	Gender Percentage
Females	21	46.67%
Males	24	53.33%
Gender - Total	45	100.00%

Building Primary Race Percentages

Race	Race Count	Race Percentage
Black	1	2.22%
Hispanic or Latino	2	4.44%
Two or More Races	1	2.22%
White	41	91.11%
Primary Race - Total	45	100.00%

Building Curriculum Percentages

Curriculum Name	Curriculum Count	Curriculum Percentage
Alternative Education	11	24.44%
Regular Student	34	75.56%
Curriculum - Total	45	100.00%

Building G/T Percentages

G/T	G/T Count	G/T Percentage
No	41	91.11%
Yes	4	8.89%
G/T - Total	45	100.00%

Building Special Ed Percentages

Special Ed	SPED Count	SPED Percentage
Active	3	6.67%
Inactive	2	4.44%
No	40	88.89%
Special Education - Total	45	100.00%

Building 504 Percentages

504	504 Count	504 Percentage
No	39	86.67%
Yes	6	13.33%
504 - Total	45	100.00%

Building Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	10	22.22%
02	5	11.11%
03	23	51.11%
04	7	15.56%
Meal Status - Total	45	100.00%

Building Residency Percentages

Residency Name	Residency Count	Residency Percentage
Non-Resident, Legal Transfer	2	4.44%
Resident/District	29	64.44%
School Choice, First Time	1	2.22%
School Choice, Not First Time	13	28.89%
Residency - Total	45	100.00%

Building Homeless Percentages

Homeless Status	Homeless Count	Homeless Percentage
Not Applicable	45	100.00%
Homeless - Total	45	100.00%

Building ELL/LEP Percentages

ELL	ELL Count	ELL Percentage
No	45	100.00%
ELL - Total	45	100.00%

Building Migrant Percentages

Migrant	Migrant Count	Migrant Percentage
No	45	100.00%
Migrant - Total	45	100.00%

Building Home Language Percentages

Language	Home Language Count	Home Language Percentage
English	45	100.00%
Home Language - Total	45	100.00%

**BACKGROUND DATA
COMPILED BY ADE**

MINER ACADEMY (BAUXITE SCHOOL DISTRICT)

Maximum Enrollment	200
Approved Grade Levels	6-12
Grades Served 2015-2016	6-12

2014-2015 Enrollment Data

Two or More Races	1
Asian	0
Black	0
Hispanic	2
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	49
Total	52

Migrant	0
LEP	0
Gifted & Talented	3
Special Education	3
Title I	0
Source: School Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
37.18	54.37	39.92	50.36

BACKGROUND

Authorized March 11, 2013
Contract Expiration June 30, 2019

**BAUXITE MINER ACADEMY
APPROVED WAIVERS**

District LEA:	63-01-000	Elementary School LEA:	n/a
City:	Bauxite	Middle School LEA:	n/a
Opening Date:	Fall 2013	High School LEA:	63-01-703
Grades Approved:	7-12	Expiration Date:	06/30/2018
CAP:	200	Grades Served 2015-2016:	6-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106	School year dates
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-802	Yearly contracts-Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-919(a)(1)	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-25-101	Legislative intent (pertaining to library media programs)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

Waivers from ADE Rules Governing Standards for Accreditation

10.01.4	Planned instructional time
14.03	Unit of credit and clock hours for a unit of credit
15.03	Licensure and Renewal
16.02	Media Services

Waivers Requested from the Following Rules:

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Bauxite Miner Academy Amendment Request

An amendment request to waive section 10.02.5 of the Standards for Accreditation in order to allow up to 45 students in an online class

Motion

To approve the waiver of class size for online courses, not to exceed 45 students

Barnes	Lester	Rogers
Gotcher - 2	Liwo	Saunders - M
Jones	Pfeffer	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I believe the revision of the amendment is appropriate for the mode of instruction.
Gotcher	X			I feel the amendment does not adversely affect student achievement, but I also share caution that 45 should not be a license to become the new status quo.
Jones	X			The amendment is acceptable because instruction delivered online allows for expansion of class size.
Lester	X			The motion is acceptable for online courses.
Liwo	X			Miner Academy's online classes are appropriate for larger group instruction. The stipulation is that the waiver only applies to online classes at Miner Academy.
Pfeffer	X			I can support the motion because it is limited to this school and their online program and will help to ensure that students can receive the services needed.
Rogers	X			This will allow Bauxite Miner Academy to serve more students with their online courses.

Saunders	X			It would allow the opportunity for more students to participate and still be in a manageable environment.
Coffman				

Submitted by: Alexandra Boyd
Date: October 16, 2015

NOTIFICATION OF PANEL ACTION



ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key
Commissioner

October 16, 2015

**State Board
of Education**

Toyce Newton
Crossett
Chair

Mireya Reith
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Susan Chambers
Bella Vista

Charisse Dean
Little Rock

Vicki Saviers
Little Rock

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

Dr. Margaret Darr, Superintendent
Rogers School District
500 W. Walnut Street
Rogers, AR 72756

RE: Notice of State Board of Education Hearing
Rogers New Technology High School Amendment Request

Dear Dr. Darr:

On October 15, 2015, the Charter Authorizing Panel met and approved the amendment request for Rogers New Technology High School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Wednesday, October 21, 2015**, in order for the request to be included in the State Board of Education agenda materials for the meeting on Thursday, November 12, 2015. Email the request to ade.charterschools@arkansas.gov. Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the panel's decision is requested, the application will be an action item for the State Board of Education on November 12th, 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) 682-5665 or by email at alexandra.boyd@arkansas.gov.

Sincerely,

Alexandra Boyd
Program Coordinator
Charter Schools

CC: Dr. Lance Arbuckle, Principal

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

AMENDMENT REQUEST



ARKANSAS
DEPARTMENT
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Rogers New Technology High School

LEA Number 0405703

Type of Amendment Requested:

Increase enrollment cap **Current cap** 600

Proposed cap 900

Waiver:

Topic	Statute/ADE Rule/Standard to be Waived	Rationale
Class Size & Teaching Load	Ark. Code Ann. 6-17-812	RogersNTHS currently operates under a waiver on class size (SOA 10.02.05) & per Act 993 would like to continue utilizing this class size option (increase to 35)

Charter Leader Dr. Lance Arbuckle

Email address larbuckl@rps.k12.ar.us

Phone number 479.631.3621

Rogers New Tech High School

Cost Projections for 300 Additional Students

Staff

4 New Teachers *	\$	260,000
Registrar	\$	36,750
Counselor	\$	68,100
.5 Nurse	\$	21,500
.5 Assistant Principal	\$	38,000
SPED Resource Teacher	\$	65,000
<i>Benefits included in all Staff Cost Projections</i>	\$	489,350

Transportation/Maintenance/Custodial/Food Service

Cost Neutral due to current services being provided with room in facility for 300 additional New Tech Students.	\$	-
--	----	---

Tech Equipment and Building Furnishings

300 Apple Laptops	\$	330,000
Facility Furnishings	\$	100,000
	\$	430,000

Annex Facility Renovation

22,000 sq. ft Renovation @ \$70 per sq ft	\$	1,540,000
---	----	-----------

Total 1st Year Cost Projections \$ 2,459,350

Reoccurring Cost Projections \$ 489,350

* Assumes class size on average of 25 students. 300 New Students would require based on the average class size an additional 12 teachers. It is our assumption that most of the 300 students would be coming from our district's other two high schools. This gives us the ability to transfer at the very least 8 current teachers to New Tech High School. This is why only 4 new teachers salaries are being estimated.

Rogers School District
 Enrollment Summary
 Rogers New Technology HS
 September 3, 2015

Enrollment Count		9th	10th	11th	12th	TOTAL
White	Males	63	49	42	35	189
	Females	50	29	27	20	126
Hispanic	Males	32	16	24	14	86
	Females	61	23	19	14	117
African American	Males	2	1	1	0	4
	Females	1	0	0	1	2
Asian	Males	0	4	1	0	5
	Females	4	2	1	1	8
Pacific Islander	Males	0	0	1	0	1
	Females	1	0	2	0	3
Native American	Males	1	0	0	0	1
	Females	0	0	2	0	2
TOTAL		215	124	120	85	544

	Students	Percent
Free & Reduced Lunch	304	55.9%

District: ROGERS SCHOOL DISTRICT	Superintendent: MARGARET DARR	Report created on: 09/02/2014
School: ROGERS NEW TECHNOLOGY HIGH SCI	Principal: JONATHAN ARBUCKLE	
LEA: 405703	Grade: 09 - 12	% Prof/Adv.
Address: 2922 S. FIRST ST.	Enrollment: 291	2014 Math + Literacy
Address: ROGERS, AR 72756	Attendance: 98.61	2013 Math + Literacy
Phone: 479-631-3690	Poverty Rate: 54.64	2012 Math + Literacy

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
------------------------	-------------------

PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	0	0		239	239	100.00
Targeted Achievement Gap Group	0	0		147	147	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	0	0		2	2	100.00
Hispanic	0	0		84	84	100.00
White	0	0		141	141	100.00
Economically Disadvantaged	0	0		136	136	100.00
English Language Learners	0	0		43	43	100.00
Students with Disabilities	0	0		18	18	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:					
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students				87.24	91.00
Targeted Achievement Gap Group				82.20	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students				87.24	91.00
Targeted Achievement Gap Group				82.20	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American				88.39	
Hispanic				83.06	
White				90.30	
Economically Disadvantaged				82.97	
English Language Learners				79.14	
Students with Disabilities				56.10	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	186	239	77.82	88.41	92.00
Targeted Achievement Gap Group	109	147	74.15	84.11	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	186	239	77.82	88.41	92.00
Targeted Achievement Gap Group	109	147	74.15	84.11	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	2	2	100.00	89.81	
Hispanic	61	84	72.62	83.98	
White	111	141	78.72	91.76	
Economically Disadvantaged	102	136	75.00	84.55	
English Language Learners	28	43	65.12	80.58	
Students with Disabilities	11	18	61.11	56.10	

**BACKGROUND DATA
COMPILED BY ADE**

ROGERS NEW TECHNOLOGY HIGH SCHOOL

Maximum Enrollment	600
Approved Grade Levels	9-12
Grades Served 2015-2016	9-12

2014-2015 Enrollment Data

Two or More Races	4
Asian	10
Black	3
Hispanic	128
Native American/Native Alaskan	3
Native Hawaiian/Pacific Islander	3
White	234
Total	385

Migrant	0
LEP	61
Gifted & Talented	54
Special Education	34
Title I	0
Source: School Cycle 4 Report	

2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
261.03	360.47	245.55	347.24

BACKGROUND

Authorized January 14, 2013
Contract Expiration June 30, 2019

**ROGERS NEW TECHNOLOGY HIGH SCHOOL
APPROVED WAIVERS**

District LEA:	04-05-000	Elementary School LEA:	n/a
City:	Rogers	Middle School LEA:	n/a
Opening Date:	Fall 2013	High School LEA:	04-05-703
Grades Approved:	9-12	Expiration Date:	06/30/18
CAP:	600	Grades Served 2015-2016:	9-12

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-25-103 Library media services program defined
6-25-104 Library media specialist—Qualifications

Waivers from ADE Rules Governing Standards for Accreditation

9.03.4.1 Requiring oral communication as part of the language arts curriculum

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

16.02 Media Services

**DOCUMENTATION OF
CHARTER AUTHORIZING
PANEL ACTION**

Rogers New Tech Amendment Request

An amendment request to increase the enrollment cap from 600 to 900

Motion

To approve the request

Barnes	Lester	Rogers
Gotcher	Liwo	Saunders
Jones - M	Pfeffer - 2	

Vote

Panel	For	Against	Abstain	Reason
Barnes	X			I see no adverse impact to teaching and learning with this increase.
Gotcher	X			The increase in cap does not affect the ability to effectively serve students.
Jones	X			This is an exceptional charter that truly serves a diverse student population. They need to expand to offer this unique educational opportunity to more students.
Lester	X			This increases the opportunity for Rogers' students to attend a successful charter.
Liwo	X			There are no notable issues concerning the increase in enrollment cap.
Pfeffer	X			This will be a great opportunity for Rogers School District students and the district to grow the program. It is obvious from the data that Rogers is providing a unique opportunity in a manner that all students have access to participate.
Rogers	X			The charter is being successful with no concerns over an increase in size.

Saunders	X			This allows more students the opportunity to take part in a specialized learning environment.
Coffman				

Submitted by: Alexandra Boyd
Date: October 16, 2015

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING BACKGROUND CHECKS
December 2015

1.00 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as Arkansas Department of Education Rules Governing Background Checks.
- 1.02 The State Board of Education enacts these Rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-410, 6-17-411, 6-17-414, 6-17-421, 25-15-201 *et seq.*, and Act 1089 of 2015.
- 1.03 It is the purpose of these rules to set forth the requirements for a criminal background check and a Child Maltreatment Central Registry check for:
 - 1.03.1 Each first-time applicant for a license issued by the State Board of Education;
 - 1.03.2 Each applicant for his or her license renewal;
 - 1.03.3 Each applicant for initial employment in a licensed staff position with an educational entity;
 - 1.03.4 Each applicant for initial employment or non-continuous reemployment in a non-licensed staff position with an educational entity; and
 - 1.03.5 Each preservice teacher.
- 1.04 It is further the purpose of these rules to prescribe the procedure for revoking, suspending, or placing on probation an educational license when an applicant is disqualified for licensure on the basis of a background check under these rules.
- 1.05 It is further the purpose of these rules to clarify whose criminal records check and Child Maltreatment Central Registry check fees shall be paid by the Department of Education.
- 1.06 It is further the purpose of these rules to clarify that superintendents and directors of educational entities shall have the responsibility of reporting licensure violations of teachers and fraudulent acts by Fiscal Officers to the State Board.

2.00 DEFINITIONS

For the purposes of these rules:

- 2.01 **“Affected District”** means a public school district that loses territory or students as a result of annexation, consolidation, or detachment.
- 2.02 **“Applicant”** includes any individual:
 - 2.02.1 Applying for his or her first license to be issued by the State Board of Education;
 - 2.02.2 Applying for his or her license renewal;
 - 2.02.3 Seeking initial employment in a licensed staff position with an educational entity;
 - 2.02.4 Seeking initial employment or non-continuous reemployment in a non-licensed staff position with an educational entity;
 - 2.02.5 Seeking initial employment as a Fiscal Officer of a public school district or open-enrollment public charter school;
 - 2.02.6 Seeking registered volunteer status pursuant to the Arkansas Registered Volunteers Program Act, Ark. Code Ann. § 6-22-101 *et seq.*; or
 - 2.02.7 Who is a preservice teacher.
- 2.03 **“Breach of Fiduciary Trust”** means the wrongful misappropriation by a person of any fund or property, which had lawfully been committed to him or her in a fiduciary character.
- 2.04 **“Department”** means the Arkansas Department of Education.
- 2.05 **“Educational entity”** means:
 - 2.05.1 The Department of Education; or
 - 2.05.2 An entity that is identified by the Department as a local education agency, except that for a public school operated by a school district the school district is the educational entity.
- 2.06 **“Employment”** includes any contract of hire, whether written or oral, whether express or implied, for any type of work on behalf of an

educational entity, whether full-time or part-time, and whether permanent or temporary.

- 2.06.1 “Employment” also specifically includes without limitation:
 - 2.06.1.1 Service as a substitute teacher, whether paid or unpaid;
 - 2.06.1.2 Student teacher in a supervised clinical practice, whether paid or unpaid; and
 - 2.06.1.3 Volunteer work pursuant to the Arkansas Registered Volunteers Program Act, Ark. Code Ann. § 6-22-101 *et seq.*
- 2.07 “**Fiscal Officer**” means any licensed or non-licensed employee of an educational entity who has any right, duty, or responsibility to access funds of the educational entity in excess of five thousand dollars (\$5,000), specifically including without limitation superintendents, Fiscal Officers and bookkeepers.
- 2.08 “**Fraud**” means all acts, omissions and concealments involving a breach of a legal or equitable duty and resulting in damage to another.
- 2.09 “**Fraudulent Act**” means an act:
 - 2.09.1 Performed willfully and with the specific intent to deceive or cheat for the purpose of either causing some financial loss to another or bringing about some financial gain to the actor; and
 - 2.09.2 For which the actor has pleaded guilty or nolo contendere to or has been found guilty by any court in this state, by a court in another state, or by a federal court.
- 2.10 “**Initial employment**” means the first time that an applicant has been employed by an educational entity.
- 2.11 “**Law enforcement officer**” means a state police officer, a city police officer, a sheriff or a deputy sheriff.
- 2.12 “**Letter of provisional eligibility**” means a six-month, non-renewable letter of provisional eligibility for licensure issued by the State Board of Education to an applicant for first-time licensure during the period that a criminal records check and Child Maltreatment Central Registry check are being conducted.

- 2.13 **“Non-continuous reemployment”** means employment in an educational entity by an applicant who was previously employed by the same entity but not at any point during the immediately preceding school year.
- 2.14 **“Non-licensed staff position”** means a position with an educational entity, which position does not require the holder of the position to possess an Arkansas teacher’s license.
 - 2.14.1 “Non-licensed staff position” includes a:
 - 2.14.1.1 Parental monitor on a school bus as permitted under A.C.A. § 6-19-127;
 - 2.14.1.2 Staff position for which the non-licensed staff person is either paid directly by the educational entity or by an outside vendor under contract with the educational entity to staff the position; and
 - 2.14.1.3 Designated employee position with the Department.
- 2.15 **“Preservice teacher”** means an unlicensed person accepted or enrolled in a teacher preparation program approved by the Department.
- 2.16 **“Receiving or resulting public school district”** means a public school district that is created or gains territory or students as the result of a consolidation, annexation, or detachment.
- 2.17 **“State Board”** means the Arkansas State Board of Education.
- 2.18 **“Supervised clinical practice”** means the placement of a preservice teacher by a teacher preparation program approved by the Department at the educational entity for the purpose of the student completing an internship or a student teaching experience required by the teacher education program.

Source: Ark. Code Ann. §§ 6-17-410, 6-17-414, and 6-17-421, as amended by Act 1089 of 2015.

3.00 LICENSURE, LICENSE RENEWALS, AND LICENSE REVOCATION

- 3.01 Unless a waiver is granted pursuant to this Section 3.0, the State Board shall not issue a license or license renewal to, and shall revoke, suspend, or place on probation the existing license of any individual who:
 - 3.01.1 Has pled guilty, pled nolo contendere to, or been found guilty of any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410;

- 3.01.2 Has an expunged or a pardoned conviction for any sexual or physical abuse offense committed against a child or any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410.
 - 3.01.2.1 An expunged or pardoned conviction shall not disqualify a person if the conviction is ten (10) or more years old and does not involve the physical or sexual injury, mistreatment, or abuse of another;
 - 3.01.3 Has a true report in the Child Maltreatment Central Registry;
 - 3.01.4 Holds a teaching or similar license obtained by fraudulent means;
 - 3.01.5 Has had a teaching or similar license revoked in another state for any reason that Arkansas would disqualify the individual for licensure or employment under these rules;
 - 3.01.6 Intentionally compromises the validity or security of any student test or testing program administered by or required by the State Board or the Department;
 - 3.01.7 Has the completed examination test score of any testing program required by the State Board for teacher licensure declared invalid by the testing program company and so reported to the Department by the testing company;
 - 3.01.8 Fails to establish or maintain the necessary requirements and standards set forth in Arkansas law or State Board rules and regulations for teacher licensure;
 - 3.01.9 Knowingly submits or provides false or misleading information or knowingly failing to submit or provide information requested or required by law to the Department, the State Board, or the Division of Legislative Audit; or
 - 3.01.10 Knowingly falsifies or directs another to falsify any grade given to a student, whether the grade was given for an individual assignment or examination or at the conclusion of a regular grading period.
- 3.02 Before denying an application for licensure or renewal, or taking action against an existing license, the Department shall provide to the Applicant or licensee a written notice of the reason for the action and shall afford the

Applicant or licensee the opportunity to request a hearing before the State Board.

- 3.02.1 Upon receiving the written notice required by this section a person may:
 - 3.02.1.1 Decline to answer the notice, in which case the State Board shall hold a hearing to establish by a preponderance of the evidence that cause for the proposed action exists;
 - 3.02.1.2 Contest the allegations of fact and request a hearing in writing, in which case the person shall be given an evidentiary hearing before the State Board if one is requested;
 - 3.02.1.3 Admit the allegations of fact and request a hearing before the State Board to request a waiver; or
 - 3.02.1.4 Stipulate or reach a negotiated agreement, which must be approved by the State Board.
- 3.02.2 A preservice teacher who receives notice under this section and who desires to request a hearing before applying for licensure shall submit to the Department the following items with the written request for a hearing:
 - 3.02.2.1 Proof of acceptance or enrollment in a teacher preparation program approved by the Department; and
 - 3.02.2.2 A written recommendation from the teacher preparation program.
- 3.02.3 A written request for hearing by the Applicant, licensee, or board of directors of a school district or open-enrollment public charter school must be received by the Department's Office of Legal Services no more than thirty (30) calendar days after the receipt of the notice of denial, nonrenewal, or other action by the Applicant or licensee.
 - 3.02.3.1 If the person requesting a hearing fails to appear at the hearing, the hearing shall proceed in the manner described in Section 3.02.1.1 above.

- 3.03 Any hearing shall comply with the procedures set forth in Section 8.00 herein.
- 3.04 Circumstances for which a waiver may be granted after a hearing pursuant to Sections 3.02 or 3.03 shall include without limitation the following:
 - 3.04.1 The age at which the crime or incident was committed;
 - 3.04.2 The circumstances surrounding the crime or incident;
 - 3.04.3 The length of time since the crime or incident;
 - 3.04.4 Subsequent work history;
 - 3.04.5 Employment references;
 - 3.04.6 Character references; and
 - 3.04.7 Other evidence demonstrating that the applicant does not pose a threat to the health or safety of school children or school personnel.
- 3.05 After a hearing, the State Board may take one (1) or more of the following actions:
 - 3.05.1 Revoke a license permanently;
 - 3.05.2 Suspend a license for a terminable period of time or indefinitely;
 - 3.05.3 Place or grant a license on probationary status for a terminable period of time with the license to be revoked or suspended if the probationary period is not successfully completed;
 - 3.05.4 Impose a monetary penalty not to exceed five hundred dollars (\$500.00) for each violation;
 - 3.05.5 Require a licensee to complete appropriate professional development programs, education courses, or both;
 - 3.05.6 Require a licensee to successfully complete a licensing examination, credentialing examination, or any other examination required by law or rule to obtain a permit, license, endorsement, or licensure area;

- 3.05.7 Impose conditions or restrictions on the teaching or educational activities of the licensee;
- 3.05.8 Impose any other requirement or penalty as may be appropriate under the circumstances of the case and which would achieve the Board's desired disciplinary purposes, but which would not impair the public health or welfare; or
- 3.05.9 Take no action against a license.
- 3.06 If after a hearing the State Board approves a waiver for a licensee, the waiver shall also operate as a waiver under Ark. Code Ann. § 6-17-411 for the licensee to work for a school district.
- 3.07 If, after a hearing, the State Board approves a waiver for a preservice teacher:
 - 3.07.1 The individual may obtain a license only upon:
 - 3.07.1.1 Successful completion of the teacher preparation program for which the preservice teacher has provided proof of acceptance or enrollment under Section 3.02.2.1; and
 - 3.07.1.2 Fulfillment of all other requirements for licensure.
 - 3.07.2 A waiver granted under this Section 3.06 shall also operate as a waiver under Ark. Code Ann. § 6-17-414 for the preservice teacher to work for a school district as a student teacher.

Source: Ark. Code Ann. §§ 6-17-410, as amended by Act 1089 of 2015; § 25-15-217.

4.00 BACKGROUND CHECKS REQUIRED FOR LICENSURE AND SCHOOL EMPLOYMENT

- 4.01 Except as otherwise provided herein, an Applicant may not be issued a first-time license or license renewal, nor may an Applicant be employed by or serve in a supervised clinical practice at an educational entity, without the successful completion of a criminal records check and the successful completion of a Child Maltreatment Central Registry check as required by these Rules.

4.02 Applicants for a first-time license issued by the State Board:

- 4.02.1 Each first-time Applicant for a license issued by the State Board shall be required to apply to:
 - 4.02.1.1 The Identification Bureau of the Department of Arkansas State Police for a state and federal criminal records check including the taking of fingerprints; and
 - 4.02.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.
- 4.02.2 A background check for a first-time Applicant for a license obtained during the twelve (12) months before the license is issued meets the requirement under 4.02.1 for the first-time Applicant.
- 4.02.3 The State Board may issue a six-month, non-renewable letter of provisional eligibility for licensure to a first-time Applicant if the Applicant meets all other qualifications, pending the results of the nationwide criminal records and Child Maltreatment Central Registry checks.
- 4.02.4 The Commissioner of Education may extend the period of provisional eligibility to the end of the contract year if:
 - 4.02.4.1 The Applicant is employed by an educational entity; and
 - 4.02.4.2 Results of the nationwide criminal records check or Child Maltreatment Central Registry check are delayed.
- 4.02.5 The letter of provisional eligibility will immediately become invalid upon receipt of information that the Applicant has a true report on the Child Maltreatment Central Registry or information obtained from the criminal records check from the Arkansas State Police or the FBI, or other eligibility information, indicating that the applicant has pled guilty or nolo contendere to, or has been found guilty of, any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410.

- 4.02.6 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check.

4.03 Applicants for a license renewal:

- 4.03.1 Each Applicant for license renewal shall be required to apply to:
 - 4.03.1.1 The Identification Bureau of the Department of Arkansas State Police for a state and federal criminal records check including the taking of fingerprints; and
 - 4.03.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.
- 4.03.2 The Applicant should begin the process of obtaining the criminal records check and Child Maltreatment Central Registry check by **July 1** of the year in which the Applicant's license expires.
- 4.03.3 The State Board may issue a six-month, non-renewable letter of provisional eligibility for licensure to a first-time Applicant if the Applicant meets all other qualifications, pending the results of the nationwide criminal records and Child Maltreatment Central Registry checks.
- 4.03.4 The Commissioner of Education may extend the period of provisional eligibility to the end of the contract year if:
 - 4.03.4.1 The Applicant is employed by a public school district or open-enrollment public charter school; and
 - 4.03.4.2 Results of the nationwide criminal records check or Child Maltreatment Central Registry check are delayed.
- 4.03.5 The letter of provisional eligibility will immediately become invalid upon receipt of information that the Applicant has a true report on the Child Maltreatment Central Registry or information obtained from the criminal records check from the Arkansas State Police or the FBI, or other eligibility information, indicating that the applicant has pled guilty or nolo contendere to, or has been found guilty of, any offense

that will or may result in license revocation under Ark. Code Ann. § 6-17-410.

- 4.03.3 This Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check.

4.04 Preservice teachers:

- 4.04.1 Each Applicant who is a preservice teacher shall apply to:
 - 4.04.1.1 The Identification Bureau of the Department of Arkansas State Police for a state and federal criminal records check including the taking of fingerprints; and
 - 4.04.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.
- 4.04.2 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check.
- 4.04.3 These rules do not require an institution of higher education to bar a student from enrollment due to a disqualifying criminal conviction or a true report in the Child Maltreatment Central Registry.
- 4.04.4 The preservice teacher shall successfully complete the required the criminal records check and Child Maltreatment Central Registry check before beginning a supervised clinical practice for a school district or public charter school.

4.05 Applicants for employment in a licensed staff position:

- 4.05.1 Each Applicant for initial employment or non-continuous reemployment in a licensed staff position for an educational entity shall be required as a condition of employment to apply to:
 - 4.05.1.1 The Identification Bureau of the Department of Arkansas State Police for a state and federal criminal records check including the taking of fingerprints; and

- 4.05.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.
- 4.05.2 The board of directors of a receiving or resulting public school district in a consolidation, annexation, or detachment may waive the requirements of this Section 4.05 for personnel who were employed by an affected district immediately prior to the annexation, consolidation, or detachment and who had a complete criminal records check conducted as a condition of the person's most recent employment with the affected district as required under this section.
- 4.05.3 An educational entity shall not employ in a licensed staff position any individual who has a true report in the Child Maltreatment Central Registry, unless the State Board granted a waiver by awarding a license or renewal under Section 3.00 herein.
- 4.05.4 An educational entity shall not employ in a licensed staff position any individual who has pled guilty, pled nolo contendere to, or been found guilty of any offense that will or may result in license revocation under Ark. Code Ann. § 6-17-410, unless the State Board granted a waiver by awarding a license or renewal under Section 3.00 herein.
- 4.05.5 An educational entity may offer provisional employment to an affected Applicant pending notification from the Department that the:
 - 4.05.5.1 Applicant is eligible for employment based on the background checks; or
 - 4.05.5.2 State Board has waived the disqualifying offense or placement on the Child Maltreatment Central Registry.
- 4.05.6 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check, unless the board of directors of the employing educational entity chooses to pay the fees.
- 4.06 Applicants for employment in a non-licensed staff position:**
 - 4.06.1 Each Applicant for initial employment or non-continuous reemployment in a non-licensed staff position for an

educational entity, shall be required as a condition of employment to apply to:

- 4.06.1.1 The Identification Bureau of the Department of Arkansas State Police for a state and federal criminal records check including the taking of fingerprints; and
 - 4.06.1.2 The Department of Human Services for a Child Maltreatment Central Registry check.
- 4.06.2 The board of directors of a receiving or resulting public school district in a consolidation, annexation, or detachment may waive the requirements of this Section 4.06 for personnel who were employed by an affected district immediately prior to the annexation, consolidation, or detachment and who had a complete criminal records check conducted as a condition of the person's most recent employment with the affected district as required under this section.
- 4.06.3 An educational entity shall not employ in a non-licensed staff position any individual who has a true report in the Child Maltreatment Central Registry or who has pled guilty or nolo contendere to, or has been found guilty of, any offense identified in Ark. Code Ann. § 6-17-414(b).
- 4.06.4 An educational entity may offer provisional employment to an affected Applicant pending receipt of the results of the nationwide criminal records or Child Maltreatment Central Registry checks.
- 4.06.5 The Applicant shall be responsible for the payment of any fees associated with the criminal records check and Child Maltreatment Central Registry check, unless the board of directors of the employing educational entity chooses to pay the fees.
- 4.06.6 Notwithstanding the provisions of Section 4.05.5, an educational entity may at its discretion require criminal records checks and Child Maltreatment Central Registry checks of existing non-licensed employees in the same manner as set forth herein, so long as the educational entity pays the full cost of the criminal records checks and Child Maltreatment Central Registry checks.

- 4.06.7 If an applicant for employment has been determined ineligible for employment because the applicant has a true report in the Child Maltreatment Central Registry, or has pled guilty or nolo contendere to, or has been found guilty of, any offense identified in Ark. Code Ann. § 6-17-414(b), the board of directors of the educational entity **shall provide** a written notice to the applicant and shall afford the applicant the opportunity to request a waiver.
- 4.06.7.1 The waiver shall be requested no more than thirty (30) days after receipt of the notice of the denial of employment.
- 4.06.7.2 The waiver may be requested by:
- 4.06.7.2.1 The hiring official;
- 4.06.7.2.2 The affected applicant; or
- 4.06.7.2.3 The person subject to dismissal.
- 4.06.7.3 Circumstances for which a waiver may be granted shall include without limitation the following:
- 4.06.7.3.1 The age at which the incident was committed;
- 4.06.7.3.2 The circumstances surrounding the incident;
- 4.06.7.3.3 The length of time since the incident;
- 4.06.7.3.4 Subsequent work history;
- 4.06.7.3.5 Employment references;
- 4.06.7.3.6 Character references; and
- 4.06.7.3.7 Other evidence demonstrating that the applicant does not pose a threat to the health or safety of school children or school personnel.
- 4.06.7.4 The board of directors of the educational entity may grant the waiver by adopting a written resolution identifying the applicant by name and listing the

specific facts and circumstances for which the waiver is being granted.

4.06.7.4.1 A waiver request may be discussed and acted upon by the board of directors only in an open public meeting and not in an executive session.

4.06.7.4.2 After adopting the resolution, the board of directors shall immediately provide a copy of the resolution and waiver request to the Department.

4.07 If an Applicant is employed by an outside vendor under contract with the educational entity, the educational entity may – but is not required to – afford the Applicant the opportunity to request a waiver from the school district board of directors.

Source: Ark. Code Ann. § 6-17-410, as amended by Act 1089 of 2015.

5.00 BACKGROUND CHECK PROCEDURES

5.01 The criminal records check and Child Maltreatment Central Registry check required by these Rules shall be initiated by the submission to the Department of a form developed by the Department containing a release of information and notice of the purpose for fingerprinting signed by the Applicant.

5.01.1 For the purposes of these Rules, a criminal records check shall consist of a statewide criminal records check to be conducted by the Department of Arkansas State Police and a nationwide criminal records check to be conducted by the Federal Bureau of Investigation.

5.01.2 Criminal records checks shall conform to the applicable federal or state standards and shall include the taking of fingerprints. The Identification Bureau of the Department of Arkansas State Police and the FBI may maintain these fingerprints in the automated fingerprint identification system.

5.01.3 An educational entity that is initiating a criminal records check shall:

5.01.3.1 Subscribe to the Arkansas State Police online background check system and

- 5.01.3.2 Simultaneously initiate both the state and federal criminal records check on that system.
- 5.01.4 An individual who initiates the criminal records check shall use the online system approved by the Department and identified on the Department's website.
- 5.01.5 Each applicant shall provide fingerprints by:
 - 5.01.5.1 Completing the State Police fingerprint card in the presence of a law enforcement officer, and shall have the law enforcement officer sign the fingerprint card and give his/her jurisdiction, the date and his/her badge number, or
 - 5.01.5.2 By any other method approved by the Department of Education.
 - 5.01.5.3 Beginning July 1, 2016, all fingerprints shall be taken by an electronic fingerprinting method approved by the Arkansas State Police. Fingerprint cards shall not be accepted unless:
 - 5.01.5.3.1 The individual is applying from out-of-state or out-of-country, or
 - 5.01.5.3.2 The operator of an approved electronic fingerprinting system who is trained by law enforcement or the department determines that fingerprints cannot be obtained from the individual electronically.
- 5.01.6 If a legible set of fingerprints, as determined by the Identification Bureau of the Department of Arkansas State Police, cannot be obtained after a minimum of two (2) attempts, the Department shall determine eligibility for licensure or employment based upon a name check by the Identification Bureau of the Department of Arkansas State Police and the Federal Bureau of Investigation.
- 5.01.7 To be valid for consideration, a criminal records check or Child Maltreatment Central Registry check must have been completed no earlier than twelve (12) months prior to the application for licensure, renewal, or employment.

- 5.01.8 A criminal records check shall be conducted only under the specific Arkansas law governing the request.
- 5.02 Any information received by the Department from the Department of Arkansas State Police, the Department of Human Services, or the Federal Bureau of Investigation pursuant to these Rules shall not be available for examination except by the affected applicant or his or her duly authorized representative, and no record, file, or document shall be removed from the custody of the Department of Education.
 - 5.02.1 Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that applicant only.
 - 5.02.2 Rights of privilege and confidentiality established under this section shall not extend to any document created for purposes other than this background check.
 - 5.02.3 For Applicants seeking employment, the Department may disclose to the employing educational entity only whether the Applicant is eligible for employment.
- 5.03 New or existing employees of an educational entity who have a contract with or work for more than one (1) school district in one (1) school year shall be required to have only one (1) criminal records check and one (1) Child Maltreatment Central Registry check to satisfy the requirements of all employing school districts for that year.

Source: Ark. Code Ann. §§ 6-17-410, 6-17-411, and 6-17-414, as amended by Act 1089 of 2015.

6.00 REPORTING REQUIREMENTS FOR SUPERINTENDENTS AND DIRECTORS OF EDUCATIONAL ENTITIES

- 6.01 The superintendent or director of each educational entity shall report in writing by certified mail to the Department’s Office of Legal Services the name of any employee of the educational entity, whether currently employed or previously employed at any time during the two (2) preceding school years, who:
 - 6.01.1 Has pled guilty or nolo contendere, or has been found guilty, of any offense listed in Ark. Code Ann. §§ 6-17-410(c) or 6-17-414(b);
 - 6.01.2 Holds a teaching or similar license obtained by fraudulent means;

- 6.01.3 Has had a teaching or similar license revoked in another state;
 - 6.01.4 Has intentionally compromised the validity or security of any student test or testing program administered or required by the Department;
 - 6.01.5 Has knowingly submitted falsified information or failed to submit information requested or required by law to the Department, the State Board, or the Division of Legislative Audit; or
 - 6.01.6 Has a true report in the Child Maltreatment Central Registry.
- 6.02 The superintendent or director of each educational entity shall report in writing by certified mail to the Department's Office of Legal Services the name of any Fiscal Officer of the educational entity, whether currently employed or previously employed at any time during the two (2) preceding school years, who has pled guilty or nolo contendere to, or has been found guilty of, a fraudulent act.
- 6.03 Failure of a superintendent or director to report a violation by certified mail within five (5) business days of knowledge as listed in Section 6.01 may result in sanctions imposed by the State Board, including but not limited to loss of accreditation.

Source: Ark. Code Ann. §§ 6-17-410 and 6-17-414.

7.00 FISCAL OFFICERS

- 7.01 In addition to the requirements of Section 4.00, an educational entity shall not employ as a Fiscal Officer any individual who has pled guilty or nolo contendere to, or has been found guilty of, a fraudulent act.
- 7.02 A currently-employed Fiscal Officer of an educational entity who has pled guilty or nolo contendere to, or has been found guilty of, a fraudulent act shall be dismissed from employment with the educational entity.
- 7.02.1 Within five (5) business days of knowledge of the plea or conviction, the educational entity shall serve written notice of termination on the Fiscal Officer in person or by certified mail. The notice shall advise the Fiscal Officer of his or her right to a hearing before the State Board.
 - 7.02.2 The Fiscal Officer may, within thirty (30) calendar days of service of the written notice of termination, request a hearing

before the State Board by sending a written request via certified mail to the Department's Office of Legal Services.

- 7.02.3 If the Fiscal Officer does not timely request a hearing before the State Board, termination shall become effective thirty (30) calendar days after the date of service of the written notice of termination.
- 7.02.4 Termination of employment pursuant to this subsection shall not be subject to the requirements of the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 *et seq.* or the Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 *et seq.*
- 7.03 Circumstances for which a waiver may be granted shall include without limitation the following:
 - 7.03.1 The age of the Fiscal Officer at the time the criminal act occurred;
 - 7.03.2 The length of time since the conviction;
 - 7.03.3 Whether the Fiscal Officer has pled guilty or nolo contendere to, or has been found guilty of, any other criminal violations since the original conviction;
 - 7.03.4 Whether the original conviction was expunged or pardoned; and
 - 7.03.5 Any other relevant facts.
- 7.04 The hearing shall follow the procedures set forth in Section 8.00 of these Rules.
- 7.05 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to the Fiscal Officer or Applicant and the superintendent or director of the educational entity that issued the notice of termination.

Source: Ark. Code Ann. § 6-17-421.

8.00 STATE BOARD HEARING PROCEDURES

- 8.01 Each party shall exchange exhibits and witness lists not less than ten (10) calendar days before the scheduled hearing date, unless both parties agree to a shorter period of time.

- 8.02 Requests for subpoenas must be received in the Office of Legal Counsel not less than ten (10) calendar days before the hearing date.
- 8.03 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 may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.
- 8.04 Each party will be given twenty (20) minutes to present their cases, beginning with the representative of the Department of Education. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.
- 8.05 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.
- 8.06 For the purposes of the record, documents offered during the hearing by the Department of Education shall be clearly marked "ADE" and numbered in sequential, numeric order (1, 2, 3).
- 8.07 For the purposes of the record, documents offered during the hearing by the appealing public school district, open-enrollment public charter school, Applicant, or licensee shall be clearly marked "Educator" and numbered in sequential, numeric order (1, 2, 3).
- 8.08 The Department of Education shall have the burden of proving, by a preponderance of the evidence, that cause for the proposed licensure action exists, and that the recommended disposition from the Department be adopted.
- 8.09 While the scope of each party's presentation ultimately lies within the State Board Chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.
- 8.10 After both parties have presented their cases, the State Board may allow each party to present limited rebuttal testimony.
- 8.11 After making its decision, the State Board shall reduce its decision to writing and shall mail copies of the decision to each party, each party's attorney, and the superintendent or director of any interested public school district or open-enrollment public charter school.

- 8.12 The State Board's written decision shall constitute the final agency action for purposes of judicial review pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 *et seq.*

<p>Name: Jennifer Dedman, Arkansas Public School Resource Center</p>	<p>Date Received: 9/18/2015</p>	<p>Comment: 2.05.2 -This section (and elsewhere in these Rules) uses a different definition of educational entity that does not match past language and usage in other Rules and Regulations.</p>	<p>ADE Response: The definition is the same as used in Ark. Code Ann. §§ 6-17-410, 6-17-411, and 6-17-414, which govern these rules.</p>
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ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE TEACHER EXCELLENCE AND SUPPORT SYSTEM
December 2015

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1.0 PURPOSE

- 1.01 Under Ark. Code Ann. § 6-17-2801 et seq., each public school shall implement the Teacher Excellence and Support System for all teachers employed at the public school under rules established by the State Board of Education. The purpose of these rules is to establish the requirements and procedures concerning the Teacher Excellence and Support System.
- 1.02 Building- or district-level leaders are referred to the current ADE Rules Governing the Leader Excellence and Development System for the Arkansas Department of Education’s building- and district-level leader evaluation system.

2.0 REGULATORY AUTHORITY

- 2.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.
- 2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-13-1305, 6-15-1004, 6-15-1402, 6-17-704, 6-17-705, 6-17-1504, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 1091 of 2015.

3.0 LEGISLATIVE INTENT AND PURPOSE

- 3.01 The State Board notes that, with regard to the Teacher Excellence and Support System, it is the intent of the Arkansas General Assembly to:
- 3.01.1 Provide a program affording public school districts and public charter schools a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning;
 - 3.01.2 Provide an evaluation, feedback, and support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning;
 - 3.01.3 Provide a basis for making teacher employment decisions;
 - 3.01.4 Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support, and human capital decisions;
 - 3.01.5 Encourage highly effective teachers to undertake challenging assignments;
 - 3.01.6 Support teachers' roles in improving students' educational achievements;
 - 3.01.7 Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state; and
 - 3.01.8 Increase the awareness of parents and guardians of public school students concerning the effectiveness of public school teachers.
- 3.02 The purposes of these rules are, without limitation, to:
- 3.02.1 Recognize that student learning is the foundation of teacher effectiveness and many factors impact student learning, not all of which are under the control of the teacher or the school, and that evidence of student learning includes trend data and is not limited to a single assessment;
 - 3.02.2 Provide that the goals of the Teacher Excellence and Support System are quality assurance and teacher growth;
 - 3.02.3 Reflect evidence-based or proven practices that improve student learning. Nothing in these rules should be construed to prohibit teachers from using innovative approaches in the classroom;

- 3.02.4 Utilize clear, concise, evidentiary data for teacher professional growth and development to improve student achievement;
- 3.02.5 Recognize that evidence of student growth is a significant part of the Teacher Excellence and Support System;
- 3.02.6 Ensure that student growth is analyzed at every phase of the evaluation system to illustrate teacher effectiveness. The purpose of requirement is to ensure that student growth is taken into account during all phases of the teacher evaluation system;
- 3.02.7 Require annual evidence of student growth from artifacts and external assessment measures;
- 3.02.8 Include clearly defined teacher evaluation domains, performance ratings, and evaluation rubric components for the evaluation framework;
- 3.02.9 Include procedures for implementing each component of the Teacher Excellence and Support System; and
- 3.02.10 Include the professional development requirements for all superintendents, administrators, evaluators, and teachers to obtain the training necessary to be able to understand and successfully implement the Teacher Excellence and Support System.

Source: Ark. Code Ann. § 6-17-2802 and § 6-17-2804

4.0 DEFINITIONS

- 4.01 **“Annual overall rating”** means the annual rating based on professional practice (performance rating) and student growth.
- 4.02 **“Artifact”** means a documented piece of evidence chosen by the teacher being evaluated, the evaluator, or both, that:
 - 4.02.1 Relates to the evaluation rubric; and
 - 4.02.2 Represents output from one (1) or more of the following, without limitation:
 - 4.02.2.1 Lesson plans or pacing guides aligned with the state standards;
 - 4.02.2.2 Self-directed or collaborative research approved by an evaluator;
 - 4.02.2.3 Participation in professional development;
 - 4.02.2.4 Contributions to parent, community, or professional meetings;

- 4.02.2.5 Classroom assessments including:
 - 4.02.2.5.1 Unit tests;
 - 4.02.2.5.2 Samples of student work, portfolios, writing, and projects;
 - 4.02.2.5.3 Pre-assessments and post-assessments; and
 - 4.02.2.5.4 Classroom-based formative assessments;
 - 4.02.2.6 District-level assessments including:
 - 4.02.2.6.1 Formative assessments;
 - 4.02.2.6.2 Grade or subject level assessments;
 - 4.02.2.6.3 Department-level assessments; and
 - 4.02.2.6.4 Common assessments;
 - 4.02.2.7 State-level assessments including:
 - 4.02.2.7.1 End-of-course assessments;
 - 4.02.2.7.2 Statewide assessments of student achievement; and
 - 4.02.2.7.3 Career and technical assessments;
 - 4.02.2.8 National assessments including:
 - 4.02.2.8.1 Advanced placement assessments;
 - 4.02.2.8.2 Norm-referenced assessments; and
 - 4.02.2.8.3 Career and technical assessments; and
 - 4.02.2.9 Evidence of student growth attributed to a teacher under Section 6.03 of these rules.
- 4.03 **“Contributing professional”** means an individual who has been assigned the responsibility to provide additional services that support and increase a student’s learning and/or access to learning.
- 4.03.1 “Contributing professional” includes a:
 - 4.03.1.2 Classroom teacher, other than the teacher of record, who is engaged directly in instruction with students in a classroom setting;
 - 4.03.1.2 Guidance counselor;
 - 4.03.1.3 Library media specialist;
 - 4.03.1.4 Instructional facilitator or instructional coach; and
 - 4.03.1.5 Teacher employed by an education service cooperative who instructs public school students.

- 4.03.1.6 Speech language pathologist;
 - 4.03.1.7 Gifted and talented coordinator;
 - 4.03.1.8 School psychologist;
 - 4.03.1.9 English language learner instructor; or
 - 4.03.1.10 Person in another position identified by the Department.
- 4.04 **“Department”** means the Arkansas Department of Education.
- 4.05 **“Evaluation”** means the process under these rules used to:
- 4.05.1 Assess with evidence what a teacher should know and be able to do as measured by the domains and performance ratings of an evaluation framework; and
 - 4.05.2 Promote teacher growth through professional learning.
 - 4.05.3 “Evaluation” does not include a teacher’s performance relating to competitive athletics and competitive extracurricular activities.
- 4.06 **“Evaluation framework”** means a standardized set of teacher evaluation domains that provide the overall basis for an evaluation.
- 4.07 **“Evaluation rubric”** means a set of performance components for each teacher evaluation domain in the evaluation framework.
- 4.08 **“Evaluator”** means a person licensed by the State Board as an administrator who meets the requirements of Section 4.08.2, is designated as the person responsible for evaluating teachers, and who is an employee of the school district or open enrollment public charter school in which the evaluations are performed.
- 4.08.1 “Evaluator” also includes public charter school administrators who are designated by their public charter schools as evaluators, even if the public charter school administrators do not hold an administrator’s license. While these rules allow for other school personnel to guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations of teachers and assigning the annual overall ratings.
 - 4.08.2 Before conducting summative evaluations of teachers and before assigning annual overall ratings pursuant to these rules, a designated evaluator must successfully complete all training and certification requirements for evaluators as set forth by the Department. Prior to conducting summative evaluations of teachers pursuant to these rules, public charter school administrators who are designated evaluators must also successfully complete all training and certification requirements for evaluators as set

forth by the Department, even if the public charter school administrators do not hold an administrator’s license. Public charter schools are nevertheless encouraged to employ or contract with licensed administrators who serve as evaluators under the Teacher Excellence and Support System.

- 4.09 **“External assessment measure”** means a measure of student achievement or growth that is administered, developed, and scored by a person or entity other than the teacher being evaluated, except that the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator. For public charter schools, the assessment may be administered by the teacher being evaluated if the assessment is monitored by a licensed individual designated by the evaluator or, if no licensed individuals are employed by the public charter school, a degreed teacher employed by the public charter school and designated by the evaluator.
- 4.10 **“Formal classroom observation”** means an announced visit to a classroom by an evaluator that:
- 4.10.1 Is preceded by a pre-observation conference to discuss the lesson plan and objectives;
 - 4.10.2 Is conducted by an evaluator for at least seventy-five percent (75%) of the class period either by observing the teacher:
 - 4.10.2.1 In the classroom;
 - 4.10.2.2 Through the use of three-hundred-sixty-degree video technology; or
 - 4.10.2.3 For a teacher in a digital learning environment, through the use of other appropriate technology.
 - 4.10.2.4 The length of time for a formal classroom observation of a teacher teaching in a block schedule or in a class period lasting longer than sixty (60) minutes may be adjusted to allow for an observation for forty-five (45) minutes or more of the teacher’s class period;
 - 4.10.3 Facilitates a professional dialogue for the teacher and evaluator; and
 - 4.10.4 Provides essential evidence of the teacher’s classroom practices.
- 4.11 **“Formative assessment”** means an evaluation of a student’s learning that is given before the student completes a course of instruction to foster the student’s

development and improvement on a specific strand within the course of instruction.

- 4.12 **“Informal classroom observation”** means an observation conducted by an evaluator for the same purpose as a formal classroom observation but may be:
- 4.12.1 Unannounced; or
- 4.12.2 For a shorter period of time than a formal classroom observation.
- 4.13 **“Intensive support status”** means the employment status administered under this subchapter that is assigned to a teacher under Ark. Code Ann. § 6-17-2807 and Section 11.0 of these rules.
- 4.14 **“Interim appraisal”** means a form of evaluation, other than a summative evaluation, that:
- 4.14.1 Provides support for teaching practices; and
- 4.14.2 Uses standards for teacher growth and performance that are consistent with the evaluation rubrics for the teacher evaluation domains of a summative evaluation that are identified in the teacher’s professional growth plan.
- 4.15 **“Novice teacher”** means a teacher having less than one (1) school year of public school classroom teaching experience.
- 4.16 **“Post-observation conference”** means a conference between the teacher and evaluator following a formal classroom observation to discuss:
- 4.16.1 The evaluator’s observations; and
- 4.16.2 Artifacts presented by the teacher after the formal classroom observation.
- 4.17 **“Pre-observation conference”** means a conference between the teacher and evaluator to discuss goals and planned outcomes for a classroom lesson before a formal classroom observation.
- 4.18 **“Probationary teacher”** means the same as probationary teacher under Ark. Code Ann. § 6-17-1502.
- 4.19 **“Professional development plan”** means the professional development plan under § 6-17-704 that encompasses all professional development required by rule, under law, and by a school district, public school, or education service cooperative for a teacher.

- 4.20 **“Professional growth plan”** means the component of a professional development plan that is designed to meet the specific growth needs of a teacher identified under the Teacher Excellence and Support System, § 6-17-2801 et seq.
- 4.21 **“State Board”** means the Arkansas State Board of Education.
- 4.22 **“Statewide assessment of student achievement”** means an external assessment approved by the State Board as a statewide assessment of student achievement.
- 4.23 **“Student growth measure”** means one (1) or more student growth measures based on external assessments adopted by rules promulgated by the State Board.
- 4.24 **“Summative assessment”** means an evaluation of student achievement given at the completion of a course of instruction that cumulatively measures whether the student met long-term learning goals for the course.
- 4.25 **“Summative evaluation”** means an evaluation of a teacher’s performance that evaluates all domains and components of the evaluation framework that supports:
- 4.25.1 Improvement in the teacher’s teaching practices and student achievement;
and
- 4.25.2 A school district’s employment decision concerning the teacher.
- 4.26 **“Teacher”** means a person who is:
- 4.26.1 Required to hold and holds a teaching license from the State Board as a condition of employment; and
- 4.26.2 Employed as a:
- 4.26.2.1 Teacher of record in a public school;
- 4.26.2.2 Contributing professional;
- 4.26.2.3 One of the following teachers who instruct public school students:
- 4.26.2.3.1 Distance learning teacher;
- 4.26.2.3.2 Virtual charter school teacher;
- 4.26.2.3.3 Teacher at the Arkansas School for the Blind;
- 4.26.2.3.4 Teacher at the Arkansas School for the Deaf; or
- 4.26.2.3.5 Teacher at the Arkansas Correctional School.
- 4.26.3 “Teacher” also includes a nonlicensed classroom teacher or contributing professional employed at a public charter school under a waiver of teacher

licensure requirements granted by the State Board of Education in the charter.

- 4.26.4 “Teacher” does not include a person who is employed full time by a school district or public school solely as a superintendent or administrator.
- 4.27 **“Teacher of record”** is an individual or individuals in a teaching or co-teaching assignment who is/are assigned the lead responsibility for student learning in a subject or course with aligned curriculum standards. A teacher of record plans instruction, delivers instruction, assesses student learning, and assigns grades.
- 4.28 **“Teacher Excellence and Support System”** means a statewide teacher evaluation system that provides support, collaboration, feedback and targeted professional development opportunities aimed at ensuring effective teaching and improving student learning.
- 4.29 **“Tested content area”** means a teaching content area that is tested under a statewide assessment of student achievement.

Source: Ark. Code Ann. § 6-17-2803 as modified

5.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

- 5.01 Each teacher employed by the board of directors of a school district shall be evaluated in writing under the Teacher Excellence and Support System.
- 5.02 A teacher shall:
- 5.02.1 Participate in the Teacher Excellence and Support System, including without limitation in:
- 5.02.1.1 Classroom observations; and
- 5.02.1.2 Pre-observation and post-observation conferences; and
- 5.02.2 Collaborate in good faith with the evaluator to develop the teacher’s professional growth plan under Ark. Code Ann. § 6-17-2806(a) and Section 10.0 of these rules. If a teacher and evaluator cannot agree on the professional growth plan, the evaluator’s decision shall be final.
- 5.03 A failure to comply with Section 5.02 of these rules may be reflected in the teacher’s evaluation.
- 5.04 At a time other than an evaluation conducted under the Teacher Excellence and Support System, if a superintendent or other school administrator charged with

the supervision of a teacher believes or has reason to believe that the teacher is having difficulties or problems meeting the expectations of the school district or its administration and the administrator believes or has reason to believe that the problems could lead to termination or nonrenewal of contract, the superintendent or other school administrator shall:

- 5.04.1 Bring in writing the problems or difficulties to the attention of the teacher involved; and
 - 5.04.2 Document the efforts that have been undertaken to assist the teacher to correct whatever appears to be the cause for potential termination or nonrenewal.
- 5.05 A public school is deemed to have met the requirements of Section 1.01 of these rules if the school obtained permission from the Department to continue to use a nationally recognized system of teacher evaluation and support that is substantially similar to the Teacher Excellence and Support System and that the school district used in the 2012-2013 and 2013-2014 school years. The Department granted permission to certain school districts that qualified by providing evidence to the Department by December 31, 2012, of:
- 5.05.1 The name of the alternate, nationally recognized system of teacher evaluation and support; and
 - 5.05.2 A brief description of the alternate, nationally recognized system of teacher evaluation and support, including an explanation of how it is substantially similar to the Teacher Excellence and Support System.
- 5.06 If the Department denied the application of a school district for the continued use of the alternate, nationally recognized system of teacher evaluation and support beyond the 2013-2014 school year, the school district shall use the Teacher Excellence and Support System as prescribed by these rules.
- 5.07 Schools shall use the electronic platform provided by the Department for conducting evaluations and assigning ratings as required under these rules.

Source: Ark. Code Ann. § 6-17-1504 and § 6-17-2808

6.0 ANNUAL OVERALL RATING

- 6.01 Annually in a summative evaluation year or an interim appraisal year, a public school shall assign each teacher employed by the school an annual overall rating that is based on:

- 6.01.1 The teacher's professional practice, as evidenced by the performance rating for a summative evaluation or for an interim appraisal; and
- 6.01.2 Student growth, as determined by rules promulgated by the State Board.
- 6.02 Performance rating -
 - 6.02.1 In a summative evaluation year, a Domain Average is derived from the average of all component scores in each domain of the evaluation framework. Each Domain Average is 25% of the Overall Weighted Score. Based on the Overall Weighted Score, the teacher is assigned a performance rating.
 - 6.02.2 In an interim appraisal year, the performance rating used in the annual overall rating is derived only from the average of all components that align to the educator's professional growth plan, regardless of the number in each domain. There is no Overall Weighted Score associated with an interim appraisal.
- 6.03 Student growth measure – Until the State Board adopts rules defining one (1) or more student growth measures, a student growth measure will not be required as part of the annual overall rating.

Source: Ark. Code Ann. § 6-17-2808, as amended by Act 1091 of 2015

7.0 SUMMATIVE EVALUATIONS

- 7.01 Annually during a school year, a public school shall conduct a summative evaluation for every teacher employed in the public school who is a:
 - 7.01.1 Novice teacher;
 - 7.01.2 Probationary teacher; or
 - 7.01.3 Teacher who successfully completed intensive support status within the current or immediately preceding school year.
- 7.02 At least one (1) time every four (4) school years, a public school shall conduct a summative evaluation for a teacher who is not in a status under Section 7.01 of these rules.
- 7.03 Nothing in this rule shall be construed to prevent a public school from conducting a summative evaluation of a teacher more often than one (1) time every four (4) school years.

- 7.04 The evaluation framework for a summative evaluation for a classroom teacher shall include:
- 7.04.1 The following teacher evaluation domains:
 - 7.04.1.1 Planning and preparation;
 - 7.04.1.2 Classroom environment;
 - 7.04.1.3 Instruction; and
 - 7.04.1.4 Professional responsibilities; and
 - 7.04.2 An evaluation rubric using nationally accepted components that consists of the following four (4) performance ratings:
 - 7.04.2.1 Distinguished;
 - 7.04.2.2 Proficient;
 - 7.04.2.3 Basic; and
 - 7.04.2.4 Unsatisfactory.
- 7.05 A summative evaluation shall result in a written:
- 7.05.1 Evaluation determination for the teacher's performance rating on each teacher evaluation domain; and
 - 7.05.2 Summative evaluation determination of the teacher's performance rating on all teacher evaluation domains as a whole.
- 7.06 A summative evaluation shall use an evaluation framework, and an evaluation rubric, and external assessment measures that are appropriate for a teacher who is not a classroom teacher, including without limitation:
- 7.06.1 A guidance counselor;
 - 7.06.2 A library media specialist;
 - 7.06.3 A special education teacher; or
 - 7.06.4 The following teachers:
 - 7.06.4.1 Distance learning teachers;
 - 7.06.4.2 Virtual charter school teachers;
 - 7.06.4.3 Teachers at the Arkansas School for the Blind;
 - 7.06.4.4 Teachers at the Arkansas School for the Deaf;
 - 7.06.4.5 Teachers at the Arkansas Correctional School;
 - 7.06.4.6 Instructional facilitators and instructional coaches; and

- 7.06.4.7 Teachers employed by education service cooperatives who instruct public school students.
- 7.07 A teacher shall submit artifacts agreed upon by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, as evidence of professional practice in determining the performance rating for a summative evaluation.
- 7.08 The artifacts considered by the teacher and evaluator in a summative evaluation for the performance rating shall consist of evidence related to each teacher evaluation domain and the respective components and may include:
 - 7.08.1 External assessment measures;
 - 7.08.2 Knowledge measures, including without limitation, pre-tests, post-tests, or other written tests;
 - 7.08.3 Performance measures used to evaluate student improvement in a particular subject matter during a semester or school year;
 - 7.08.4 Attitude/behavior measures used to evaluate student improvement during a semester or school year as reflected in parental and/or student surveys;
 - 7.08.5 Student performance in group projects or project-based learning activities; and
 - 7.08.6 Schoolwide measures, including without limitation:
 - 7.08.6.1 Attendance rate;
 - 7.08.6.2 Graduation rate; and
 - 7.08.6.3 Literacy scores.
- 7.09 A summative evaluation process shall include:
 - 7.09.1 A pre-observation conference and post-observation conference;
 - 7.09.2 A formal classroom observation, and may include an informal classroom observation;
 - 7.09.3 Presentations of artifacts chosen by the teacher, the evaluator, or both;
 - 7.09.4 An opportunity for the evaluator and teacher to discuss the review of external assessment measures used in the evaluation;

- 7.09.5 A written evaluation determination for each teacher evaluation domain and a written summative evaluation determination.
 - 7.09.6 Feedback based on the evaluation rubric that the teacher can use to improve teaching skills and student learning; and
 - 7.09.7 Feedback from the teacher concerning the evaluation process and evaluator.
- 7.10 In a school year in which a summative evaluation is not required under these rules, the teacher:
- 7.10.1 Shall focus on elements of the teacher's professional growth plan as approved by the evaluator that are designed to help the teacher improve his or her teaching practices; and
 - 7.10.2 With the evaluator's approval may:
 - 7.10.2.1 Collaborate with a team of teachers on a shared plan that benefits the whole school, a content area, or a grade level; or
 - 7.10.2.2 Conduct self-directed research related to the teacher's professional growth plan under Ark. Code Ann. § 6-17-2806 and Section 10.0 of these rules.

Source: Ark. Code Ann. §§ 6-17-2805 and 6-17-2808, as amended by Act 1091 of 2015

8.0 INTERIM APPRAISALS

- 8.01 Interim appraisals shall be used to:
- 8.01.1 Support teachers on an ongoing basis throughout the school year;
 - 8.01.2 Provide a teacher with immediate feedback about the teacher's teaching practices;
 - 8.01.3 Engage the teacher in a collaborative, supportive learning process;
 - 8.01.4 Help the teacher use formative assessments to inform the teacher of student progress and adapt teaching practices based on the formative assessments; and
 - 8.01.5 Provide a performance rating that is included in the annual overall rating.

- 8.01.5.1 A teacher shall submit artifacts for the components agreed upon by the teacher and evaluator, or by the evaluator if the teacher and evaluator cannot agree, as evidence of professional practice in determining the performance rating for an interim appraisal.
- 8.02 The interim appraisal process may be guided in whole or in part by an evaluator or by one (1) or more of the following persons designated by the evaluator:
 - 8.02.1 A teacher designated by an administrator as a leader for the teaching content area of a teacher who is being evaluated;
 - 8.02.2 An instructional facilitator;
 - 8.02.3 A curriculum specialist; or
 - 8.02.4 An academic coach for the teacher's content area.
- 8.03 While other school personnel may guide the interim teacher appraisal process, the designated evaluator remains responsible for conducting summative evaluations and assigning annual overall ratings of teachers.

Source: Ark. Code Ann. §§ 6-17-2805 and 6-17-2808, as amended by Act 1091 of 2015

9.0 MENTORING AND INDUCTION

- 9.01 The Teacher Excellence and Support System also shall include novice teacher mentoring and induction for each novice teacher employed at the public school that:
 - 9.01.1 Provides training, support, and follow-up to novice teachers to increase teacher retention;
 - 9.01.2 Establishes norms of professionalism; and
 - 9.01.3 Leads to improved student achievement by increasing effective teacher performance.
- 9.02 Novice teachers shall undergo mentoring and induction as otherwise set forth by Arkansas law and the ADE Rules Governing Educator Mentoring Programs.

Source: Ark. Code Ann. § 6-17-2806

10.0 PROFESSIONAL GROWTH PLAN

- 10.01 Except as provided in Section 10.03 of these rules, a teacher being evaluated and the evaluator, working together, shall develop a professional growth plan for the teacher that:
- 10.01.1 Identifies professional learning outcomes to advance the teacher's professional skills; and
 - 10.01.2 Clearly links professional development activities and the teacher's individual professional learning needs identified through the Teacher Excellence and Support System.
- 10.02 The professional growth plan for a teacher shall require that at least one-half (1/2) of the professional development hours required by law or rule for teacher licensure are directly related to one (1) or more of:
- 10.02.1 The teacher's content area;
 - 10.02.2 Instructional strategies applicable to the teacher's content area; or
 - 10.02.3 The teacher's identified needs.
- 10.03 If a teacher and evaluator cannot agree on a professional growth plan, the evaluator's decision shall be final.
- 10.04 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the teacher's professional growth plan.
- 10.05 Until the teacher is removed from intensive support status, all professional development identified in the professional growth plan, except professional development that is required by law or by the public school where the teacher is employed, shall be directly related to the individual teacher's needs.

Source: Ark. Code Ann. § 6-17-2806

11.0 INTENSIVE SUPPORT STATUS

- 11.01 An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) entire teacher evaluation domain of the evaluation framework.
- 11.02 An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of components in a teacher

evaluation domain.

- 11.03 If a teacher is placed in intensive support status, the evaluator shall:
 - 11.03.1 Establish the time period for the intensive support status; and
 - 11.03.2 Provide a written notice to the teacher that the teacher is placed in intensive support status. The notice shall state that if the teacher's contract is renewed while the teacher is in intensive support status, the fulfillment of the contract term is subject to the teacher's accomplishment of the goals established and completion of the tasks assigned in the intensive support status.
- 11.04 The period of time specified by the evaluator for intensive support status shall afford the teacher an opportunity to accomplish the goals of and complete the tasks assigned in the intensive support status.
- 11.05 Intensive support status shall not last for more than two (2) consecutive semesters unless the teacher has substantially progressed and the evaluator elects to extend the intensive support status for up to two (2) additional consecutive semesters.
- 11.06 The evaluator shall work with the teacher to:
 - 11.06.1 Develop a clear set of goals and tasks that correlate to:
 - 11.06.1.1 The professional growth plan; and
 - 11.06.1.2 Evidence-based research concerning the evaluation domain that forms the basis for the intensive support status; and
 - 11.06.2 Ensure the teacher is offered the support that the evaluator deems necessary for the teacher to accomplish the goals developed and complete the tasks assigned while the teacher is in intensive support status.
- 11.07 If the intensive support status is related to student performance, the teacher shall use formative assessments to gauge student progress throughout the period of intensive support status. The teacher shall be offered the support necessary to use formative assessments under these rules during the intensive support status.
- 11.08 At the end of the specified period of time for intensive support status, the evaluator shall:

- 11.08.1 Evaluate whether the teacher has met the goals developed and completed the tasks assigned for the intensive support status; and
- 11.08.2 Provide written notice to the teacher that the teacher either:
 - 11.08.2.1 Is removed from intensive support status; or
 - 11.08.2.2 Has failed to meet the goals and complete the tasks of the intensive support status.
- 11.09 If a teacher does not accomplish the goals and complete the tasks established for the intensive support status during the period of intensive support status, the evaluator shall notify the superintendent of the school district where the teacher is employed and provide the superintendent with documentation of the intensive support status.
- 11.10 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the teacher's contract.
 - 11.10.1 A recommendation for termination or nonrenewal of a teacher's contract under these rules shall be made pursuant to the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.
 - 11.10.2 When a superintendent makes a recommendation for termination or nonrenewal of a teacher's contract under Section 11.10 of these rules, the public school:
 - 11.10.2.1 Shall provide the notice required under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., but is exempt from the provisions of Ark. Code Ann. § 6-17-1504(b); and
 - 11.10.2.2 If the public school has substantially complied with the requirements of Section 11.10 of these rules, is entitled to a rebuttable presumption that the public school has a substantive basis for the termination or nonrenewal of the teacher's contract under the applicable standard for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq. The presumption may be rebutted by the teacher during an appeal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

11.11 These rules do not preclude a public school superintendent from:

- 11.11.1 Making a recommendation for the termination or nonrenewal of a teacher's contract for any lawful reason under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; or
- 11.11.2 Including in a recommendation for termination or nonrenewal of a teacher's contract under this section any other lawful reason for termination or nonrenewal under the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. Ark. Code Ann. § 6-17-1501 et seq.

Source: Ark. Code Ann. § 6-17-2807

12.0 INCORPORATION INTO SCHOOL DISTRICT CONTRACTS AND POLICIES

- 12.01 Pursuant to Ark. Code Ann. § 6-13-1305, the policy adopted by local school district boards of directors to implement site-based decision making shall address teacher evaluations, professional growth plans, and teacher support under the Teacher Excellence and Support System, Ark. Code Ann. § 6-17-2801 et seq.
- 12.02 Every teacher contract renewed or entered into after July 27, 2011 is subject to and shall reference Title 6, Chapter 17, Subchapter 28 of the Arkansas Code.

Source: Ark. Code Ann. § 6-13-1305 and § 6-17-2808

13.0 SCHOOL PERFORMANCE REPORT

Beginning with the 2017-2018 school year, for the school year covered by a school performance report pursuant to Ark. Code Ann. § 6-15-1402, the school performance report shall include:

- 13.01 The total number of teachers who are employed in the public school; and
- 13.02 Of that total, the number who meet each of the following criteria:
 - 13.02.1 Highly qualified teacher;
 - 13.02.2 Identified as proficient or above under the Teacher Excellence and Support System for the school; and
 - 13.02.3 Certified by the National Board for Professional Teaching Standards.

Source: Ark. Code Ann. § 6-15-1402

Public Comment Matrix – **Rules Governing the Teacher Excellence and Support System (TESS)**

Public Comment Period Ending: 9/18/2015

<p>Name: Jennifer Dedman, Arkansas Public School Resource Center</p>	<p>Date Received: 9/18/2015</p>	<p>Comment: 4.10.2.3 - This section specifically addresses teachers in digital learning environments but does not define what “other appropriate technology” might be. This section could be improved by stating that this includes all digital courses including concurrent credit by external providers or district-developed and -implemented courses.</p>	<p>ADE Response: The language was taken directly from the law, and was intentionally left as a broad reference to whatever technology is currently being used in virtual environments for observing the teacher’s performance. As this is still an early implementation and as digital learning increases, the state needs the flexibility afforded by this language.</p>
<p>Name: Jennifer Dedman, Arkansas Public School Resource Center</p>	<p>Date Received: 9/18/2015</p>	<p>Comment: 6.03 - This section might be improved by amending the phrase “until the State Board adopts rules” to add “which complies with the ESEA requirement of student growth measure implementation in the 2017-2018 school year.”</p>	<p>ADE Response: The ESEA requirement is a measure under the state’s waiver, which may change depending on Congressional action. The State Board adoption of rules is the more definitive language.</p>
<p>Name: Jennifer Dedman, Arkansas Public School Resource Center</p>	<p>Date Received: 9/18/2015</p>	<p>Comment: 7.02 - Moving Summative Evaluations to 4 years instead of 3 years addresses the issue of additional time needed and adds flexibility, but it reduces the number of times a teacher has a full evaluation during their career by 25%.</p>	<p>ADE Response: This provision implements 2015 legislation. There is a balance between what school districts can do and policy considerations. The law was changed to reflect that balance.</p>

Name: Jennifer Dedman, Arkansas Public School Resource Center	Date Received: 9/18/2015	Comment: 7.07 - We suggest adding: “based upon the district’s policy on the use of artifacts”	ADE Response: If a school district has a protocol for the use of artifacts in an evaluation, the language as written does not preclude an evaluator or a teacher from following that district policy.
Name: Jennifer Dedman, Arkansas Public School Resource Center	Date Received: 9/18/2015	Comment: 7.09.2 - We suggest the removal of “may include”	ADE Response: This provision implements a specific change in 2015 legislation.
Name: Jennifer Dedman, Arkansas Public School Resource Center	Date Received: 9/18/2015	Comment: 8.01.5.1 - We suggest adding: “based upon the district’s policy on the use of artifacts”	ADE Response: If a school district has a protocol for the use of artifacts in an evaluation, the language as written does not preclude an evaluator or a teacher from following that district policy.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE LEADER EXCELLENCE AND
DEVELOPMENT SYSTEM**

December 2015

1.0 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning the evaluation and development of public school building and district-level leader performance.

2.0 REGULATORY AUTHORITY

- 2.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Leader Excellence and Development System.
- 2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-15-1402, 6-17-704, 6-17-705, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq.

3.0 LEGISLATIVE INTENT AND PURPOSE

- 3.01 The State Board of Education notes that it is the intent of the Arkansas General Assembly to provide a system for school districts to evaluate public school and school district administrators that weights an evaluation on student performance and student growth to the same extent as provided for teachers under the Teacher Excellence and Support System.
- 3.02 The purposes of these rules are, without limitation, to:
- 3.01.1 Provide a cohesive process that includes clear expectations to guide building- or district-level leader preparation, induction, and continued professional development in Arkansas school districts, open-enrollment public charter schools, and the Arkansas Correctional School;
 - 3.01.2 Guide and sustain excellent leadership performance that ensures the improvement of teaching and learning;
 - 3.01.3 Assist higher education programs in developing the content and requirements of degree programs that prepare prospective building- or district-level leaders; and
 - 3.01.4 Provide a process that includes instruments to be used by reflective practitioners to promote their professional growth.

4.0 DEFINITIONS

- 4.01 “**Artifact**” means a documented piece of evidence chosen by the building- or district-level leader being evaluated, the evaluator, or both, that relates to the evaluation rubric.
- 4.02 “**Building- or district-level leader**” means an individual employed by an educational agency who performs the role of a building- or district-level administrator or an equivalent role, including an administrator licensed by the State Board of Education, an unlicensed administrator, or an individual on an Administrator Licensure Completion Plan. “Building- or district-level leader does not include:
- 4.02.1 A superintendent; or
- 4.02.2 Unless the school district, open-enrollment public charter school, or Arkansas Correctional Schools elects to include them in LEADS, deputy superintendents, associate superintendents, and assistant superintendents.
- 4.03 “**Department**” means the Arkansas Department of Education.
- 4.04 “**District-level**” means agency-wide level when used in reference to an open-enrollment public charter school or the Arkansas Correctional School.
- 4.05 “**Educational agency**” means an Arkansas public school district, an open-enrollment public charter school, or the Arkansas Correctional School.
- 4.06 “**Evaluation**” means the process under these rules used to:
- 4.06.1 Assess with evidence what a building- or district-level leader should know and be able to do as measured by the standards and functions of an evaluation framework; and
- 4.06.2 Promote building- or district-level leader’s professional growth.
- 4.07 “**Evaluation framework**” means a standardized set of building- or district-level leader evaluation standards and functions that provide the overall basis for an evaluation.
- 4.08 “**Evaluation rubric**” means a set of performance functions for each building- or district-level leader evaluation standards in the evaluation framework.
- 4.09 “**Inquiry Category**” is a category in which the building- or district-level leader consistently demonstrates progressing, proficient, and/or exemplary performance on standards and functions in the LEADS rubric.

- 4.10 **“Intensive Category”** is a category in which a building- or district-level leader receives a rating of not meeting standards and/or not progressing on the majority of functions in any of the standards on the summative evaluation rubric.
- 4.11 **“LEADS”** means the Arkansas Leadership Excellence and Development System.
- 4.12 **“Novice Category”** is a category in which a building-level leader will be placed for three (3) years if the building-level leader is a first-time administrator.
- 4.13 **“Probationary”** is a category in which the building- or district-level leader will be placed if required under an educational agency’s policy adopted under the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 et seq., for one (1) year if the building- or district-level leader:
- 4.13.1.1 Has transitioned to the educational agency from another educational agency where he or she had previous building- or district-level leadership experience; or
 - 4.13.1.2 Has transitioned within a school from one building- or district-level leader position to another;
- 4.14 **“Problem of practice”** is identified in a professional growth plan as a gap between current performance and desired performance of a school or educational agency based on a review of school or district data.
- 4.15 **“State Board”** means the Arkansas State Board of Education.
- 4.16 **“Statewide assessment of student achievement”** means an external assessment approved by the State Board as an assessment of student achievement.
- 4.17 **“Student growth measure”** means one (1) or more student growth measures based on external assessments adopted by rules promulgated by the State Board.
- 4.18 **“Summative evaluation”** means an evaluation of a building- or district-level leader’s performance that evaluates all applicable standards and functions of the evaluation framework that supports:
- 4.18.1 Improvement in the building- or district-level leader’s leadership practices, student learning, and teacher growth; and
 - 4.18.2 An educational agency’s employment decision concerning the building- or district-level leader.
- 4.19 **“Superintendent”** includes a position in an educational agency that is equivalent to the position of superintendent in a school district.

5.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

- 5.01 Beginning in the 2014-2015 school year, an educational agency, as defined in these rules, shall implement the Arkansas Leader Excellence and Development System (LEADS) for building- or district-level leaders employed by it.
- 5.02 Each evaluation under LEADS shall be in writing.
- 5.03 A building- or district-level leader shall participate in LEADS and collaborate in good faith with the evaluator to develop the building- or district-level leader's professional growth plan.
- 5.03.1 A failure to comply with Section 5.03 of these rules may be reflected in the building- or district-level leader's evaluation.
- 5.04 A school district or open-enrollment public charter school may be deemed to have met the requirements of Sections 5.01 and 5.02 of these rules if:
- 5.04.1 The school district or open-enrollment public charter school has received authority to continue to use a nationally recognized system of teacher evaluation and support other than the Teacher Excellence and Support System under Section 8 of the Rules Governing the Teacher Excellence and Support System; and
- 5.04.2 In the 2012-2013 and 2013-2014 school years used a nationally recognized system of building- or district-level leader evaluation and development that is substantially similar to LEADS. In order for a school district or open-enrollment public charter school to continue to use an alternate, nationally recognized system of building- or district-level leader evaluation and development that is substantially similar to LEADS beyond the 2013-2014 school year, the school district or open-enrollment public charter school shall submit the following in writing to the Arkansas Department of Education by April 1, 2014:
- 5.04.2.1 The name of the alternate, nationally recognized system of building- or district-level leader evaluation and development; and
- 5.04.2.2 A brief description of the alternate, nationally recognized system of building- or district-level leader evaluation and development, including an explanation of how it is substantially similar to LEADS.

- 5.04.2.3 The Arkansas Department of Education shall, by May 1, 2014, approve or deny the continued use of the alternate, nationally recognized system of building- or district-level leader evaluation and development beyond the 2013-2014 school year.

6.0 BUILDING OR DISTRICT-LEVEL LEADER EVALUATION PROCESS

- 6.01** Annually in a summative evaluation year or an inquiry category year, a superintendent shall assign each building-level or district-level leader employed by the school district an annual overall rating that is based on:

6.01.1 The leader's professional practice, as evidenced by the performance rating for a summative evaluation or for the inquiry category; and

6.01.2 Student growth, as determined by rules promulgated by the State Board.

6.02 Building or District-level Leader Professional Growth Plan

6.02.1 A building- or district-level leader shall complete or revise a professional growth plan based on the standards and functions determined in collaboration with the superintendent or designee under Section 6.04 of these rules.

6.02.2 The building- or district-level leader should review multiple sources of data to determine a building or district problem of practice.

6.02.3 The building- or district-level leader shall indicate in his or her professional growth plan:

6.02.3.1 The school's or educational agency's problem of practice and goal(s);

6.02.3.2 The leadership strategies to address the identified problem;

6.02.3.3 Results indicators (staff and students); and

6.02.3.4 Sources of data to be monitored.

6.02.4 The building- or district-level leader shall determine the action steps needed to implement the leadership strategies identified in his or her professional growth plan.

6.02.5 The building- or district-level leader shall submit a copy of his or her completed professional growth plan to the superintendent or designee.

6.03 Formative Assessment Conferences

Throughout the year, a superintendent or designee shall conduct formative assessment conferences with all building- and district-level leaders evaluated under the LEADS system. Formative assessments should be based on a building- or district-level leader's individual needs as shown by evidence presented from the professional growth plan and evaluation rubric.

6.04 Summative Evaluation

6.04.1 The superintendent or designee shall complete the evaluation rubric for summative evaluation at the end of each year for a building- or district-level leader who is in a novice, a probationary, or an intensive category.

6.04.2 The superintendent or designee shall complete the evaluation rubric for summative evaluation minimally once every four (4) years for a building- or district-level leader who is in an inquiry category.

6.04.3 The building- or district-level leader shall provide evidence of effective practice for each function identified on the appropriate evaluation rubric, using relevant artifacts for each standard and function on which the building- or district-level leader is evaluated as applicable to the building- or district-level leader's position.

6.04.4 The superintendent shall make a recommendation concerning a building- or district-level leader's employment based on:

6.04.4.1 The level of performance based on the performance functions and standards of the evaluation rubric;

6.04.4.2 The evidence of teacher performance and growth applicable to the building- or district-level leader;

6.04.4.3 The building- or district-level leader's progression on his or her professional growth plan; and

6.04.4.4 Student performance and student growth measures for the building or the district, as applicable to the building- or district-level leader.

6.04.4.4.1 Until the State Board adopts rules defining one (1) or more student growth measures, student

growth measures will not be required as part of the summative evaluation.

6.04.5 The superintendent shall place the evaluation rubric for summative evaluation in the personnel file of the building- or district-level leader:

6.04.5.1 Annually if the building- or district-level leader is in the novice, probationary, or intensive category, and

6.04.5.2 Once every four (4) years for a building- or district-level leader in the inquiry category.

6.04.6 During a period in which a summative evaluation is not required, the superintendent or designee may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the evaluation.

6.05 Inquiry Category

6.05.1 The inquiry category shall be used to:

6.05.1.1 Support a building- or district-level leader on an ongoing basis throughout the school year;

6.05.1.2 Provide a building- or district-level leader with immediate feedback about the leader's practices;

6.05.1.3 Engage the building- or district-level leader in a collaborative, supportive learning process;

6.05.1.4 Help the building- or district-level leader use formative assessments to inform the leader of student progress and adapt practices based on the formative assessments; and

6.05.1.5 Provide a performance rating that is included in the annual overall rating.

6.05.1.5.1 A building- or district-level leader shall submit artifacts for the components agreed upon by the building- or district-level leader and the superintendent or designee as evidence of professional practice in determining the performance rating for the inquiry category.

6.06 Intensive Support

- 6.06.1 If at a time other than an evaluation conducted under LEADS a superintendent believes or has reason to believe that (a) a building- or district-level leader is having difficulties or problems meeting the expectations of the educational agency or its administration and (b) that the problems could lead to termination or nonrenewal of contract, the superintendent shall:
- 6.06.1.1 Bring in writing the problems or difficulties to the attention of the building- or district-level leader involved; and
 - 6.06.1.2 Document the efforts that have been undertaken to assist the building- or district-level leader to correct whatever appears to be the cause for potential termination or nonrenewal.
- 6.06.2 When a building- or district-level leader's performance is unsatisfactory in any one (1) standard or the building- or district-level leader is not progressing in a majority of the functions of an evaluation rubric, the superintendent shall identify and document the inadequate performance and move the building- or district-level leader into the intensive category.
- 6.06.3 If a building- or district-level leader is placed in the intensive category, the superintendent or designee shall:
- 6.06.3.1 Establish the time period for the intensive category.
 - 6.06.3.1.1 The period of time specified by the superintendent or designee for the intensive category shall afford the building- or district-level leader an opportunity to accomplish the goals of and complete the tasks assigned in the intensive category.
 - 6.06.3.1.2 The intensive category shall not last for more than two (2) consecutive semesters unless the building- or district-level leader has substantially progressed and the superintendent or designee elects to extend the intensive category for up to two (2) additional consecutive semesters.
 - 6.06.3.2 Provide a written notice to the building- or district-level leader that the building- or district-level leader is placed in

the intensive category. The notice shall state that if the building- or district-level leader's contract is renewed while the building- or district-level leader is in the intensive category, the fulfillment of the contract term is subject to the building- or district-level leader's accomplishment of the goals established and completion of the tasks assigned in the intensive category;

6.06.3.3 Develop a clear set of goals and tasks that correlate to:

6.06.3.3.1 The professional growth plan; and

6.065.3.3.2 Evidence-based research concerning the evaluation function or standard that forms the basis for the intensive category; and

6.0606.3.4 Ensure the building- or district-level leader is offered the support that the superintendent or designee deems necessary for the building- or district-level leader to accomplish the goals developed and complete the tasks assigned while the building- or district-level leader is in the intensive category.

6.06.4 At the end of the specified period of time for the intensive category, the superintendent or designee shall:

6.06.4.1 Evaluate whether the building- or district-level leader has met the goals developed and completed the tasks assigned for the intensive category; and

6.06.4.2 Provide written notice to the building- or district-level leader that the building- or district-level leader either:

6.06.4.2.1 Is removed from the intensive category; or

6.06.4.2.2 Has failed to meet the goals and complete the tasks of the intensive category.

6.06.5 If a building- or district-level leader does not accomplish the goals and complete the tasks established for the intensive category during the period of the intensive category, the superintendent shall review the documentation of the intensive category.

6.06.6 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the building- or district-level leader's contract.

6.06.6.1 If the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., is applicable to the building- or district-level leader's contract, a recommendation for termination or nonrenewal of a building- or district-level leader's contract under these rules shall be made under the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act.

6.06.6.2 These rules do not preclude a superintendent from recommending the termination or nonrenewal of a building- or district-level leader's contract that is based all or in part on any lawful reason under the Teacher Fair Dismissal Act.

7.0 INCORPORATION INTO EDUCATIONAL AGENCY CONTRACTS AND POLICIES

- 7.01 The policy adopted by educational agency boards of directors to implement site-based decision making under Ark. Code Ann. § 6-13-1305, shall address building- or district-level leader evaluations and development under LEADS.
- 7.02 Every building- or district-level leader contract renewed or entered into for the 2014-2015 school year and thereafter is subject to and shall reference these rules.

Public Comment Matrix – **Rules Governing the Leader Excellence and Development System (LEADS)**

Public Comment Period Ending: 9/28/2015

<p>Name: Jennifer Dedman, Arkansas Public School Resource Center</p>	<p>Date Received: 9/18/2015</p>	<p>Comment: 6.01.2 - This section might be improved by the addition of a measure to keep consistent with definition in 4.17</p>	<p>ADE Response: If the commenter means that the word “measure” be added after “student growth”, then the Department agrees and has made that change.</p>
<p>Name: Jennifer Dedman, Arkansas Public School Resource Center</p>	<p>Date Received: 9/18/2015</p>	<p>Comment: 6.04 - Moving Summative Evaluations to 4 years instead of 3 years addresses the issue of additional time needed and adds flexibility, but it reduces the number of times a teacher [sic] has a full evaluation during their career by 25%.</p>	<p>ADE Response: This provision mirrors the Teacher Excellence and Support System provision that implements 2015 legislation.</p>
<p>Name: Jennifer Dedman, Arkansas Public School Resource Center</p>	<p>Date Received: 9/18/2015</p>	<p>Comment: 6.04.4.4.1 - Overall ratings at this time do not include student performance and student growth measures.</p>	<p>ADE Response: The rules need to reflect that expectation, which is why it was added. However this provision expresses that the implementation will be delayed.</p>

***Arkansas State Board of Education
Resolution***

WHEREAS, The Arkansas State Board of Education believes that every K-12 student in Arkansas deserves a premier computer science education that is suitable for his or her needs and can support his or her college and/or career aspirations; and

WHEREAS, The Arkansas State Board of Education supports the State in its efforts to become and remain a national leader in computer technology careers through the implementation of a vertically articulated and comprehensive K-12 computer science education designed to support appropriate technological growth in all Arkansas students; and

WHEREAS, The Arkansas State Board of Education believes that Arkansas must provide its students with an education that will facilitate the advance of useful technological skills and promote their role as digital natives; and

WHEREAS, December 7 through 13, 2015, has been declared to be a national Computer Science Education Week by Code.org and other nationally recognized entities;

NOW, THEREFORE, BE IT RESOLVED THAT

We, the members of the Arkansas State Board of Education, recognize the week of December 7 through 13, 2015, as Arkansas Computer Science Education Week.

Toyce Newton, Chair

Date

Johnny Key, Ex Officio Secretary

Date