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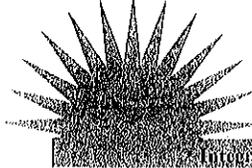
A-17

EXHIBIT ONE (1)

A17



ARKANSAS DEPARTMENT OF EDUCATION



Arkansas Professional Licensure Standards Board

AEIS CID: 2562632

January 13, 2015

PERSONAL AND CONFIDENTIAL

Mr. Eric Marquis Williams
3315 North Q Street
Fort Smith, Arkansas 72904

VIA REGULAR MAIL AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED NO.: 91 7199 9991 7032 4718 5645

Re: Waiver Hearing Request

Dear Mr. Williams:

In response to your telephone call requesting a hearing to seek a waiver from the State Board of Education for the following offense:

Offense: Crime Against Child; Child Abuse by Injury
Date of arrest or conviction: 9/10/2008
Arresting Agency: Owasso, OK Police Department (Tulsa County)

The hearing is scheduled for Thursday, March 12, 2015. The Board meets at 10:00 a.m. in the Auditorium of the Arkansas Department of Education -- Arch Ford Education Building, Four Capitol Mall, Little Rock. Typically, the hearings are held at the end of the agenda. However, I am not able to tell you an exact time that your matter will be heard as that is always at the Board's discretion on that meeting date.

Please return as soon as possible the enclosed release forms signed and notarized so that we may review the police report and court documents. Please also provide to me by Wednesday, February 11, 2015:

- 1. A written statement and any supporting documents that at a minimum address the circumstances that the Board will consider (see attached notice), including names and phone numbers of persons who may verify information contained in your statement or documentation.

The Department will review the information provided and determine what to recommend to the State Board. Once you receive our follow-up letter that includes the Department's decision, you may elect to accept or reject the Department's recommendation, as described in the

Arkansas Department of Education, Professional Licensure Standards Board
Four Capitol Mall Box 30, Little Rock, AR 72201
(501) 371-8014 main office; (501) 682-3781 fax

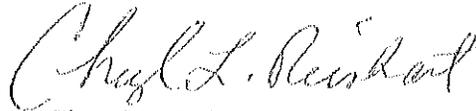
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enclosure. The State Board has full authority to make the final decision, even if you accept the Department's recommendation.

If you have any questions, please feel free to contact me by phone at (501) 682-9983, or by email at Cheryl.Reinhart@arkansas.gov.

Sincerely,



Cheryl L. Reinhart
Attorney, Ethics & Licensure

Enclosures -- Requesting a Waiver
Request(s) for Release of Scaled Records

cc: Ivy Pfeffer, Assistant Commissioner, HR/Educator Licensure
Karli Saracini, Director, Educator Licensure

*Arkansas Department of Education, Professional Licensure Standards Board
Four Capitol Mall Box 30, Little Rock, AR 72201
(501) 371-8014 main office; (501) 682-3781 fax*

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REQUESTING A WAIVER OF A DISQUALIFYING OFFENSE

The Arkansas Department of Education has reviewed your criminal background check as a condition of your licensure or employment with a charter school, school district, or education service cooperative.

Ark. Code Ann. § 6-17-410
provides that the Department of Education shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of any person who 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 of [certain listed] offenses, *including offenses which have been expunged or pardoned.*

Ark. Code Ann. § 6-17-411
requires a background check for initial employment with a charter school, school district, or education service cooperative.

Your background check revealed a disqualifying offense. **You are entitled to a hearing in front of the State Board of Education regarding denial of your license.** Ark. Code Ann. § 6-17-410(f) authorizes the State Board to grant waivers of the licensure eligibility provisions of § 6-17-410(c) upon request of an affected applicant for licensure.

State Board of Education meetings occur once a month, **at 10:00 a.m.** in the Auditorium of the Arkansas Department of Education – Arch Ford Education Building, Four Capitol Mall, Little Rock. Meeting dates may be found at: http://www.arkansased.org/events/event_categories/state-board-of-education.

You may but are not required to be represented by an attorney at any stage of this process.

1 Request A Hearing

To request a hearing for a waiver of the disqualifying offense, you must submit your **written request** to the Department by mail, fax, or email, **within thirty (30) days** of the date you are notified of the disqualification.

2 Provide Documentation

The Department will confirm your request for a waiver and ask you to provide a written statement and any supporting documents that at a minimum address the circumstances that the Board will consider (see STEP 3), including the names and phone numbers of persons who may verify information contained in your statement or documentation. You must also provide a signed and notarized form providing authorization for the release of criminal records from courts and law enforcement. If your documentation is received less than six (6) weeks before the scheduled State Board meeting the matter will be postponed until after all documentation is received and reviewed by the Department.

3 Accept Or Reject The Department's Recommendation

After reviewing the documentation received from you or from other agencies, the Department will advise you of its decision to:

- Recommend a waiver to the State Board, including any conditions for licensure, such as:
 - Probation or suspension for a specific period of time;
 - Counseling, rehabilitation, or training;
 - Background check at end of probation or suspension;
 - No other disqualifying offenses or ethics violations during the probation or suspension period;
- Recommend that the State Board not issue, not renew, or revoke the license as applicable; or
- Decline to make a recommendation.

You will be given the opportunity to accept or reject the recommendation.

- If you **accept** the recommendation, the matter will be placed on the State Board's consent agenda. The consent agenda is voted on at that public meeting, and therefore, any documents presented to the State Board are public. If the matter is submitted on the consent agenda, you do not have to appear at the meeting. However, sometimes the State Board members have questions, and you may want to be there to respond to those questions. The State Board has the final decision and may accept a recommendation on the consent agenda or reject the recommendation and afford the educator the opportunity for a hearing at a later date.
- If you **reject** the recommendation you will proceed to a hearing.

4 State Board Hearing

If you request a hearing, you should appear at the meeting and be prepared to present your case and answer questions from the State Board members. If you request a hearing and do not appear, the State Board may decide the matter without you being present. Hearings are conducted at a public meeting of the State Board that is videoed by live streaming and archived. All documents provided to the State Board are public record. You should consult the Rules Governing Background Checks and Licensure Revocation for information on the hearing process (Section 8). The rules are online at <http://www.arkansascd.org/> under Rules – Current.

The circumstances that the State Board may consider includes, but is not limited to:

- The age at which the crime or incident was committed
- The circumstances surrounding the crime or incident
- The length of time since the crime or incident
- Subsequent work history
- Employment references
- Character references
- Other evidence demonstrating that the applicant does not pose a threat to the health or safety of school children or school personnel.

The State Board typically makes a decision at the time of the State Board meeting at which the consent agenda or hearing is considered.

You may obtain further information by contacting:

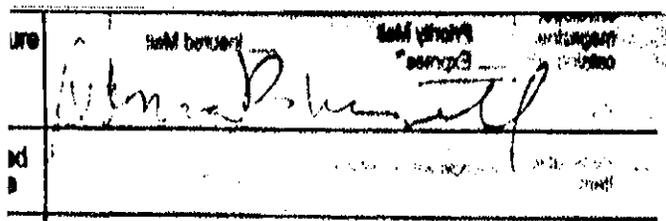
Cheryl L. Reinhart
 Attorney, Ethics & Licensure
 Arkansas Department of Education
 Four Capitol Mall Box 30
 Little Rock, AR 72201
 (501) 682-9983 voice; (501) 682-3781 fax
Cheryl.Reinhart@arkansas.gov

Date Produced: 01/19/2015

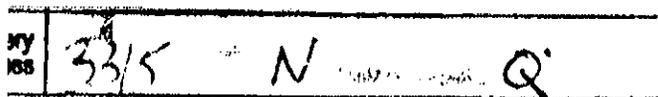
Arkansas Department of Education:

The following is the delivery information for Certified Mail™ item number 7199 9991 7032 4718 5645. Our records indicate that this item was delivered on 01/16/2015 at 10:59 a.m. in FORT SMITH, AR 72904. The scanned image of the recipient information is provided below.

Signature of Recipient :



Address of Recipient :



Thank you for selecting the Postal Service for your mailing needs. If you require additional assistance, please contact your local post office or Postal Service representative.

Sincerely,
United States Postal Service

The customer reference number shown below is not validated or endorsed by the United States Postal Service. It is solely for customer use.

Customer Reference Number: 1374024 49281348351070jr



Cheryl Reinhart (ADE)

From: Melissa <schome4@gmail.com>
Sent: Friday, December 05, 2014 9:40 AM
To: Cheryl Reinhart (ADE)
Subject: Eric Williams

>

>

> Dear Ms. Reinhart,

>

> I am writing to you concerning Eric Williams who is a recent applicant to public education. Eric worked for Western Arkansas Ballet for three years teaching children 6 years old and up tap and jazz/hiphop. We was great with our students and I never had a concern about how he taught them. Please know that WAB is a 501(c)3 non profit dance academy and pre-professional company who is sponsored in part by the Arkansas Arts Council. We always have faculty that can bring the best instruction to the Fort Smith area. The reason Eric is no longer teaching for WAB is because I needed someone with more technical background than what he had. As far as interacting with children, Eric is great. Our students light up when they see him and he is very professional towards them. I have never seen Eric act inappropriately towards anyone here at WAB.

>

> If you would like to ask me any questions please feel free to contact me.

>

> Sincerely,

> Melissa Schoenfeld

> Exec. Artistic Director

> Western Arkansas Ballet

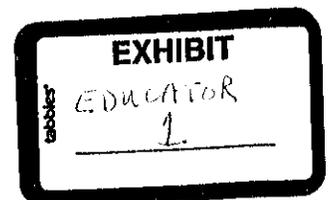
> m.schoenfeld@waballet.org

>

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> Sent from my iPad



Cheryl Reinhart (ADE)

From: Beverly McCutchan <mccutchanb@poteau.k12.ok.us>
Sent: Tuesday, March 10, 2015 12:20 PM
To: Cheryl Reinhart (ADE)
Subject: Character Reference / Eric Williams

March 10, 2015

Dear Ms. Reinhart,

This letter is regarding a request for a character reference for Eric Williams. I have known Eric for approximately five years. He was previously an instructor at Western Arkansas Ballet where my daughter takes classes. During this time I had the opportunity to work with Eric on various productions that were performed at the studio. I found that not only was he a positive role model for our students but he also consistently exceeded my expectations with his problem solving abilities and work ethic.

When Eric first came to Western Arkansas Ballet my daughter was a little hesitant to enter his classroom. Being from a rural community like Poteau, Oklahoma she had not been around many 6 foot tall black men. With some encouragement on my behalf I finally coaxed her into taking his class. Once she did he quickly became her favorite teacher. He was a wizard at providing the positive encouragement that she needed in order to reach her full potential as a young dancer. He taught her self confidence and poise as well as how to flash her smile to the audience while dancing away. She was crushed when she found out that he would not be returning. I miss the effect he had on her level of confidence. It has been a difficult void to fill.

As a volunteer and active member of the guild, I also had the opportunity to get to know Eric backstage on a more personal level. He was a pleasure to work with, always positive and smiling. He not only performed on the stage during these productions, but helped me with the running crew and on occasions props and sets. Often there would be issues backstage that required immediate attention and spur of the moment decision making strategies. Eric always seemed to amaze me with his quick thinking. One time in particular I remember Eric being sick backstage. Very few new of his illness, he hid it well and as we say in show biz " The show must go on" and it did! Without a hitch! Even though he is no longer employed at the studio as an employee he still volunteers as a dancer and stage crew for some of these productions. It is always a pleasure to see him back stage.

I believe that Eric is an exemplary individual with an amazing work ethic. I believe he would give 110 percent in any position he was placed. Thank you for time and consideration of this wonderful individual.

Sincerely,
Beverly McCutchan
5th Grade Teacher
Poteau Public Schools

918-658-4557



Cheryl Reinhart (ADE)

From: nicole.s.west@att.net
Sent: Tuesday, March 10, 2015 10:26 AM
To: Cheryl Reinhart (ADE)
Subject: Eric Williams

To whom it may concern,

I have known Eric Williams for more than 20 years. During this time, I have had the opportunity to observe him in many varied situations. In his interactions with adults, he is kind, polite, respectful and professional. He goes out of his way to make people comfortable and at ease. He has the ability to draw people out of their shell and encourage them to engage. As great as he is with adults, it is his interaction with children where he truly shines! I have witnessed him connecting with a child with Asperger's Syndrome. This particular child was sullen, introverted and difficult. Over a period of weeks, Eric persisted in his attempts to make a connection with this child. When others would have given up, Eric stayed the course and was eventually able to bring this child out of his shell. He did not let the child's manner, attitude or lack of response, upset him or ruffle his feathers in any way.

Eric is able to connect with children of all ages, all ethnic and socioeconomic backgrounds. He is always mindful of safety, and consciously watches children in his care. I have 5 & 6 year children and I would place them in his care without question or a second thought. Not only would they be safe, they would have a wonderful time, they would learn from this incredibly talented man.

I give him my highest recommendation. I would entrust him with my most precious possession, my children.

If you have any questions, or if I can help you in any way, please do not hesitate to contact me.

Sincerely,
Nicole West
479-462-9813



Cheryl Reinhart (ADE)

From: Karl Bollfrass <kfbollfrass@gmail.com>
Sent: Tuesday, March 10, 2015 11:37 AM
To: Cheryl Reinhart (ADE)
Subject: Eric Williams

Good day Cheryl,

Eric is a man of Integrity, a man you can trust. I have watched Eric for over 10 years in his capacities at various competitions. He treats all the children as if they are his own. He is kind, and gentle. He has built a reputation as a wonderful man. He is aware of his surroundings and takes great care in developing relationships.

If you have other questions or need some kind of form filled out I would be happy to do so.

--
Karl F. Bollfrass
kfbollfrass@gmail.com
952.975.0207



Cheryl Reinhart (ADE)

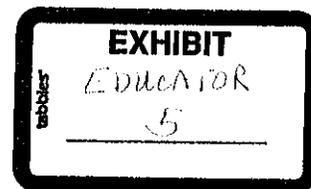
From: Sharon Lowe <slowe@fortsmithschools.org>
Sent: Wednesday, March 11, 2015 3:22 PM
To: Cheryl Reinhart (ADE)
Subject: Eric Williams

Ms. Reinhart,

I am writing to you to let you know about Eric Williams as an individual and educator. I've known Eric for 3-4 years now. He is a great person. I have had multiple interactions with him and he is always so professional. I got to know Eric because he was my daughter's instructor for dance for a few years. I've personally witnessed him working with students aged 6 through adult and he is always very professional. Eric also volunteers in the community in which he grew up! That is very impressive to me. He and I have had conversations about him "donating" his time to work with girls I knew who could not afford to pay for dance instruction. He has volunteered to perform in various roles, unpaid, in *The Nutcracker* each year. He is always available to lend a hand and puts his students first! Although my daughter is no longer in dance with Eric, she has a profound respect for him still; to me, as a teacher, that is probably the highest praise a teacher could get from a student during his/her career. I would have no qualms recommending Eric for any teaching position that came his way because I know that he would do a great job, be professional in his responsibilities, and make a difference in so many students lives. If you have any questions or need further information, please don't hesitate to call me or email me.

Thank you,

--
Sharon Lowe, M.Ed
English Department Chair
Darby Junior High School
616 N. 14th St.
Ft. Smith, AR 72901
479-783-4159
slowe@fortsmithschools.org



Eric M. Williams
2505 Broken Hill Drive
Van Burn, Ark 72956
214-412-0945 or 479- 471-1481

Objective:

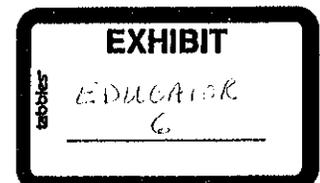
I would like to utilize the communication skills I have learned and possessed through the years to build on a professional career and to work for a company with opportunity and growth.

Educational Background:

- (1990-1993) Degree from Southside High School in Fort Smith, Arkansas
- (1993-1994) Carl Albert State College in Poteau, Oklahoma
- (Spring 1994) Westark Community College in Fort Smith, Arkansas
- (1994-1996) Central Baptist College in Conway, Arkansas
 - Major: Drama
 - Minor: Dance

Work Experience:

- (2006-2007) Alma Boys and Girls Club; Program Director; Alma, Arkansas
- (2004-2006) Hot Springs School District; Dance Teacher; Hot Springs, Arkansas
- (1998-2004) Instructor for North Little Rock School of dance in North Little Rock, Arkansas
- (1998-2004) Instructor for Ms. Tommies School of dance in Little Rock, Arkansas
- (2002-2004) Miss Selma's School in Little Rock, Arkansas
- (2001-2002) Master class instructor for Showbiz; Dallas, Texas
- (2002) Choreographed entertainment for the Miss Arkansas Pageant 2002
- (2002) Aerobic instructor for Conway Regional Health and Fitness Center
- (2001) Choreographed entertainment for the Miss UCA Pageant
- (2001) Chorcographed for the UCA Drill Team
- (2001-present) Dance workshops in Mount Vernon, Missouri
- (2001-present) Dance workshops in Texarkana, Arkansas
- (2001-present) Dance workshops in Magnolia, Arkansas
- (2001-present) Dance workshops in Crossett, Arkansas
- (2001-present) Dance workshops in Wynne, Arkansas
- (2000-2002) Owner and Instructor of Studio Groove in Conway, Arkansas
- (1995-1998) Instructor for Encore Dance Centre in Conway, Arkansas



Performances:

- (2002) Performed in the 2002 Miss Arkansas Pageant
- (2001-2002) Zoo Days in Little Rock, Arkansas
- (2001) Halftime for UALR basketball games
- (2001) Performed as mascot for the Arkansas Riverblades
- (Annually since 1999)UCA Miss Essence Pageant
- (Annually since 1998) Arkansas Annual recitals for North Little Rock School of Dance
- (1998) Halftime at the WNBA LA Sparks basketball games
- (1998) LA Culture Shock performances
- (Annually since 1995)Riverfest in North Little Rock, Arkansas
- (Annually since 1995)Annual recitals for the Encore Dance Centre in Conway
- (1995) Opening act for Johnny Taylor
- (1995) Opening act for Rickey Bell
- (1992-1993) Assistant to Nathan Burton in NGK Theatre in Osaka, Japan
- (Annually since 1995)Riverfest in North Little Rock, Arkansas

Awards:

- 2006 Talent On Parade High Point Award
- 2006 Showbiz Choreography Award
- 2005 Talent On Parade
- 2005 Showbiz High Point
- 2004 Showbiz Choreography award
- 2002 Talent on Parade National Choreography award
- IDC Choreography award in 2001
- Showbiz Choreography award in 2002
- Showbiz Choreography award in 2000
- Mr. Showbiz 1995
- Mr. Showbiz 1996
- Choreography awards for annual Christmas parade in North Little Rock, Arkansas
- I love dance scholarships to California
- Dance America choreography award
- Choreography has won numerous high point awards in local dance competitions.

Additional Training:

- Center for the Dance Arts in Little Rock, Arkansas
- The Edge in Los Angeles, California
- Tremainc in North Hollywood, California

- Madonna Grimes in Hollywood, California
- Cleo Parker Robinson in Denver, Colorado
- San Diego Culture Shock in San Diego, California
- LA culture Shock in Los Angeles, California

References:

Melissa Schoenfeld, Executive Artistic Director:

m.schoenfeld@waballet.org

Marica Porter, Administrator & Ballet Instructor:

m.porter@waballet.org

Phone: (479) 785-0152

Tommies Dance Academy in Little Rock, Arkansas
Mrs. Tommie and Sherry
501-225-6601

North Little Rock School of Dance in Little Rock, Arkansas
Karen Bowen
501-753-5039

Kathy's Dance Arts Studio in Magnolia, Arkansas
Jim and Paula Hughes
870-234-4609

Boys and Girls Clubs in Faulkner County in Conway, Arkansas
Executive Director, Bill Lampe
501-329-8849

Hollywood Vibe
Barry Youngblood
818-567-2359

Showbiz

La Ron Higgins
972-681-7177

Miss Selma's
Mrs. Robin Smith, Principal
501-225-0123

Jerry Glidewell
Executive Director, Boys and Girls Club of Ft. Smith, Arkansas
479-782-8126

Dennis Waymire
Executive Director, Boys & Girls Club of Alma, Arkansas
479-632-2070

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A-21

EXHIBIT ONE (1)

FIRST PUBLIC COMMENT PERIOD

Date	Respondent	Comment	ADE Response
9/5/14	Brian Cossey	<p>I would prefer the percentage grade show up with the letter grade in any published reports. For example, the way that the grades are currently calculated, 240 points and 269 points are both a "B," while 270 points is an "A." Mathematically, 269 points is much closer to 270 than is 240 points. In this scenario, my suggestion would be:</p> <p>School X (with 270 points) be reported as: 90% A School Y (with 269 points) be reported as: 89% B School Z (with 240 points) be reported as: 80% B</p> <p>The goal is to give a true representation of how well each is doing. I do not believe that a simple letter grade is justice. The percentage of points earned must be attached to the letter grade. Thank you.</p>	<p>Comment considered. The rule would not need to be changed to display the overall score and the components used in the A-F calculation. In the report card that comes out in April, we could include along with the letter grade the overall score, the weighted performance score, the ESEA target score (improvement), graduation rate points, achievement gap adjustment and the graduation rate gap adjustment.</p> <p><i>No change made to proposed rules.</i></p>
9/5/14	Brenda Williams, Elementary Principal, England Elementary School	<p>The issue of whether this should even happen or not, may or may not be up for debate, but personally I believe our school are overly labeled as it is. I do not see ANY benefit of this Rating System for the public schools of Arkansas.</p> <p>We at England Elementary, I can say are working hard every day to do everything we possibly can: data walls, PLCs, RtI, interventions, mentoring, coaching, professional development, parent involvement, detailed lesson planning, common planning times, interim testing, technology in the classroom, sending backpacks of food home for hungry children, extra clubs and programs, etc. (the list goes on and on) and still stay at the Needs Improvement Status. I do not think assigning a LETTER rating to our school will help it or our community in any way.</p> <p>The law requires that parents received an "easy-to-read" written report describing the designation or rating of the school. But the process set forth in the proposed rule is confusing.</p> <p>Perhaps grades should be given for various components (for example, one grade for performance, another for improvement, etc.)</p>	<p>Comment considered. An "A" through "F" grading system was mandated by the Arkansas General Assembly. See Ark. Code Ann. § 6-15-2105.</p> <p><i>No change made to proposed rules.</i></p>
9/8/14 (Public comment hearing)	Diane Zook, Arkansas State Board of Education	<p>1. In the achievement gap adjustment area the "average gap" is 16-19 and the "smaller gap" is 12-15. What scores will the school received if the achievement gap is 15.3? The range should be 12-15.99 or say under 16. The same issue exists on the graduation adjustment.</p> <p>2. It takes 3 advanced students to every 1 basic student to average out to be the same score as 1 proficient student. It</p>	<p>Comments considered. Although the computation used to determine a grade is complex, the grade itself is not.</p> <p>See response to comment of Brian Cossey, above.</p> <p><i>No change made to proposed rules.</i></p>
9/10/14	Rob McGill, Academics Plus		<p>Comments considered. The gap adjustment percentages for achievement and graduation were slightly modified in response to this comment. Because the same method for calculating A-F still is being used, this is not a substantive change.</p> <p>The weighted performance score encourages movement of students from Below Basic by giving .25 points for Basic students. It encourages movement of students from Proficient to</p>

EXHIBIT

1

A-21

No change made to proposed rules.

scores for each school because certain items, particularly value-adjusted figures, were vague on how they were to be calculated and worked into the equation. Because of difficult calculations and adjustments that need be made to raw numbers, will be exceedingly difficult to provide clarity to students, families, community. If neither public nor KIPP staff understands system it does not provide value in determining school quality.

Considering ADE's concern over college and career readiness, absence of these factors from formula is surprising and alarming; formula fails to account actual outcomes of students after graduation (e.g., examination of AP participation and/or scores, concurrent credit grades, ACT participation rate and/or scores, college-going rates or college remediation).

Because score partially determined by weighted performance score determined by an AMO determined by prior class performance, formula fails to take into account context of current cohort of students and growth over time because Augmented Benchmark Exams and End-of-Course tests administered for AMO targets are performance-based as opposed to NWEA, MAP, or ACT exams, which measure student-level improvement. Also, adjustment for Achievement and Graduation gaps has potentially deleterious effect because it fails to capture the multiple ways a gap may be lessened that could harm the TAGG and non-TAGG groups (e.g., gap may be lessened by the non-TAGG group flat lining in achievement while the TAGG group catches up, or even more alarmingly, the TAGG and non-TAGG groups might decline with the non-TAGG group declining more rapidly; in both scenarios the school would be rewarded with a positive adjustment but achievement overall may have stayed roughly the same).

The ESEA Improvement Score was set with prior classes and fails to measure individual student's growth. ESEA is based on previous cohort's performance and fails to account how an individual student grows and context of the student's environment. Schools should be held accountable on an absolute standard. ESEA metrics, weights, measures, and formula do not accurately reflect school performance. A school with very low achievement but able to hit its AMO targets may earn a higher letter grade, given this formula, than a school with consistently laudable outcomes for its students but fails to meet AMO targets.

For example, KIPP Delta Collegiate High School was ranked in top 5 high schools in Arkansas in past 4 years by U.S. News and World Report, but based upon the proposed grading system would receive a "B" because it met 3 of 6 targets. A

that the formula will be revise. sed on any changes in ESEA.

Overall Score Calculation (Pages 5-6, Appendix A):

- The Rule could be clarified by providing a numeric example in addition to the overall formula.

SECOND PUBLIC COMMENT PERIOD

12/3/14	Lonnie Myers, Mountain Home	<p>Assigning letter grades will cause great division within the state and much animosity among between schools at a time when schools have worked so hard to share best practices. Cannot discern a statistical way to figure a letter grade because variables are too many and wide to quantify. Animosity will develop between public education and the legislature. Time should be spent teaching and learning, not defending one's school because another school down the street got a higher grade. Accountability is not a problem; schools should continue to display scores, graduation rates, attendance rates, college attendance rates, and other data that will reference a school's success or lack thereof. We just should not give our schools a letter grade.</p>	<p>Comments considered. An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. See Ark. Code Ann. § 6-15-2105.</p> <p>No change made to proposed rules.</p>
12/3/14	Ashley Daniel, Rogers Public Schools	<p>Questions: (1) Achievement Gap calculation states schools w/o a TAGG or non-TAGG group of 25 or more students are given a zero gap adjustment. Several Rogers schools have less than 25 non-TAGG students, but when Math and Literacy are added together for the gap calculations, they do have more than 25 non-TAGG student scores. How is formula applied? (2) Not finding reports where school receives percent proficient/advances or graduation rates for non-TAGG students as a group. Will these percentages be provided? (3) Estimates indicate many schools will be between letter grade categories, i.e., 239.56. The ranges for applying cut scores do not specify how rounding will be handled.</p>	<p>Comments/questions considered.</p> <p>(1) The proposed rules specify that achievement gaps are calculated only in schools have a TAGG or Non-TAGG group of 25 students. The calculation code has been written to reflect the language in the rule. So when final grades are run, the following statement from Appendix A will be true: "Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment."</p> <p>(2) A detailed grade report of all the data used in the calculations will be provided. It will be password protected report that will be available in the ADE Data Center.</p> <p>(3) The cut scores are rounded to the whole number. The overall score will be rounded to the whole number, then the cut score will be applied. The detailed grade report will demonstrate the rounding. The weighted performance component score will be rounded to the hundredths. The achievement component score will be rounded to the hundredths. The achievement component score and graduation rate gaps will be calculated by comparing the TAGG and non-TAGG performance rounded to the hundredths. The size of the gap is then compared to the gap ranges, which are</p>

	<p>Suggests two possible changes: (1) Treat improvement as a bonus, which is added to the Weighted Performance Score. This would be in addition to the adjustment for the achievement and graduation gaps. Commenter considers this the best of two options. (2) Multiply performance by 2, and don't multiply the improvement by anything if the school does not have a graduation rate. This makes improvement 33% for ALL schools.</p> <p>Current formula causes high performing schools to be given rating that are too low for what they have accomplished. Would be willing to work with others in making these changes; has sent comments to his legislator, as hopes formula will be field tested and modified. Also hopes Act 35 Awards can be modified to more fairly recognize continually high achieving schools.</p>	
<p>12/8/14</p> <p>Jeffrey Wasem, Principal, Old High Middle School, Bentonville School District</p>	<p>Concerned that reports will be based assessments that do not fully align with the standards teachers are currently teaching, and most importantly, students are learning. "With the implementation of common core state standards, teachers across the state have been asked to shift their focus to CCSS and the pedagogy that is tied to the standards. We have been placing our resources in preparation for the assessments that are tied to the CCSS. My teachers, and I am sure others across the state, have worked hard to implement these new learning expectations into the classrooms."</p> <p>Supports an accountability measure that accurately communicates the work in a school, which includes multiple measures; e.g., attendance, surveys, assessment data, growth data, etc. Commenter does not believe rating system meets intended expectation of the rule and will communicate unreliable and invalid data to school communities across the state.</p>	<p>Comments considered.</p> <p><i>No change made to proposed rules.</i></p>

THIRD PUBLIC COMMENT PERIOD

<p>2/18/15</p>	<p>Alan Adam</p>	<p>I stand amazed that the ADE would want to penalize schools and make them look bad to the public and to the parents they serve. Assigning a grade to each school/district is ridiculous. Teachers work hard to do the best they can with a curriculum they have nothing to do with developing. The CCSS do not take into consideration the children's developmental age and therefore are not appropriate. Then to make matters worse, you want to give them a grade on student performance. It's</p>	<p>Comments considered. An "A" through "F" grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. See Ark. Code Ann. § 6-15-2105.</p> <p><i>No change made to proposed rules.</i></p>
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C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
 COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter before whom the foregoing testimony was taken, do hereby certify that the same is a true and correct transcription of proceedings before the Arkansas State Board of Education, in Little Rock, Arkansas, on March 12, 2015, that the said testimony was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all evidence heard and proceedings had in said matter.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to the action in which this hearing was taken.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: March 21, 2015.



Sharon K. Hill

SHARON K. HILL, CCR
 Certified Court Reporter
 Certificate No. 670

