



## **AGENDA**

### **STATE BOARD OF EDUCATION**

May 12, 2016

Arkansas Department of Education

ADE Auditorium

10:00 AM

☐ **Back** ☐ **Print**

### **Work Session**

#### **W-1 Education Service Cooperatives**

*This work session is scheduled for 5:30 p.m. or immediately following the State Board dinner break. The State Board requested a review of the evaluation process for regional education service cooperatives. The Co-op presentation is available at <http://virtualarkansas.org/esc/esctd.pdf>*

**Presenter:** *Dr. Charles Cudney, Director of the Northwest Education Service Cooperative; and Dr. Denise Airola*

### **Reports**

#### **Report-1 Recognition of National Youth Science Camp**

*Commissioner Key is honoring the 2016 National Youth Science Camp Delegates, Elena Milstead (Scranton High School) and Katherine Doderer (Episcopal Collegiate School), who have been selected as the two most promising young scientific leaders in Arkansas's 2016 high school graduating class. At the invitation of Governor Earl Ray Tomblin of West Virginia, they will participate as delegates in the 53rd year of the National Youth Science Camp held near the National Radio Astronomy Observatory at Green Bank, West Virginia. Commissioner Key is also honoring Alex Perkins (Camden Fairview High School) and Nicholas Langston (Subiaco Academy), who have been selected as alternates.*

**Presenter:** *Michele Snyder*

### **Consent Agenda**

#### **C-1 Minutes - April 14, 2016**

**Presenter:** *Deborah Coffman*

#### **C-2 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-3      Consideration of 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 twenty-eight (28) school districts covering a total of thirty-eight (38) waivers. There were also requests for long-term substitutes from twenty-nine (29) school districts requesting a total of forty (40) waivers for long-term substitutes. These requests have been reviewed, were either approved or denied by Department staff, and are consistent with program guidelines.

**Presenter:** Ivy Pfeffer

**C-4      Progress Report on the Status of Districts Classified in Fiscal Distress**

Currently five (5) 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 five (5) districts in Fiscal Distress are Dollarway, Guy-Perkins, Lee County, Maynard 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 (6) months.

**Presenter:** Greg Rogers and Cindy Smith

**C-5      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-190 - Roy Lesley Lamb**

Violation of Standard 1. An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2. An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a two (2) year license probation; assess a \$75.00 fine; and require completion of six (6) hours of training in classroom management and student interaction through Arkansas IDEAS. Mr. Lamb, through his attorney, accepted the recommendations on March 23, 2016.

**Presenter:** Jennifer Liwo

**C-6      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-019 - Brittney Ann Breedlove**

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 permanent revocation of Educator Breedlove's license. Neither Ms. Breedlove, nor her attorney, responded within the required thirty (30) days.

**Presenter:** Jennifer Liwo

**C-7      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-053 - Terri Elaine Wallmark**

*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 reprimand and assess a \$50.00 fine. Ms. Wallmark accepted the recommendation on March 23, 2016.*

**Presenter:** Jennifer Liwo

**C-8      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-055 - Becky Ann Watkins**

*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 three (3) year license suspension; assess a \$100.00 fine; require participation in an alcohol rehabilitation program during the suspension period; require submission of proof of participation and progress in an alcohol rehabilitation program to the PLSB office on a quarterly basis; and require a letter to the PLSB office from a licensed counselor stating that she is fit to return to the classroom. The letter must be dated within thirty (30) days of the end of the suspension period. All costs paid by Educator Watkins.*

**Presenter:** Jennifer Liwo

**C-9      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-058 - Gina Lea White**

*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 (3) year license probation, beginning upon the renewal or reissuance of Educator White's license (January 1, 2017) and assess a \$75.00 fine. Ms. White did not respond within the required thirty (30) day period.*

**Presenter:** Jennifer Liwo

**C-10      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-070 - Cathy Lynette Holmes**

*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. Holmes accepted the recommendations on March 30, 2016.*

**Presenter:** Jennifer Liwo

**C-11      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-073 - Randall Darrell Standridge**

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

*Board order a two (2) year license probation and assess a \$75.00 fine. Mr. Standridge did not respond within the required thirty (30) day period.*

**Presenter:** Jennifer Liwo

**C-12      Consideration of the Voluntary Surrender and Revocation of License in PLSB Case #16-072 - Evan Wylie Ballowe**

*Evan Wylie Ballowe holds a standard teaching license. Mr. Ballowe has voluntarily surrendered his license and consents to the permanent revocation of his license as a result of conduct leading to his PLSB case. The Department recommends permanent revocation of his license.*

**Presenter:** Jennifer Liwo

**C-13      Consideration of Suspension of Teaching License for Nonpayment of Fines - PLSB Case #13-141 - Michelle Dawn Harper**

*Michelle Dawn Harper holds a standard teaching license and has an outstanding fine of \$100.00, as ordered by the State Board of Education. Ms. Harper has not responded to collection attempts. PLSB staff respectfully requests the suspension of Ms. Harper's license until the fine is paid.*

**Presenter:** Cheryl Reinhart

**C-14      Consideration of Suspension of Teaching License for Nonpayment of Fines - PLSB Case #13-169 - Sara Kristine Kemp**

*Sara Kristine Kemp holds a standard teaching license and has an outstanding fine of \$50.00, as ordered by the State Board of Education. Ms. Kemp has not responded to collection attempts. PLSB staff respectfully requests the suspension of Ms. Kemp's license until the fine is paid.*

**Presenter:** Cheryl Reinhart

**C-15      Consideration for Public Comment: Proposed ADE Rules Governing Arkansas Qualified Teacher Requirements**

*As a result of changes in federal law that eliminate highly qualified teacher status for all except special education, the ADE is recommending these rules to ensure that during the state transition to implementation of requirements of the Every Student Succeeds Act all students have qualified teachers for core content areas when licensure is waived for charter schools or school districts, and for special education and alternative learning environment teachers. ADE staff respectfully requests the State Board release these rules for public comment.*

**Presenter:** Cheryl Reinhart and Ivy Pfeffer

**C-16      Notification of Charter Authorizing Panel Adoption of 2016 Adult Education Charter School Application and Timeline**

*Act 1200 established the provision for adult education charter schools. On April 20, 2016, the Charter Authorizing Panel adopted the 2016 Adult Education Charter School Application and Timeline by a unanimous vote. The application and timeline, which align with the law and rule, are attached for your reference.*

**Presenter:** Alexandra Boyd

**Action Agenda**



**A-1      Consideration of the 2016-2017 AR Better Chance Renewal of Professional Development and Research Grants**

*Pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education respectfully requests approval for the renewal of AR Better Chance professional development grants to provide training for ABC Programs and to conduct research of the ABC services for the 2016-2017 school year.*

**Presenter:** Mary K. McKinney

**A-2      Consideration of AR Better Chance Enhancement Grants 2016**

*A recommendation for use of the AR Better Chance funding remaining at the end of the 2015-16 school year is requested to assist with the following programs: ABC Summer Services; ABC Infant/ Toddler Programs and AmeriCorps. Although the ABC Summer Services was approved at the April State Board meeting, the actual list of ABC Programs and the requested funding amount is now available for review.*

*The ABC Infant/ Toddler Programs received the same funding rate as the ABC Preschool Programs even though the cost of infant-toddler care is more costly due to the low teacher-child ratio. The ABC Enhancement Grant allows for these programs to offset their cost, therefore a request to fund these programs is being provided for consideration. The AmeriCorps program operates out of the Southeast AR Education Service Cooperative and targets several of the schools that are designated by the ADE as ESEA priority/focus public schools. A recommendation is being requested to fund this program to continue services to the ABC Programs in southeast AR.*

**Presenter:** Mary Kaye McKinney

**A-3      Consideration of the Little Rock School District (LRSD) Progress Report**

*The LRSD will provide a monthly progress report to the State Board. The State Board will follow the report with discussion of the process for appointing a community advisory board.*

**Presenter:** Baker Kurrus, LRSD Superintendent

**A-4      Consideration of Appeal from Denial of School Choice Application - Warren**

*Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Warren family appeals the decision of the Cabot School District to deny a school choice application for the 2016-2017 school year. The family resides in the Jacksonville North Pulaski School District.*

**Presenter:** Jennifer Davis

**A-5      Consideration of Appeal from Denial of School Choice Application - Springer**

*Pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015, the Springer family appeals the decision of the Cabot School District to deny a school choice application for the 2016-2017 school year. The family resides in the Jacksonville North Pulaski School District.*

**Presenter:** Jennifer Davis

**A-6**

## **Consideration for Changing the Name of Lincoln Academy of Excellence to Lincoln Academy for Purposes of Academic Distress**

*In accordance with the district's LEA change request, effective for the 2015-2016 school year, the ADE requests that the academic distress designation applied to Lincoln Academy of Excellence be applied to Lincoln Academy.*

**Presenter:** M. Annette Barnes

### **A-7 District Request for Waivers Granted to Open-Enrollment Charters: Forrest City School District**

*Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that draw students from the school district. Representatives of the Forrest City School District are appearing before the Board with a petition for waivers.*

**Presenter:** Mary Perry

### **A-8 District Request for Waivers Granted to Open-Enrollment Charters: Harrison School District**

*Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that draw students from the school district. Representatives of the Harrison School District are appearing before the Board with a petition for waivers.*

**Presenter:** Mary Perry

### **A-9 District Request for Waivers Granted to Open-Enrollment Charters: Pea Ridge School District**

*Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that draw students from the school district. Representatives of the Pea Ridge School District are appearing before the Board with a petition for waivers.*

**Presenter:** Mary Perry

### **A-10 District Request for Waivers Granted to Open-Enrollment Charters: Pine Bluff School District**

*Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment public charter schools that draw students from the school district. Representatives of the Pine Bluff School District are appearing before the Board with a petition for waivers.*

**Presenter:** Mary Perry

### **A-11 Consideration of Amendment to JNPSD/PCSSD Detachment Agreement**

*The Jacksonville North Pulaski School District and the Pulaski County Special School District will present an amendment to the JNPSD/PCSSD Detachment Agreement. The amendment is an agreement between JNPSD and PCSSD resolving issues that have surfaced regarding distribution of funds from multiple sources.*

**Presenter:** Tony Wood, JNPSD Superintendent, and Dr. Jerry Guess, PCSSD Superintendent

### **A-12**

## **Charter Panel Action on District Conversion Public Charter School Amendment Request: Badger Academy**

*On April 20, 2016, representatives of Badger Academy appeared before the Charter Authorizing Panel requesting an amendment to their 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 and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting.*

**Presenter:** Alexandra Boyd

### **A-13 Consideration of Request for Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Vacant or Expiring June 30, 2016**

*Under Ark. Code Ann. § 6-17-422 members of the PLSB serve rotating terms, and are appointed by the State Board from nominations made by professional education associations. The following persons have been nominated by the Arkansas Association of Colleges for Teacher Education to fill one vacancy and two members' terms expiring on June 30, 2016:*

*Dr. Raymond "Donny" Lee, Dean at Harding University, to represent private institutions of higher education, whose term will begin immediately to fill the vacancy of Dr. Brad Baine, and for a regular term to begin on July 1, 2016, and end on June 30, 2019;*

*Dr. Victoria Groves-Scott, Dean of the College of Education, University of Central Arkansas, to represent deans with knowledge of licensure issues, and for a term that will begin on July 1, 2016, and end on June 30, 2019; and*

*Dr. Zaidy Mohdzain, Dean of the College of Education, Southern Arkansas University, re-nominated for another term to represent public institutions of higher education, and for a term that will begin on July 1, 2016, and end on June 30, 2019.*

**Presenter:** Kathy Howell, Chair of the PLSB

### **A-14 Request for Approval to use PSAT as an Optional College and Career Readiness Assessment**

*Pursuant to Act 989, the Arkansas Department of Education is requesting approval to continue providing districts the option to also administer PSAT/NMSQT at grade 10 using at-risk funding, as allowed by Act 989. PSAT/NMSQT is the only test that qualifies grade 10 students to enter the competition for scholarships from the National Merit Scholarship Corporation and is used as an identifier of students who have the potential to succeed in Advanced Placement (AP) courses. Districts that elect to administer PSAT/NMSQT under this approval will agree to administer the test at no cost to all students able to test in grade 10.*

**Presenter:** Hope Allen

### **A-15 Request for Approval: High School Math Courses**

*When charged with the task of revising the previous mathematics standards, a group of qualified individuals from across the state came together to craft standards that were specific for the schools and students of Arkansas. The result of this work is the Arkansas Mathematics Standards. As an extension of this work, the committee assembled to revise the high school standards helped to create high school courses for use in the State of Arkansas. These courses are based on the Arkansas Mathematics Standards which were approved at the April Meeting, and help to satisfy a school's requirement to teach six different math courses.*

*Presenter: Thomas Coy*

**A-16      Consideration for Final Approval: ADE and ASBN Rules Governing the Administration of Insulin and Glucagon**

*Act 833 of 2015 amended the laws regarding the administration of medications for diabetes to Arkansas public school students. The State Board approved these rules for public comment on March 10, 2016. A public comment hearing was held on March 22, 2016. The public comment period ended on April 12, 2016.*

*Public comments were received, but no substantive changes were made. Governor's approval was received on March 22, 2016. Department staff respectfully requests that the State Board give approval for these rules.*

*Presenter: Jennifer Davis*

**A-17      Consideration for Emergency Approval - ADE Rules Governing Arkansas Qualified Teacher Requirements**

*As a result of changes in federal law that eliminate highly qualified teacher status for all except special education, the ADE is recommending these rules to ensure that during the state transition to implementation of requirements of the Every Student Succeeds Act all students have qualified teachers for core content areas when licensure is waived for charter schools or school districts, and for special education and alternative learning environment teachers. ADE staff respectfully requests the State Board give emergency approval to these rules.*

*Presenter: Cheryl Reinhart and Ivy Pfeffer*

**Minutes**  
**State Board of Education Meeting**  
**Thursday, April 14, 2016**

The State Board of Education met Thursday, April 14, 2016, in the Arkansas Department of Education Auditorium. Chair Toyce Newton called the meeting to order at 8:06 a.m.

Present: Toyce Newton, Chair; Mireya Reith, Vice-Chair; Vicki Saviers; Joe Black; Diane Zook; Dr. Jay Barth; Susan Chambers; Brett Williamson; Charisse Dean; Ouida Newton, Teacher of the Year; and Johnny Key, Commissioner

Absent: none

**Work Session**

**W-1 Education Service Cooperatives**

The work session was rescheduled for May 2016.

**Reports**

**Report-1 Recognition of Military Families**

Commissioner Key said April 2016 is the Month of the Military Child. He said during April the Military Interstate Children's Compact Commission, along with many other organizations will recognize the important role children play in our military communities. He recognized the work of Senator Jane English and her support of the military.

Public Information Manager Mr. John Kaminar introduced the honored guests. Mr. Kaminar said the United States Navy was represented by Mr. Ethan Gonzalez, an 8<sup>th</sup> grader at Maumelle Middle School, Ms. Emily Gonzalez, a 6<sup>th</sup> grader at Maumelle Middle School, and Ms. Addison Gonzalez, a 1<sup>st</sup> grader at Pine Forest Elementary. He said the students were accompanied by their father, Chief Petty Officer Rudy Gonzalez, the senior enlisted leader at the Navy Operational Support Center in Little Rock, and their mother, Ms. Katrina Gonzalez.

Mr. Kaminar said the Arkansas Army National Guard was represented by Mr. Zachary Phillips, an 8<sup>th</sup> grader at Mann Magnet Middle School in Little Rock. He said Zachary was accompanied by his mother, Sergeant First Class Sherrie Phillips, a Budget Analyst for the Deputy Chief of Staff for Logistics and Financial

Management Technician for the Camp Robinson Finance section. He said the Phillips' were joined by Ms. Erica Wand, Lead Child and Youth Program Coordinator for the Arkansas National Guard.

Mr. Kaminar said the Air Force families were accompanied by Ms. Stephanie Koonst, Family Support Coordinator at the Little Rock Air Force Base. He said Mr. Bradley Budde, a 9<sup>th</sup> grader at Cabot Freshman Academy, attended with his mother, Master Sergeant Shawna Budde, of the 19<sup>th</sup> Force Support Squadron, where she serves as the Education Superintendent of the University Center.

Mr. Kaminar introduced Ms. Adrienne Jones, a 7<sup>th</sup> grader at Cabot Junior High South and her sister, Ms. Paisley Jones, a 2<sup>nd</sup> grader at Southside Elementary in Cabot. They were accompanied by their father, Master Sergeant Marty Jones, who is an Executive Officer working for the 19<sup>th</sup> Mission Support Group Commander; as well as, their mother, Jenny Jones, and little sister, Ruby Jones.

Mr. Kaminar introduced Ms. Adeena Sanabia, a 1<sup>st</sup> grader at LISA Academy, where her younger brother, Martin Sanabia, attends kindergarten. He said they are here with their father, Technical Sergeant Martin Sanabia, a firefighter in the 19<sup>th</sup> Civil Engineering Squadron, and their mother Nevra Sanabia.

Mr. Kaminar read the Governor's proclamation and State Board's resolution recognizing April as Month of the Military Child.

## **Report-2 Update on Highly Qualified Teacher (HQT) and ESSA**

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said that in December 2015 President Obama signed the Every Student Succeeds Act (ESSA) to reauthorize the Elementary and Secondary Education Act of 1965. ESSA replaces the No Child Left Behind Act (NCLB) of 2001. She said under ESSA school districts and states are responsible for improving the quality and effectiveness of teachers. She said ESSA eliminated the HQT provision of NCLB, but replaced it with the following statement.

The state must:

- Identify disparities of low income and minority students being disproportionately taught by ineffective, inexperienced, unqualified, or out-of-field teachers, principals, or other school leaders;
- Have a mechanism to address these disparities;
- Describe the measures they will use to evaluate and publicly report on this requirement.

Ms. Pfeffer said while the goals of HQT were to ensure teacher quality, the reality was often the HQT burdened districts with paperwork, additional reporting requirements, and barriers to employing teachers. She said to ensure that Arkansas maintains standards for teacher quality, the state will maximize the



opportunity to create an Arkansas plan for qualified teachers where current licensure requirements might not apply. She said Arkansas has relied on HQT requirements when teacher licensure is waived. She said without any requirements, where licensure is waived, there are no minimum qualifications or standards for teachers.

Ms. Pfeffer said the Department has worked with several stakeholders during the past few months to draft new Arkansas Qualified Teacher (AQT) rules. These rules (which ADE plans to present to the Board in May) will seek to maintain standards for quality teachers while providing flexibility for schools to hire effective teachers. She said the rules would also greatly reduce paperwork for districts and streamline reporting requirements. She said the rules would be Arkansas rules, instead of rules from the former federal requirements. She said the rules would also impact a limited number of teachers as compared to HQT regulations as Arkansas licensure requirements already ensure teachers are prepared and can demonstrate content knowledge and pedagogical skills.

The AQT rules will only apply for core academic areas:

- When a school/district has a waiver from licensure (charter schools or Act 1240 schools);
- For special education teachers or ALE teachers to ensure that they have content knowledge/expertise to teach in the assigned area.
  - Federal HQT requirements eliminated Special Education (SPED); however, the ADE had to assure that special education teachers would be AQT to receive federal funding for special education because Arkansas cannot assure that all SPED teachers would be fully licensed in the 2016-17 SY (18% were not fully licensed this year).
- Documentation of AQT will be in eSchool (local district paperwork needed only for ADE on-site reviews).

Ms. Pfeffer said the AQT provisions are more flexible than HQT, but also allow those meeting previous HQT requirements to be AQT. She said essentially all former HQT are grandfathered into these requirements. She said the AQT rules will reduce time and paperwork for schools, add flexibility for teachers who are not licensed to teach in a particular area, and maintain quality standards for educators.

Ms. Pfeffer said the ADE has both short and long-term goals to address teacher effectiveness. She said the ADE will work with educators and legislators during the 2017 legislative and rule making process and the development of the state's ESSA plan to redesign the structure of educator licenses to ensure that all schools and all classes have qualified, effective personnel teaching and leading in school districts and incentivize career advancement for educators through new licensure and certification opportunities.

## **Consent Agenda**

Ms. Zook moved, seconded by Ms. Reith, to approve the consent agenda, less consent item 21 and with a minor correction to the minutes for March 31, 2016. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - March 10, 2016
- Minutes - March 18, 2016
- Minutes - March 31, 2016 (corrected)
- Review of Loan and Bond Applications
- Newly Employed, Promotions, and Separations
- Consideration of Report on Waivers to School Districts for Teachers
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-151- Randalyn H. Sutterfield
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-174 - Cody Dewayne Forga
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-187 - Jill Moody
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-003 - Nanette Eva King
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-009 - Barton Wayne Harrison
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-012- Janice Marie Shumpert
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-028 - Steven David Golden
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-036 - Crystal Dawn Waldrop
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-038 - Luke Sandlin Hammond
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-042 - Steven R. Ingle
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-056 - Ricky L. Copeland
- Consideration of the Recommendation of the Professional licensure Standards Board for Case #16-061 - Randy Ray Knew
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-050 - Jacqueline T. Arigbede
- Consideration of Voluntary Surrender and Permanent Revocation of Teaching License - Melissa Ellen Stewart
- Consideration for Public Comment: ADE Rules Governing the Creation of School Districts by Detachment

- Public Release of School Performance Reports

### **Action Agenda**

#### **C-21 Consideration of Proposed Rules Governing the Standards for Professional Ethical Conduct for Arkansas Educators (formerly the Code of Ethics)**

Professional Licensure Standards Board (PLSB) Attorney Ms. Cheryl Reinhart proposed that the Rules Governing the Standards for Professional Ethical Conduct for Arkansas Educators (formerly named the Code of Ethics for Arkansas Educators) be released for public comment. She said the rules were amended to implement Act 1090 of 2015, make changes to licensure fees and ethics violation fines, and amend procedures for handling ethics complaints.

Dr. Barth moved, seconded by Mr. Black, to approve the Rules Governing the Standards for Professional Ethical Conduct for Arkansas Educators (formerly the Code of Ethics) for public comment. The motion carried unanimously.

#### **A-1 Consideration of 2016-2017 Arkansas Better Chance Renewal Grant Applications**

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education requested approval for the renewal of the Arkansas Better Chance grants for the 2016-2017 school year for a total of \$100,130,200.00.

Dr. Barth moved, seconded by Ms. Dean, to approve the 2016-2017 Arkansas Better Chance renewal grant applications for a total of \$100,130,200.00. The motion carried unanimously.

#### **A-2 Consideration of Arkansas Better Chance Summer Services 2016**

Ms. Mary Kaye McKinney, representing the Division of Child Care and Early Childhood Education, said ABC Summer Services have been provided in previous years through the Division of Child Care and Early Childhood Education, Child Care Development Funds (CCDF). She said this year these funds are limited, leaving children potentially without Pre-K educational services for the summer. She said recommended access to a portion of the unused ABC funds remaining in the current fiscal year be used to assist in providing summer services. She said the need for these services targets four year old children to continue school readiness for kindergarten and to prevent summer loss. She said a list of selected sites would be presented to the Board at the May meeting.

Ms. Dean moved, seconded by Ms. Chambers, to approve Arkansas Better Chance Summer Services for 2016. The motion carried unanimously.

### **A-3 Consideration of Adoption of Mathematics Standards**

Assistant Commissioner for Learning Services Ms. Stacy Smith said when charged with the task of revising the previous mathematics standards, a group of qualified individuals from across the state came together to craft standards that were specific for the schools and students of Arkansas. She said the result of this work is the Arkansas Mathematics Standards. She said districts may implement these standards now but the expected full implementation would be 2017-2018.

Public School Program Coordinator Mr. Thomas Coy said the Mathematics Standards reflected what Arkansas educators know to be best for students. He said these standards retained the same structure as the previous standards. He said the educators added some standards that are denoted at the end of the standards so as to not change the nomenclature. He requested the State Board to adopt the Arkansas K-12 Mathematics Standards.

2015 Arkansas Teacher of the Year Ms. Ouida Newton said these standards are strong and will ensure students are globally competitive.

Ms. Saviers moved, seconded by Dr. Barth, to adopt the Mathematics Standards. The motion carried unanimously.

### **A-4 Consideration of Little Rock School District Report of Progress**

Little Rock School District Superintendent Mr. Baker Kurrus said the LRSD has prepared for online testing. He said elementary students (scoring below proficiency levels) will have an opportunity for summer school. He said the district was improving the gifted and talented program. He said the Community Advisory Committee was finalizing their reports.

Mr. Kurrus said the southwest building project was progressing with much input from the stakeholders. He said the west Little Rock school was also progressing. He said the district prevailed in a recent hearing and moved forward with the purchase of the west campus. He said the west campus will open this fall with 6<sup>th</sup> Grade.

Mr. Kurrus said the district was working to be more efficient with resources and finances. He said the district celebrated two Dell Scholarship winners. He said there will be at least 18 new principals during his tenure.

Mr. Black moved, seconded by Ms. Zook, to approve the Little Rock School District report of progress. The motion carried unanimously.

#### **A-5 Consideration of Dermott School District Academic Distress Progress**

Dermott School District Superintendent Ms. Kristi Ridgell thanked the Board for their support this year. She said the district has faced staff turnover, declining enrollment, and curriculum issues. She said the district was also implementing a recruitment and retention program. She said the district was showing improvement in academic areas as evidenced by interim assessments. She said educators worked on curriculum revision. She said summer school and health services are provided. She said the Dermott School District would be presenting at summer conferences to share their progress. She said the Dermott School District would continue to collaborate with ADE to ensure school improvement. She said 372 students were currently enrolled in the Dermott School District.

School Improvement Director Dr. Richard Wilde said the Dermott School District has significantly embraced the school improvement process. He said the team was a shining star in terms of progress. He recommended the district move to quarterly reports before the Special Committee on Academic Distress.

Commissioner Key said Ms. Ridgell and her team members have embraced the collaboration with ADE. He said as a result, the district has shown great improvement and is working together to improve education for students.

Mr. Tommie Robinson, Dermott School Board President and Ms. Heather Hardin, Locally Hired School Improvement Specialist reported given concerns related to Academic Distress and previous standards violations, the district has been asked to provide quarterly progress reports to the State Board of Education.

Ms. Zook moved, seconded by Mr. Williamson, to approve the Dermott School District Academic Distress progress report and refer the quarterly reports to the Special Committee on Academic Distress. The motion carried unanimously.

#### **A-6 Consideration of Classification of District in Fiscal Distress - Dollarway**

Fiscal Services Director Ms. Cindy Smith said pursuant to Ark. Code Ann. §6-20-1905, the Dollarway School District received notice by certified mail as being identified by the Arkansas Department of Education (ADE) for Fiscal Distress status. She said the District was informed in the March 7, 2016 identification letter that they could not incur any future debt obligations without prior written approval from ADE. She recommended that Dollarway School District be classified as being in Fiscal Distress as of April 14, 2016.

Dr. Barth moved, seconded by Mr. Williamson, to approve classification of the Dollarway District in Fiscal Distress as of April 14, 2016. The motion carried unanimously.

#### **A-7 Consideration of Dollarway School District Report of Progress**

Dollarway School District Superintendent Ms. Barbara Warren said the State Board requested a bi-monthly report of progress from the Dollarway School District. She said she was assessing the fiscal and facility needs of the district. She said she was working to improve inefficiencies. She said meetings were being conducted with the district staff to communicate the current status and vision for the district. She said the team was working to rebuild relationships with students, parents, staff, and community leaders.

Ms. Warren said the district would offer summer school. She said 1,221 students were currently enrolled in the Dollarway School District. She said 140 students were served in the ABC Pre-School Program. She said the district would take this opportunity to be better stewards of public dollars and resources. She said staff turnover has had impact on the district. She said the discipline data indicated many minor infractions that may be addressed with a behavioral plan.

Ms. Warren said the district was partnering with the Arkansas River Education Service Cooperative to build capacity within the district. She said each building collaborates and communicates with parents differently. She said the parent engagement process needed better structuring. She said the district was considering a district parent center.

Commissioner Key requested the Board consider adjusting the Dollarway School District reporting from bi-monthly to quarterly reporting to the Board.

Ms. Dean moved, seconded by Mr. Williamson, to approve the Dollarway School District Report of Progress and require quarterly reports. The motion carried unanimously.

**Public Comment:** Parent Ms. Annie Bryant said Ms. Barbara Warren was doing an outstanding job as superintendent. She said the parents are supportive of the progress and vision of the Dollarway School District. She encouraged more communication with the public.

#### **A-8 Consideration of Academic Distress Appeal for Hope High School**

Assistant Commissioner for Public School Accountability Ms. Annette Barnes said the Hope School District filed an appeal of the identification of Hope High



School as meeting the criteria for Academic Distress. Pursuant to Section 3.02.2.1 of the ACTAAP Rules, a school may be identified as being in academic distress if 49.5%, or less, of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered for the most recent three (3) year period.

General Counsel Ms. Kendra Clay said the ACTAAP Rules were followed for the identification of schools for academic distress.

Office of Innovation for Education Director Dr. Denise Airola said the concordance process were followed to determine academic distress. She said the concordance score for Hope High School was 47.362.

Hope School District Superintendent Mr. Bobby Hart said the district had previously scored above the cut score. He outlined a timeline of changes in testing and accountability. He said the district has a 78% graduation rate and 83% free and reduced lunch rate. He said he welcomed assistance from ADE.

Arkansas Public School Resource Center Staff Attorney Mr. Tripp Walter said the district was appealing the classification not the assistance. He said he did have issue with compliance of the ACTAAP Rules. He said the rules should have been changed to mirror the assessment changes.

Ms. Barnes said the state did not receive a pause from state accountability. She said an appropriate timeline was followed for reporting and notifications.

Ms. Saviers moved, seconded by Dr. Barth, to deny the Academic Distress appeal for Hope High School. The motion carried unanimously.

### **A-9 Consideration of Academic Distress Appeal of Little Rock Preparatory Academy Elementary**

Assistant Commissioner for Public School Accountability Ms. Annette Barnes said the Little Rock Preparatory Academy Charter School filed an appeal of the identification of the Little Rock Preparatory Academy Elementary as meeting the criteria for Academic Distress. According to Section 3.02.2.1 of the ACTAAP Rules, a school may be identified as being in academic distress if 49.5%, or less, of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered for the most recent three (3) year period.

Office of Innovation for Education Director Dr. Denise Airola said the concordance score was 47.992 for the Little Rock Preparatory Academy Elementary.

General Counsel Ms. Kendra Clay said rules are being developed for Act 1272.

Chief Academic Officer for Exalt Education Ms. Tina Long said the Little Rock Preparatory Academy Charter School served students from across Pulaski County. She said 100% of students receive free or reduced lunch. She requested the appeal because of the changes in academic standards, state assessments, and the reporting scale. She outlined the current interventions being implemented for school improvement.

Dr. Barth moved, seconded by Ms. Reith, to deny the Academic Distress appeal of Little Rock Preparatory Academy Elementary. The motion carried unanimously.

### **A-10 Consideration of Academic Distress Appeal for Marvell-Elaine High School**

Assistant Commissioner for Public School Accountability Ms. Annette Barnes said the Marvell-Elaine School District filed an appeal of the identification of Marvell-Elaine High School as meeting the criteria for Academic Distress. According to Section 3.02.2.1 of the ACTAAP Rules, a school may be identified as being in academic distress if 49.5%, or less, of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered for the most recent three (3) year period.

Office of Innovation for Education Director Dr. Denise Airola said the concordance score was 45.932 for the Marvell-Elaine School District.

General Counsel Ms. Kendra Clay said the previous argument remained the same as above. The ADE followed the ACTAAP Rules.

Marvell-Elaine School District Superintendent Ms. Joyce Cottoms said the district has not requested assistance from the ADE. She said she is requesting assistance at this time. She requested the appeal because of the changes in academic standards and state assessments. She said the communication from the Department regarding the timeline was not clear.

Marvell-Elaine High School Site-Based School Improvement Specialist Dr. Ronald Laurent said the school has made every effort to align instruction with the state assessments.

Ms. Barnes said the state received a pause from federal accountability. She said the state did not receive a pause from state accountability. She said the ADE School Improvement Unit made an on-site visit to the Marvell-Elaine High School in March 2016. She said timelines and information were provided in Commissioner's Memos.

Ms. Chambers moved, seconded by Ms. Dean, to deny the Academic Distress Appeal for Marvell-Elaine High School. The motion carried unanimously.

#### **A-11 Consideration of Academic Distress Appeal for Mineral Springs High School**

Action Item 11 was removed from the April agenda and will be rescheduled at a later date. Attorney/Representative John Walker is representing Mineral Springs School District and under A.C.A. § 25-15-103 has requested a stay of proceedings.

#### **A-12 Consideration of Academic Distress Appeal for SIATech Charter High School**

Commissioner Key asked the Board to table action for SIATech Charter High School for the reasons provided last month regarding Alternative Learning Environments (ALE).

Dr. Barth moved, seconded by Ms. Zook, to table action regarding the Academic Distress Appeal for SIA Tech Charter High School until rules are approved for Act 1272. The motion carried unanimously.

#### **A-13 Consideration of Schools Identified as Meeting the Criteria to be Designated as Being in Academic Distress**

Assistant Commissioner for Public School Accountability Ms. Annette Barnes said consideration of schools identified as meeting the criteria for Academic Distress in accordance with the Arkansas Department of Education's Rules Governing the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) and the Academic Distress Program, the ADE has identified 26 schools as meeting the criteria for Academic Distress. This identification is based on having 49.5%, or less, of their students achieving proficient or advanced in math and literacy for the most recent three (3) year period. She said SIATech Charter High School would not be included. She said Mineral Springs High School would be considered at a later date. She requested 24 schools be classified in Academic Distress.

Dr. Barth moved, seconded by Mr. Williamson, to classify 24 schools in Academic Distress. The motion carried unanimously.

#### **A-14 Consideration of Districts Identified as Meeting the Criteria to be Designated as Being in Academic Distress**

Assistant Commissioner for Public School Accountability Ms. Annette Barnes said consideration of school districts identified as meeting the criteria for Academic Distress in accordance with the Arkansas Department of Education's Rules Governing the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) and the Academic Distress Program, the ADE has identified four (4) districts as meeting the criteria for Academic Distress. She said this identification is based on having 49.5%, or less, of their students achieving proficient or advanced in math and literacy for the most recent three (3) year period. She said SIATech Little Rock Charter would not be included in the designation. She requested the Dollarway School District, Blytheville School District, and Covenant Keepers Charter School be designated in Academic Distress.

Ms. Dean moved, seconded by Ms. Chambers, to designate the Dollarway School District, the Blytheville School District, and the Covenant Keepers Charter School in Academic Distress. The motion carried unanimously.

#### **A-15 Consideration of Appeal from Denial of School Choice Application – Sowell**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Sowell family appealed the decision of the Cabot School District to deny a school choice application for the 2016-2017 school year. She said the family resides in the Jacksonville North Pulaski School District (JNPSD). She said the JNPSD provided a letter outlining the conflict.

Cabot School District Superintendent Dr. Tony Thurman said the Cabot School District denied the school choice application because the Jacksonville North Pulaski School District was a party in an active desegregation lawsuit.

Parent Ms. Megan Sowell requested her child be permitted to attend the Cabot School District.

Jacksonville North Pulaski School District Attorney Scott Richardson said the JNPSD was not opposed to school choice but under the current desegregation lawsuit and final settlement agreement with PCSSD there are limitations to the number of seats allowable for student transfer. He said JNPSD was committed to becoming unitary as soon as possible.

Dr. Barth moved, seconded by Ms. Reith, to deny the appeal from denial of School Choice Application for the Sowell family. Ms. Zook and Mr. Williamson voted no. The final vote was 6-2. The motion carried.

#### **A-16 Consideration of Appeal from Denial of School Choice Application - Bridges**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Bridges family appealed the decision of the Cabot School District to deny a school choice application for the children for the 2016-2017 school year. She said the family resides in the Jacksonville North Pulaski School District (JNPSD).

Cabot School District Superintendent Dr. Tony Thurman said the Cabot School District denied the school choice application because the JNPSD is a party in an active desegregation lawsuit.

Parent Ms. Jennifer Bridges requested her children be permitted to attend the Cabot School District.

Jacksonville North Pulaski School District Attorney Scott Richardson said the JNPSD was not opposed to school choice but under the current desegregation lawsuit and final settlement agreement with PCSSD there are limitations to the number of seats allowable for student transfer. He said JNPSD was committed to becoming unitary as soon as possible.

Dr. Barth moved, seconded by Mr. Black, to deny consideration of appeal from denial of School Choice Application for the Bridges family. Ms. Zook and Mr. Williamson voted no. The final vote was 6-2. The motion carried.

#### **A-17 Consideration of Appeal from Denial of School Choice Application – Nunez Arreola**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-1901 et seq. and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015; the Nunez Arreola family appealed the decision of the Cabot School District to deny a school choice application for the 2016-2017 school year. The family resides in the Jacksonville North Pulaski School District. She said the family was not in attendance.

Dr. Barth moved, seconded by Mr. Black, to deny consideration of appeal from denial of School Choice Application for the Nunez Arreola family. Ms. Zook and Mr. Williamson voted no. The final vote was 6-2. The motion carried.

**A-18 District Request for Waivers Granted to Open-Enrollment Charters:  
Bryant School District**

Bryant School District Superintendent Dr. Tom Kimbrell said Act 1240 of 2015 provided opportunity to redefine educational opportunities for students.

Bryant School District Deputy Superintendent Dr. Karen Walters said the high school has a 7-period day. She said the waivers would allow seniors, who are on target to graduate, to participate in internships, community service, attend post-secondary classes, or work. She shared student vignettes related to these opportunities. She said the program was modeled after a successful Arkansas Career Education work based learning program and would develop students' soft skills. She said students will complete a capstone presentation and exit survey. She said the Bryant Chamber of Commerce is a partner.

Ms. Saviers moved, seconded by Ms. Zook, to grant the requested waivers granted to Open-Enrollment Charters for the Bryant School District. The motion carried unanimously.

**A-19 District Request for Waivers Granted to Open-Enrollment Charters:  
Lincoln Consolidated School District**

Lincoln Consolidated School District Superintendent Ms. Mary Ann Spears said the district has a district conversion charter. She said the requested waivers would expand the opportunities for students to have a personalized learning plan. She said the district wanted to redesign education so the district becomes a choice for students and parents. She requested the waivers for five (5) years. She said the waivers were requested because it extended to Grades 5-8, which is outside of the district conversion charter.

Lincoln High School Principal Ms. Courtney Jones said she needed to hire experts that may not be licensed to teach specific courses. She said the waivers would provide flexibility to expand learning experiences for students.

Lincoln Elementary School Principal Ms. Melody Sebastian said the focus in Grades K-3 was reading. She said the waivers would allow the third grade to have flexible time to provide more personalized learning.

Mr. Williamson moved, seconded by Ms. Dean, to grant the requested waiver granted to Open-Enrollment Charter for the Lincoln Consolidated School District for five (5) years. Ms. Reith, Dr. Barth, Ms. Zook, and Ms. Chambers voted no. The final vote was 5-4, with Chair Newton breaking the tie by voting yes. The



motion carried.

**A-20 District Request for Waivers Granted to Open-Enrollment Charter:  
Nettleton School District**

Nettleton School District Superintendent Mr. James Dunivan said the requested waivers would allow the district to better serve students that choose a career pathway, supported by technical certificates, vocational courses, and job experience. He said the waivers were requested for three (3) years.

Ms. Zook moved, seconded by Ms. Saviers, to grant the requested waivers granted to Open-Enrollment Charter for the Nettleton School District for three (3) years. The motion carried unanimously.

A-21 – A-42 were considered together.

**A-21 District Request for Waivers Granted to Open-Enrollment Charter:  
Ashdown School District as an Arch Ford Education Service Cooperative  
Consortium Participant**

**A-22 District Request for Waivers Granted to Open-Enrollment Charter:  
Atkins School District as an Arch Ford Education Service Cooperative  
Consortium Participant**

**A-23 District Request for Waivers Granted to Open-Enrollment Charter:  
Clinton School District as an Arch Ford Education Service Cooperative  
Consortium Participant**

**A-24 District Request for Waivers Granted to Open-Enrollment Charter:  
Conway School District as an Arch Ford Education Service Cooperative  
Consortium Participant**

**A-25 District Request for Waivers Granted to Open-Enrollment Charter:  
Dover School District as an Arch Ford Education Service Cooperative  
Consortium Participant**

**A-26 District Request for Waivers Granted to Open-Enrollment Charter:  
East End School District as an Arch Ford Education Service Cooperative  
Consortium Participant**

**A-27 District Request for Waivers Granted to Open-Enrollment Charter:  
Greenbrier School District as an Arch Ford Education Service Cooperative  
Consortium Participant**

**A-28 District Request for Waivers Granted to Open-Enrollment Charter:**

**Guy-Perkins School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-29 District Request for Waivers Granted to Open-Enrollment Charter:  
Hector School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-30 District Request for Waivers Granted to Open-Enrollment Charter:  
Mayflower School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-31 District Request for Waivers Granted to Open-Enrollment Charter:  
Mena School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-32 District Request for Waivers Granted to Open-Enrollment Charter:  
Mount Ida School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-33 District Request for Waivers Granted to Open-Enrollment Charter:  
Mount Vernon/Enola School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-34 District Request for Waivers Granted to Open-Enrollment Charter:  
Nemo Vista School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-35 District Request for Waivers Granted to Open-Enrollment Charter:  
Perryville School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-36 District Request for Waivers Granted to Open-Enrollment Charter:  
Pottsville School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-37 District Request for Waivers Granted to Open-Enrollment Charter:  
Quitman School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-38 District Request for Waivers Granted to Open-Enrollment Charter:  
Rose Bud School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-39 District Request for Waivers Granted to Open-Enrollment Charter:  
South Conway County School District as an Arch Ford Education Service Cooperative Consortium Participant**

**A-40 District Request for Waivers Granted to Open-Enrollment Charter:  
South Side School District (Van Buren County) as an Arch Ford Education  
Service Cooperative Consortium Participant**

**A-41 District Request for Waivers Granted to Open-Enrollment Charter:  
Vilonia School District as an Arch Ford Education Service Cooperative  
Consortium Participant**

**A-42 District Request for Waivers Granted to Open-Enrollment Charter:  
Wonderview School District as an Arch Ford Education Service  
Cooperative Consortium Participant**

Arch Ford Education Service Cooperative Director Mr. Phillip Young said the Arch Ford Education Service Cooperative Consortium Participants said the waivers would decrease the number of students that drop out of school. He said there would be nine (9) campuses within the co-op region and four (4) districts outside of the co-op region. He said the students would remain enrolled in the local district. He said the nine centers were placed geographically to limit travel time.

Crossroads Alternative Learning Center K-12 Instructional Supervisor Ms. Keri Burkman shared a video that highlighted student experiences. She said the Hub plan is a five (5) year request that provides flexibility to meet the needs of the students. She said students would be identified for placement in the Hub by their local district. She said the Hub would focus on flexibility, responsiveness, and personalized learning for the associates (students). She said a certified JAG specialist at each location documents student data and generates reports.

Conway Program Supervisor Mr. Rafeal Marlow said data from the Conway JAG Program indicated that 100% of students graduated and most are employed or enrolled in post-secondary education. He said the students were enrolled as bronze, silver, or gold associates and are evaluated every two (2) weeks.

Director of Alternative Learning Mr. Jason Burkman said the collaboration would allow for more support across the various hubs. He said the JAG competencies include parental and community involvement. He said the districts have been collaborating, so increasing the scale of the project would allow the consortium to monitor the implementation, manage issues, and measure the progress more efficiently.

Vilonia School District Assistant Superintendent Ms. Cathy Riggins said the district goal was to make alternative learning a personalized learning experience. She said parents and educators were involved in the planning. She said the district was not sending students to another site so someone can educate them, instead the districts are collaborating to provide more services and experiences

for students. She said the districts contract with the Arch Ford Co-op to support the consortium.

Mena School District Superintendent Mr. Benny Weston said the district wanted to participate in this consortium.

Greenbrier School District Superintendent Mr. Scott Spainhour said the waivers were restricted to the students in the program.

Assistant Commissioner for Learning Services Ms. Stacy Smith said each district would need to complete an ALE application. The ALE Office would monitor each district.

Alternative Learning Environment Coordinator Ms. Lori Lamb said all districts, except for Hector, Foreman and Dover, have submitted ALE applications. She said the ALE Office is currently reviewing each application. She said JAG and ALE have partnered since 2006 and demonstrated success.

Chair Newton called each district for affirmation that the waivers would apply to ALE only. All affirmed.

Ms. Zook moved, seconded by Mr. Black, to grant the requested waivers granted to Open-Enrollment Charter for the Arch Ford Education Service Cooperative Consortium Participants for five (5) years. The motion carried unanimously.

**Public Comment from Elected Official:** Senator Blake Johnson spoke on behalf of the Imboden Area Charter School. He asked the Board to support the renewal of application.

#### **A-43 Hearing on Open-Enrollment Renewal Application: Imboden Area Charter School**

Charter School Director Ms. Alexandra Boyd said on February 17, 2016, representatives of Imboden Area Charter School appeared before the Charter Authorizing Panel requesting a renewal of their charter. She said by a unanimous vote the Panel approved the request granting the charter a 5-year renewal with a required annual report of enrollment, legal fund balance, minus categorical funding, and minus federal funding. She said on March 10, 2016, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

Imboden Area Charter School Director Ms. Judy Warren said the school was one of the oldest charters and the smallest. She said approximately 90% of students are transported by bus to the school. She said many students have had limited learning experiences. She said many students are gifted and talented and some

students require special education services. She said the students have a variety of concerns including homelessness, being highly mobile, and lacking social skills.

Educator Mr. Matthew Wells said the curriculum was aligned to the Common Core Standards. He said instruction was provided in whole group, small group, and individualized.

Ms. Warren said the school was small but has always provided needed resources for the students. She said there has only been one minor audit finding, segregation of duties. She said with new businesses coming into the area, the school expected an increase in enrollment.

School Counselor Mr. James McLeod said the school was a model of student focused services.

Ms. Zook moved, seconded by Mr. Williamson, to uphold the Charter Authorizing Panel action on Open-Enrollment Renewal Application for the Imboden Area Charter School including the annual reports. The motion carried unanimously.

#### **A-44 End-of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Capital City Lighthouse, Haas Hall (Bentonville), Ozark Montessori, and Rockbridge Montessori**

Charter School Director Ms. Alexandra Boyd said Ark. Code Ann. § 6-23-406 requires the Department of Education to conduct an end-of-semester review of each open-enrollment public charter school in its initial school year of operation and report to the State Board of Education on the charter school's overall financial condition and condition of student enrollment.

Capital City Lighthouse Charter School Regional Operations Manager LaShawnDa Noel said the student enrollment fluctuated early on but has now stabilized.

Haas Hall Academy (Bentonville) Founder Dr. Martin Schoppmeyer said the school has a new online lottery process.

Ozark Montessori Charter School Executive Director Ms. Christine Silano said the budget was a challenge but the Montessori learning experiences of the students were a huge success. She said the Montessori network has been very supportive. She said the Montessori training and certification process was lengthy and expensive.

Rockbridge Montessori Charter School Leader Ms. Shannon Kuckols said teachers were involved in Montessori training.

Rockbridge Montessori Charter School Board President Ms. Sarah Gober said a process is in place to hear any grievances from parents.

Mr. Williamson moved, seconded by Ms. Saviers, to uphold the Charter Authorizing Panel Action on Open-Enrollment End-of-Semester Reviews in the initial year of operation for Capital City Lighthouse, Haas Hall (Bentonville), Ozark Montessori, and Rockbridge Montessori. The motion carried unanimously.

#### **A-45 Consideration for Final Approval: 2016 Open Enrollment Charter School Application**

Staff Attorney Ms. Jennifer Davis said the 2016 Open Enrollment Charter School Application included additional prompts suggested by the Charter Authorizing Panel and updated the submission deadline for the 2016 application cycle. She said on February 11, 2016, the Board approved this application for public comment. A public comment hearing was held on March 1, 2016, and public comments were received, but no changes were made. She said the Governor's approval was received on March 18, 2016. She requested the Board give final approval for this application pending Legislative Council approval.

Dr. Barth moved, seconded by Ms. Chambers, to approve the 2016 Open Enrollment Charter School Application. The motion carried unanimously.

#### **A-46 Consideration for Final Approval: 2016 District Conversion Charter School Application**

Staff Attorney Ms. Jennifer Davis said the 2016 District Conversion Charter School Application included additional prompts suggested by the Charter Authorizing Panel and updated the submission deadline for the 2016 application cycle. She said on February 11, 2016, the Board approved this application for public comment. A public comment hearing was held on March 1, 2016, and public comments were received, but no changes were made. She said the Governor's approval was received on March 18, 2016. She requested the Board give final approval for this application pending Legislative Council approval.

Ms. Zook moved, seconded by Mr. Black, to approve the 2016 District Conversion Charter School Application. The motion carried unanimously.

#### **A-47 Consideration of Recommendation to Adopt the Praxis™ Early Childhood Education (5025) for Early Childhood (P-4) Licensure**

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer



said Educational Testing Service (ETS) was replacing the Praxis™ Early Childhood: Content Knowledge (5022) with the Praxis™ Early Childhood Education (5025). She said the 5022 is currently required for candidates who are matriculating through Early Childhood (P-4) licensure programs. She said the Early Childhood (P-4) license has been replaced by the Elementary Education (K-6) license. ETS research staff designed and conducted a 5025 multistate standard-setting study during February 2015 in Princeton, New Jersey. She said the study panel was comprised of elementary education practitioners and higher education faculty, including three Arkansas representatives. She said the study recommended passing score is 156 on a 100-200 scale. In addition to the multistate standard setting study, ETS and the Department facilitated a state review of the 5025 on March 9, 2016, in Little Rock. Arkansas higher education faculty reviewed the test and the multistate study Technical Report. She said the consensus was to follow the study recommendation. The 5025 is a two-hour assessment that contains 120 selected-response items covering five content areas: Language and Literacy (approximately 36 items), Mathematics (approximately 30 items), Social Studies (approximately 17 items), Science (approximately 17 items), and Health and Physical Education, Creative and Performing Arts (approximately 20 items). She said for candidates matriculating through Early Childhood (P-4) licensure programs, the ADE recommended adopting the Praxis™ Early Childhood Education (5025) with a cut score of 156 replacing the Praxis™ Early Childhood: Content Knowledge (5022) effective September 1, 2016.

Ms. Zook moved, seconded by Mr. Black, to adopt the Praxis™ Early Childhood Education (5025) for Early Childhood (P-4) Licensure with a cut score of 156 effective September 1, 2016. The motion carried unanimously.

#### **A-48 Consideration of Recommendation to Adopt the Praxis™ English to Speakers of Other Languages (5362) for English as a Second Language (K-12) Licensure**

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said Educational Testing Service (ETS) was replacing the Praxis™ English to Speakers of Other Languages (0361) with the Praxis™ English to Speakers of Other Languages (5362). The 0361 is currently the licensure test for the Arkansas Educator License in English as a Second Language (K-12). ETS research staff designed and conducted a 5362 multistate standard-setting study during December 2015 in Princeton, New Jersey. She said the study panel was comprised of ESOL practitioners and higher education faculty, including one Arkansas representative. She said the study recommended passing score is 155 on a 100-200 scale. In addition to the multistate standard setting study, ETS and the Department facilitated a state review of the 5362 on March 9, 2016, in Little Rock. Arkansas higher education faculty reviewed the test and the multistate study Technical Report. She said the consensus was to follow the study

recommendation. The 5362 is a two-hour assessment that contains 120 selected-response items covering six content areas: Foundations of Linguistics (approximately 22 items), Foundations of Language Learning (approximately 26 items), Planning and Implementing Instruction (approximately 28 items), Assessment and Evaluation (approximately 18 items), Culture (approximately 13 items), and Professionalism and Advocacy (approximately 13 items). She said the ADE recommended adopting the Praxis™ English to Speakers of Other Languages (5362) with a cut score of 155 replacing the Praxis™ English to Speakers of Other Languages (0361) effective September 1, 2016.

Ms. Dean moved, seconded by Ms. Reith, to adopt the Praxis™ English Speakers of Other Languages (5362) for English as a Second Language (K-12) Licensure with a cut score of 155 effective September 1, 2016. The motion carried unanimously.

**A-49 Consideration for Final Approval: Section 9.13.1 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program**

General Counsel Ms. Kendra Clay said Ark. Code Ann. § 6-15-2107 was modified by Act 854 of 2015 to reward schools with high student performance and high student growth. Changes to the rules are necessary to implement the legislative changes. She said the State Board released these rules for public comment on February 11, 2016. A public hearing was held on March 1, 2016 and the public comment period expired on March 15, 2016. She said written comments were received during the public comment period and a typographical change was made to the rules as a result of public comment. She said the rules have been approved by the Governor's Office, and requested the State Board give final approval to the rule pending Legislative Council review.

Ms. Zook moved, seconded by Mr. Williamson, to approve Section 9.13.1 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program. The motion carried unanimously.

**A-50 Consideration for Final Approval: ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds**

Staff Attorney Mr. Cory Biggs said Acts 841, 846, 994, and 1115 of 2015 revised Arkansas laws pertaining to student special needs funding. The State Board first approved these rules for public comment on December 10, 2015. He said two rounds of public comment ensued, with public hearings held on January 4, 2016

and on February 22, 2016. He said public comments were received and responses were drafted. He said no substantive changes were made between the second round of public comment and the submission of these rules for final approval. He requested the State Board give final approval for these rules pending Legislative Council approval.

Ms. Zook moved, seconded by Mr. Black, to approve the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds. The motion carried unanimously.

#### **A-51 Consideration for Final Approval: Repeal of ADE Rules Governing Distance Learning**

Staff Attorney Mr. Cory Biggs said Act 1159 of 2015 revised Arkansas laws pertaining to distance learning. In revising the rules for distance learning, ADE staff combined the current ADE Rules Governing Distance Learning and the current ADE Rules Governing the Digital Learning Act of 2013. He said this precipitates the repeal of these rules. He said on March 10, 2016, the State Board approved for public comment the proposed repeal of these rules. A public hearing was held on March 22, 2016, and no comments were received. He requested the State Board give final approval for repeal of these rules pending Legislative Council approval.

Dr. Barth moved, seconded by Ms. Saviers, to repeal the ADE Rules Governing Distance Learning. The motion carried unanimously.

#### **A-52 Consideration for Final Approval: Repeal of ADE Rules Governing the Digital Learning Act of 2013**

Staff Attorney Mr. Cory Biggs said Act 1159 of 2015 revised Arkansas laws pertaining to distance learning. He said in revising the rules for distance learning, ADE staff combined the current ADE Rules Governing Distance Learning and the current ADE Rules Governing the Digital Learning Act of 2013. This precipitates the repeal of these rules. He said on March 10, 2016, the State Board approved for public comment the proposed repeal of these rules. A public hearing was held on March 22, 2016, and no comments were received. He requested the State Board give final approval for repeal of these rules pending Legislative Council approval.

Ms. Chambers moved, seconded by Ms. Saviers, to repeal the ADE Rules Governing the Digital Learning Act of 2013. The motion carried unanimously.

### **A-53 Consideration for Final Approval: ADE Rules Governing Distance and Digital Learning**

Staff Attorney Mr. Cory Biggs said Act 1159 of 2015 revised Arkansas laws pertaining to distance learning. He said in revising the rules for distance learning, ADE staff combined the current ADE Rules Governing Distance Learning and the current ADE Rules Governing the Digital Learning Act of 2013. He said on February 11, 2016, the State Board approved these rules for public comment and a public hearing was held on March 1, 2016. He said public comments were received, but no substantive changes to the rules were made. He requested the State Board give final approval for these rules pending Legislative Council approval.

Mr. Williamson moved, seconded by Ms. Dean, to approve the ADE Rules Governing the Digital Learning Act of 2013. The motion carried unanimously.

### **A-54 Consideration for Emergency Approval: ADE Rules Governing the Creation of School Districts by Detachment**

Staff Attorney Ms. Jennifer Davis said Acts 372 and 947 of 2015 amended Ark. Code Ann. § 6-15-1501 et seq. regarding the creation of school districts by detachment. She said changes to these rules were necessary to implement these changes. She requested the State Board give emergency approval to these rules.

Commissioner Key said these rules apply to any detachment. He said the Pulaski County Special School District and the Jacksonville North Pulaski School District might come before the Board with modifications or additional components at a later date.

Ms. Zook moved, seconded by Mr. Williamson, to approve the ADE Rules Governing the Creation of School Districts by Detachment. The motion carried unanimously.

### **A-55 Consideration for Final Approval: ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools**

Staff Attorney Mr. Cory Biggs said Acts 846 and 1079 of 2015 revised Arkansas laws pertaining to nutrition and physical activity standards in Arkansas public schools. He said the State Board first approved these rules for public comment

on December 10, 2015. He said two rounds of public comment ensued, with public hearings held on January 4, 2016 and on February 22, 2016. He said public comments were received and responses were drafted. No substantive changes were made between the second round of public comment and the submission of these rules for final approval. He requested the State Board give final approval for these rules pending Legislative Council approval.

**Public Comment:** Malvern School District K-12 School Improvement Director and Dropout Prevention Specialist Ms. Terri Bryant said the students are moving more in her school. She said the implementation of the fresh fruit and vegetable program has been successful. She said the lunch program has improved because of the salad bar. She requested that all schools have the same opportunities.

**Public Comment:** Student Mr. Tyler Francis said the fresh fruit and vegetables has been a great addition at his school. He said the students are working to improve snacks in the district. He said the students want to be healthy and inspire others.

**Public Comment:** Student Mr. Hayden Woods said the students are involved in the fresh fruit and vegetable program. He said the program was impacting students at school and at home. He encouraged other schools to try the fresh fruit and vegetable program.

**Public Comment:** Student Mr. Matt Keenan said the teenagers are also involved in healthy eating and exercise. He said the food was very important for learning.

Mr. Black moved, seconded by Ms. Zook, to approve the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools. Dr. Barth abstained. The motion carried.

#### **A-56 Consideration of Motion for Strategic Plan Regarding the Collaboration of Traditional Public Schools and Open-Enrollment Public Charter Schools in Pulaski County**

Commissioner Key said on March 31, 2016, the State Board of Education expressed its desire for ADE to work with an outside consulting firm to develop a plan for public education in Pulaski County to guide the evaluation of future charter schools. He said there are many organizations that may be interested in assisting with this work.

Dr. Barth moved, seconded by Ms. Reith, that the ADE will facilitate the engagement of a research facilitator to review the issues below, with the goal of producing non-binding recommendations that aid the board's decision-making,

inform communication among all stakeholders, and identify opportunities for collaboration and coordination among charter schools and traditional schools. The recommendations should lay the groundwork for a multi-function model that can be adapted for use in other areas of the state.

Before selecting a facilitator, a small (5-7 person) stakeholder group of individuals that represent traditional public schools, open-enrollment charter schools, and the Little Rock community, as a whole shall be formed. The group shall be selected by the Chair of the State Board of Education and the Commissioner based upon recommendations from charter leaders in Pulaski County south of the river, superintendents of the Pulaski County school districts south of the river, State Board of Education members, members of the General Assembly representing Pulaski County south of the river, and city officials south of the river. The stakeholder group should 1) identify data questions; 2) define key terms; and 3) set measurement parameters that must be addressed by the research facilitator in addressing the issues below. The stakeholder group, in collaboration with ADE, should select the research group. The ADE should engage the Office of Innovation for Education to act as a liaison between the research facilitator and the stakeholder group to provide data-informed recommendations. The recommendations shall be non-binding.

The issues to be addressed by the research facilitators are the following:

- How every student can have access to a school that is achieving;
- How schools can best meet the educational needs of a student population markedly diverse in terms of income levels, achievement levels, English-language learners, and students with disabilities;
- How to be most cost effective and fiscally efficient in the delivery of education;
- How to respond to patterns that students with certain characteristics (in terms of achievement levels, demographics, etc.) are more likely, at present, to seek out open-enrollment charter options;
- How facilities should be modernized and spread across the area based on the current demographics of the area with an eye to future demographic patterns;
- How collaboration between traditional public schools and open-enrollment charter educational offerings can maximize the achievement of students and fiscal efficient of the system of public education south of the river.

A quarterly report should be provided to the State Board regarding the status of the efforts outlined in this motion. The first quarterly report should reflect the ADE and Office of Innovation for Education's recommendations on how to proceed with the study outlined above, including a projected timeline for completion.

Ms. Zook, Mr. Williams, and Ms. Dean voted no. The final vote was 5-3. The motion carried.

## **Reports**

### **Report-1 Chair's Report**

Dr. Barth said the National Association of State Boards of Education would convene in Little Rock on June 24-25, 2016. He said he met with U.S. Senators during a recent NASBE event.

### **Report-2 Commissioner's Report**

Commissioner Key asked the Board members to participate in the Arkansas Teacher Impact Celebration. Ms. Ouida Newton asked the Board to take a video or picture and send to ADE or post to social media using the hashtag #ARTeacherImpact. More information is available on the ADE website at <http://www.arkansased.gov/divisions/communications/teacher-impact-celebration>.

Commissioner Key said the Pea Ridge Manufacturing and Business Academy video was posted on the ADE website at <http://www.arkansased.gov/divisions/learning-services>.

Ms. Pfeffer invited the Board to the 2016 Spring Career Job Fair scheduled for Saturday, April 16, 2016, at Heifer Village Pavilion in Little Rock.

### **Report-3 2015 Arkansas Teacher of the Year Report**

2015 Arkansas Teacher of the Year Ms. Ouida Newton said she was very proud of the Arkansas Academic Standards.

Ms. Newton encouraged districts to submit an application for the 2017 Arkansas Teacher of the Year. More information is available on the ADE website at <http://www.arkansased.gov/divisions/communications/teacher-of-the-year>.

### **Report-4 Learning Services Report**

Assistant Commissioner for Learning Services Ms. Stacy Smith said a report was submitted.

Commissioner Key said much work is being done in the Little Rock School District as part of the State Personnel Development Grant (SPDG).

### **Report-5 Computer Science Report**

Assistant Commissioner for Learning Services Ms. Stacy Smith said the computer science report was submitted.

Commissioner Key said USDOE Secretary John King would be in Springdale Friday, April 8, 2016, to learn about the Arkansas Computer Science Initiative.

### **Report-6 My Child/My Student Quarterly Report**

Director of Communications Ms. Kimberly Friedman, said the ADE Communications Unit provided a quarterly report about the My Child/My Student public awareness campaign. The latest campaign resources are available on the ADE website at <http://www.arkansased.gov/divisions/communications/my-childmy-student>.

### **Adjournment**

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

The meeting adjourned at 8:23 p.m.

*Minutes recorded by Deborah Coffman.*





**NEWLY EMPLOYED FOR THE PERIOD OF March 19, 2016 – April 22, 2016**

**Lauren Helton – Administrative Analyst, Grade C115, Central Administration, Commissioner’s Office, effective 04/14/16.**

**Trisha Labit – School Bus Driver Trainer, Grade C116, Division of Public School Academic Facilities and Transportation, (DPSAFT), effective 04/11/16.**

**Thomas Norton – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, effective 04/11/16.**

**PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF March 19, 2016 – April 22, 2016**

**Chris Abbott from an Information Systems Business Analyst, Grade C122, Division of Research and Technology, Technical Support, to a Senior Software Support Analyst, Grade C123, Division of Research and Technology, Technical Support, effective 04/18/16. Promotion**

**Ronny Brown from a Public School Program Coordinator, Grade C123, DPSAFT, Facilities, to an ADE Area Project Manager, Grade C123, DPSAFT, Facilities, Grade C123, DPSAFT, effective 03/28/16. Lateral**

**\*Makesha Edwards from a Program Fiscal Manager, Grade C122, Division of Fiscal and Administrative Services, Fiscal Services and Support, to a Fiscal Support Manager, Grade C123, Division of Fiscal and Administrative Services, Fiscal Services and Support, effective 03/21/16. Promotion**

**SEPARATIONS FOR THE PERIOD OF March 19, 2016 – April 22, 2016**

**Susan Harriman – ADE Special Advisor, Grade N908, Central Administration, Policy and Legislative Services, effective 04/14/16. 5 Years, 6 months, 24 days. 01**

**\*Minority**

**AASIS Codes:**  
**01 – Voluntary**

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

Total number of waivers requested this month – 38

Total number of waivers granted –33

Total number of waivers denied – 5

Total number of School Districts requesting waivers – 28

**Waiver requests for schools classified in 2014 as ESEA Needs Improvement Priority.**

Earle School District - Earle High School

Natasha Clay     Library Media Science 7-12 (296)   Denied

Jackie Tunstall     Family & Consumer Science 7-12 (215)   Granted

Little Rock School District - Henderson Middle School

Sharon Hawk     Special Ed. 4-12 (230)   Granted

**Waiver requests for schools classified Academic Distressed on February 12, 2015.**

Dollarway School District

Martese Henry     Middle School Math 4-8 (254)   Granted

Lakisha Williams     Middle School English 4-8 (255)   Granted

Little Rock School District

Sharon Hawk     Special Ed. 4-12 (230)   Granted

Carrie Andrews     Special Ed PK-4 (231)   Granted

Pulaski County Special School District

Phyllis Ray     Library Media Spec. K-12 (286)   Granted

David Sims     Elem K-6 (253)   Granted

Adam Thrash     Social Studies 7-12 (167)   Granted

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

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code
0801000	BERRYVILLE SCHOOL DISTRICT	1	DE ANDA, JANIE	001-Early Childhood Education PK-4	247
3001000	BISMARCK SCHOOL DISTRICT	1	NEWSOM, SHANA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	282
2901000	BLEVINS SCHOOL DISTRICT	3	BURKE, EMMA	001-Early Childhood Education PK-4	286
			OSBURN, KIMRA	166-Eng Lang Arts 7-12	286
			SIMMONS, ANDREW	218-Agri Sci & Tech 7-12	411
4901000	CADDO HILLS SCHOOL DISTRICT	1	MCDOWELL, MIKAYLA	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 306-Gift & Talented 7-12, 305-Gift & Talented PK-8	255
3212000	CEDAR RIDGE SCHOOL DISTRICT	1	SMITH, BRITTNEY	001-Early Childhood Education PK-4	258
1702000	CEDARVILLE SCHOOL DISTRICT	1	MCELHANEY, NICOLE	167-Social Studies 7-12	230
2601000	CUTTER-MORNING STAR SCHOOL DISTRICT	3	FURR, JAMI	296-Lib Media Sci 7-12, 298-Reading Specialist 7-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8, 297-Reading Specialist PK-8, 307-ESL PK-8	255
			WOLF, CORRIE	001-Early Childhood Education PK-4	255, 256
3502000	DOLLARWAY SCHOOL DISTRICT	2	HENRY, MARTESE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	254
			WILLIAMS, LAKISHA	236-PE/Wellness/Leisure 7-12	255

1802000	EARLE SCHOOL DISTRICT	3	CLAY, NATASHA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	296, 295
			TUNSTALL, JACKIE	131-General Science 7-12, 169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	215
7203000	FAYETTEVILLE SCHOOL DISTRICT	1	MCCHRISTIAN, DEBRA	081-Health Education 7-12, 131-General Science 7-12, 139-Middle School Science 5-8, 170-Life/Earth Science 7-12, 410-Career Academy Endorsement 7-12, 6545-Physical Science 7-12	133
	FRIENDSHIP COMMUNITY CARE	1	MIDDLETON, AMANDA	001-Early Childhood Education PK-4	252
5205000	HARMONY GROVE SCHOOL DISTRICT (OUACHITA)	1	GASTON, LANAE	056-Middle School English 5-8, 114-Speech 7-12, 159-Middle School Social Studies 5-8, 166-Eng Lang Arts 7-12	113
2903000	HOPE SCHOOL DISTRICT	1	BANISTER, JEREMY	087-Coaching 7-12, 167-Social Studies 7-12, 228-PE/Wellness/Leisure 7-12, 271-Coaching K-12	256
6703000	HORATIO SCHOOL DISTRICT	1	MATTHEWS, TYLER	001-Early Childhood Education PK-4	286
6001000	LITTLE ROCK SCHOOL DISTRICT	2	ANDREWS, CARRIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4, 307-ESL PK-8	231
			HAWK, SHARON	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 206-Instrumental Music 7-12, 403-Secondary Principal 5-12, 523-Guidance Secondary 5-12, 205-Instrumental Music PK-8, 299-Guid & Counseling PK-8	230

6606000	MANSFIELD SCHOOL DISTRICT	1	ELMORE, BRANDON	200-Mathematics 7-12, 293-Coaching 7-12, 271-Coaching K-12	500
3105000	NASHVILLE SCHOOL DISTRICT	1	REED, KIMMOSTERANA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	258
3403000	NEWPORT SCHOOL DISTRICT	1	DOYLE, JORDAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	256
	Pediatric Therapy of North Central AR	1	WILLIAMS, ANGELA	001-Early Childhood Education PK-4	252
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	3	RAY, PHYLLIS	051-Reading 1-12, 184-Elementary 1-6, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8, 247-ESL K-12	286
			SIMS, DAVID	001-Early Childhood Education PK-4, 312-Build Administrator PK-8	253
			THRASH, ADAM	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12, 500-P. E. & HEALTH K-12	167
1203000	QUITMAN SCHOOL DISTRICT	1	HAWKS, THERESA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289
1613000	RIVERSIDE SCHOOL DISTRICT	1	WHEELER, MIRANDA	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8	230
0405000	ROGERS SCHOOL DISTRICT	1	THIELE, VERONICA	166-Eng Lang Arts 7-12	108
	SAMMIE GAIL SANDERS CHILDREN'S LEARNING CENTER	1	KEEN, ERICA	001-Early Childhood Education PK-4	252
7207000	SPRINGDALE SCHOOL DISTRICT	1	AUTRY, KELLY	131-General Science 7-12, 139-Middle School Science 5-8, 170-Life/Earth Science 7-12, 308-ESL 7-12, 566-Technical Permit 7-12, 611-Medical Professions 7-PS, 6545-Physical Science 7-12, 307-ESL PK-8	269
4605000	TEXARKANA SCHOOL DISTRICT	1	JOHNSON, ANNE	004-Spanish 7-12, 254-Middle School Math 4-8, 247-ESL K-12	200
5605000	TRUMANN SCHOOL DISTRICT	1	HARDESTY, RACHEL	167-Social Studies 7-12	288

7509000	WESTERN YELL CO. SCHOOL DIST.	1	CRAWFORD, KENDALL	166-Eng Lang Arts 7-12	286
28	Total # Districts Requesting Waivers	38	Total # Waivers Requested this month		

Out of Area	Years ALP	Granted / Denied
247-ESL K-12	15-16	Granted
282-Curr/Prog Admin (Spec Ed) P-12	15-16	Granted
286-Library Media Spec K-12	14-15 15-16	Granted
286-Library Media Spec K-12	15-16	Granted
411-Career Orientation Endorsement 7-12	15-16	Granted
255-Middle School English 4-8	14-15 15-16	Denied
258-Special Education K-12	15-16	Granted
230-Special Ed Inst Specialist 4- 12	13-14 14-15 15-16	Granted
255-Middle School English 4-8	15-16	Granted
255-Middle School English 4-8, 256-Middle School Social Studies 4-8	14-15 15-16	Granted
	14-15 15-16	Granted
254-Middle School Math 4-8	15-16	Granted
255-Middle School English 4-8	14-15 15-16	Granted

296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	12-13 13-14 14-15 15-16	Denied
	12-13 13-14 14-15 15-16	Denied
215-Family & Con Sci 7-12	15-16	Granted
133-Chemistry 7-12	15-16	Granted
252-ECH/SP. ED. INTEG B-K	15-16	Granted
113-Drama 7-12	14-15 15-16	Denied
256-Middle School Social Studies 4-8	15-16	Granted
286-Library Media Spec K-12	15-16	Granted
231-Special Ed Ech Inst Specialist PK-4	13-14 14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	13-14 14-15 15-16	Granted



500-P. E. & HEALTH K-12	15-16	Denied
258-Special Education K-12	15-16	Granted
256-Middle School Social Studies 4-8	15-16	Granted
252-ECH/SP. ED. INTEG B-K	15-16	Granted
286-Library Media Spec K-12	15-16	Granted
253-Elementary K-6	15-16	Granted
167-Social Studies 7-12	15-16	Granted
289-Gifted & Talented K-12	14-15 15-16	Granted
230-Special Ed Inst Specialist 4-12	14-15 15-16	Granted
108-Journalism 7-12	15-16	Granted
252-ECH/SP. ED. INTEG B-K	15-16	Granted
269-Physical Science 7-12	15-16	Granted
200-Mathematics 7-12	15-16	Granted
288-Guid & Counseling K-12	14-15 15-16	Granted

286-Library Media Spec K-12	14-15 15-16	Granted
Total # of Waivers Granted		33
Total # of Waivers Denied		5
Total # of Waivers this month		38

**ARKANSAS STATE BOARD OF EDUCATION  
EXECUTIVE SUMMARY**

May 12, 2016

Agenda Item Number:      Consent Agenda –

Agenda Item:              Progress Report on the Status of Districts  
                                 Classified in Fiscal Distress

Attachments:              Dollarway School District  
                                 Guy-Perkins School District Report  
                                 Lee County School District Report  
                                 Maynard School District Report  
                                 Yellville-Summit School District Report

Presenter:                  Mr. Greg Rogers and Mrs. Cindy Smith

**BACKGROUND:**

Currently five 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 five districts in Fiscal Distress are Dollarway, Guy-Perkins, Lee County, Maynard 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.

**Dollarway School District**  
**LEA #3502**  
**Jefferson County**

**Classified in Fiscal Distress:** April 14, 2016

**Fiscal Distress Indicator and Additional Concerns:**

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

Material state or federal audit exceptions or violations.

<b>District Profile:</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Superintendent</b>	<b>Dr. Betty Wright</b>	<b>Frank Anthony</b>	<b>Bobby Acklin</b>	<b>Bobby Acklin</b>
4 QTR ADM	1,432	1,321	1,321	1,280
Assessment	97,388,481	98,947,811	101,766,685	106,204,634
Total Mills	40.80	40.80	40.80	40.80
Total Debt Bond/Non Bond	14,175,501	13,782,446	14,295,000	13,970,000
Per Pupil Expenditures	13,401	12,484	11,084	12,576
Personnel-Non-Fed Certified FTE	129.63	123.54	113.59	110.55
Personnel-Non-Fed Certified Clsrm FTE	117.32	110.88	99.58	101.16
Avg Salary-Non-Fed Cert Clsrm FTE	42,890	45,154	42,581	44,096
Avg Salary-Non-Fed Cert FTE	44,079	46,422	43,408	46,968
Net Legal Balance (Excl Cat & QZAB)	3,051,934	3,927,344	4,042,548	3,232,938
Unrestricted Fund Balance	2,804,605	3,886,102	3,979,775	3,208,012

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

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

**Dollarway School District**  
**LEA #3502**  
**Jefferson County**

**Comments:**

The District was classified in Fiscal Distress on April 14, 2016.

Patsy Hughey was appointed Interim Superintendent in April 2015. She was hired as Superintendent with a two-year contract on May 28, 2015.

Tammy Dockett-Wilson was appointed Interim Superintendent in November 2015. She was hired as Superintendent for the remainder of the 2015-16 school year on December 8, 2015.

The State Board of Education voted on December 10, 2015 to remove the Dollarway School District board of directors and to allow the Commissioner of the Department of Education to assume all authority of the board of directors. Mrs. Barbara Warren was appointed as Superintendent of the district.

**Arkansas Department of Education  
Dollarway School District  
Unrestricted Financial Report**

<b>FY16 as of March 31, 2016</b>				
<b>Beginning Balance</b>				<b>Ending Balance</b>
<u>7/1/2015</u>				<u>3/31/2016</u>
	<b>Revenue</b>		<b>Expenditures</b>	
3,208,012	8,732,544		7,946,600	3,993,957
<b>FY16 Budget</b>				
<b>Beginning Balance</b>				<b>Projected Balance</b>
<u>7/1/2015</u>				<u>6/30/2016</u>
	<b>Revenue</b>		<b>Expenditures</b>	
3,208,012	11,050,828		11,629,943	2,628,898
<b>FY15</b>				
<b>Beginning Balance</b>				<b>Ending Balance</b>
<u>7/1/2014</u>				<u>6/30/2015</u>
	<b>Revenue</b>		<b>Expenditures</b>	
3,999,608	11,104,617		11,896,213	3,208,012
<b>FY14</b>				
<b>Beginning Balance</b>				<b>Ending Balance</b>
<u>7/1/2013</u>				<u>6/30/2014</u>
	<b>Revenue</b>		<b>Expenditures</b>	
3,886,102	11,138,511		11,044,838	3,979,775
<b>FY13</b>				
<b>Beginning Balance</b>				<b>Ending Balance</b>
<u>7/1/2012</u>				<u>6/30/2013</u>
	<b>Revenue</b>		<b>Expenditures</b>	
2,804,605	12,454,868		11,373,371	3,886,102

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

# Arkansas Department of Education Dollarway 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 03/31/2016	Variance in FY16 Budget and FY16 YTD
11110	PROPERTY TAXES-CURRENT	2,506,564	2,464,701	2,688,133	2,688,000	2,975,318	287,318
11115	PROPERTY TAX RELIEF	163,879	274,985	292,224	292,225	99,413	(192,812)
11120	PROPERTY TAX-40% BY 6/30	657,715	600,324	566,192	566,000	0	(566,000)
11125	PROP TAX RELIEF -SALES 40	260,247	153,256	36,474	36,000	113,316	77,316
11140	PROPERTY TAXES-DELINQUENT	274,201	264,885	294,578	260,000	175,565	(84,435)
11150	EXCESS COMMISSION	5,707	5,815	45,429	40,000	0	(40,000)
11160	LAND REDEMP-IN STATE SALE	58,893	44,477	95,864	80,000	18,026	(61,974)
11400	PENALTIES/INTEREST ON TAX	1,974	1,395	1,394	1,000	32	(968)
12800	REVENUE IN LIEU OF TAX	0	17,632	0	0	54,991	54,991
12900	OTHER LOCAL NON-LEA REVEN	0	0	0	0	679	679
15100	INTEREST ON INVESTMENTS	8,308	5,206	6,045	5,000	5,615	615
19130	LEA BUILDGs & FACILITIES	795	898	0	0	0	0
19800	REFUNDS OF PRIOR YR EXPEN	0	0	0	0	67,730	67,730
19900	MISC REV FR LOCAL SOURCES	45,652	58,425	57,139	55,000	44,291	(10,709)
21200	SEVERANCE TAX	53	42	65	0	5	5
31101	FOUNDATION FUNDING	6,610,145	6,005,484	6,064,511	5,770,747	4,190,036	(1,580,711)
31102	ENHANCED ED FUNDING	0	0	0	0	0	0
31103	98% OF URT LESS	46,856	43,377	139,097	100,000	0	(100,000)
31400	TRANSPORTATION AID	0	0	0	0	0	0
31460	DECLINING ENROLLMENT	284,710	373,607	17,444	133,886	133,886	0
31620	SUPPLEMENTAL MILLAGE	31,882	21,255	10,627	0	0	0
32225	IT ENHANCEMENT GRANT	0	28,250	0	35,232	0	(35,232)
32250	TEACHER INDUCATION	10,600	7,600	20,800	0	10,400	10,400
32251	ATSC CWIP GRANT	0	0	0	0	0	0

**Arkansas Department of Education  
Dollarway 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 03/31/2016	Variance in FY16 Budget and FY16 YTD
32310	HAND CHILD-SUPV/EXTEND YR	5,266	4,880	5,068	5,000	0	(5,000)
32314	SPECIAL ED EXTEND SCHOOL YR	0	0	0	0	10,360	10,360
32355	EARLY CHILD PILOT PARENT	0	0	23,036	23,000	0	(23,000)
32361	GIFTED AND TALENTED AP	2,221	50	100	0	100	100
32710	AR BETTER CHANCE(ABC)GRNT	638,304	626,210	646,105	850,105	752,990	(97,115)
32902	WELLNESS GRANT	115,464	0	0	19,964	0	(19,964)
32909	COORDINATED SCHOOL HEALTH	0	0	0	0	500	500
32912	GEN FACILITIES FUNDING	13,658	9,106	4,553	0	0	0
32915	DEBT SERVICE FUNDING	112,950	95,391	91,280	79,290	79,290	0
42200	FLOOD CONTROL	599	0	0	0	0	0
51100	BONDED INDEBTEDNESS	0	2,984	0	0	0	0
51800	REFUND SAVINGS	0	6,589	0	0	0	0
51999	PY ADJUSTMENTS	589,401	(751)	(1,540)	0	0	0
52900	INDIRECT COST	8,823	22,439	0	10,380	0	(10,380)
<b>Total Revenue</b>		<b>12,454,868</b>	<b>11,138,511</b>	<b>11,104,617</b>	<b>11,050,828</b>	<b>8,732,544</b>	<b>(2,318,284)</b>



# Arkansas Department of Education Dollarway 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 03/31/2016	Variance in FY16 Budget and FY16 YTD
61110	SAL CERT	4,848,405	4,472,994	4,630,763	4,587,892	3,247,510	1,340,382
61120	REG SAL CLASS	1,737,226	1,677,167	1,935,659	1,687,319	1,435,554	251,764
61320	CLASSIFIED OVERTIME	0	0	23,954	90,000	53,922	36,078
61510	BONUS/INC-CERTIFIED	0	0	110,848	0	0	0
61520	BONUS/INC-CLASSIFIED	0	0	61,745	300,000	0	300,000
61710	SUB-CERT	3,490	0	0	0	0	0
61810	UNUSED SICK-CERTIFIED	0	1,425	375	0	0	0
61819	CERTIFIED UNUSED SICK	0	0	0	0	738	(738)
61830	UNUSED VACATION PAY CERTI	0	12,134	10,059	0	0	0
61840	UNUSED VACATION CLASS.	0	4,452	0	0	0	0
62110	GR INS-CERT	28,527	28,639	26,724	40,664	21,415	19,249
62120	GR INS-CLASS	13,675	27,340	44,479	25,498	13,334	12,163
62210	SOC SEC-CERT	281,284	273,955	267,052	284,475	193,525	90,950
62220	SOC SEC-CLASS	88,514	89,857	112,850	103,986	86,044	17,941
62260	MEDICARE-CERT	65,784	64,059	63,912	67,002	45,325	21,677
62270	MEDICARE-CLASS	20,701	21,026	27,456	24,319	20,123	4,196
62300	TEA RETIRE-CONT	0	0	0	0	0	0
62310	TEA RET CONT-CERT	644,759	650,375	660,886	675,028	475,644	199,384
62320	TEA RET CONT-CLASS	218,050	222,591	234,332	188,809	193,591	(4,781)
62510	UNEMPLOY COMP-CERT	37,541	0	0	0	0	0
62520	UNEMPLOY COMP-CLASS	39,604	17,280	0	0	0	0
62600	WORK COMP	0	0	0	0	0	0
62620	WORK COMP-CLASS	25,294	36,084	0	0	0	0
62700	HEALTH BENEFITS	0	0	0	0	0	0
62710	HEALTH BENE-CERT	150,585	133,716	118,054	104,178	81,293	22,885

# Arkansas Department of Education Dollarway 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 03/31/2016	Variance in FY16 Budget and FY16 YTD
62711	CRT EBD PREMIUM ASSIST	0	0	8,473	0	8,156	(8,156)
62720	HEALTH BENE-CLASS	63,560	67,018	57,634	51,576	123,501	(71,925)
62721	CLS EBD PREMIUM ASSIST	0	0	3,038	0	3,349	(3,349)
62800	PUB RET-CONTRIB	0	0	0	0	0	0
62820	PUB RET CONT-CLASS	9,565	5,863	4,421	4,199	2,695	1,504
62910	OTHER BENE-CERT	0	0	0	0	0	0
Salaries & Benefits Totals		8,276,562	7,805,973	8,402,713	8,234,943	6,005,719	2,229,225
63120	MANAGE SERV	0	1,213	0	0	0	0
63130	BOARD OF ED SERV	0	6,250	0	0	0	0
63210	INSTRUCTIONAL	42,948	8,515	0	0	0	0
63220	SUBSTITUTE TEACHERS PURCH	226,279	196,868	172,586	172,000	182,184	(10,184)
63221	SUB CLASS STAFF	0	14,294	0	0	0	0
63240	PSYCHOLOGICAL TESTING	14,319	18,293	0	0	0	0
63300	OTHER PROFESSIONAL	0	0	0	0	0	0
63310	CERTIFIED EMPLOYEE TRAINI	1,224	686	185	200	2,695	(2,495)
63320	NON INSTRUCTIONAL TRAININ	2,426	945	200	1,400	250	1,150
63410	PUPIL SERVICES	11,500	12,288	11,500	11,500	5,750	5,750
63440	LEGAL	2,953	5,320	5,502	11,000	0	11,000
63445	LEGAL RESEARCH AND OPINIO	0	0	0	0	50,184	(50,184)
63450	MEDICAL	915	485	1,446	1,450	480	970
63460	INFORMATION TECHNOLOGY	7,358	7,555	6,898	700	6,339	(5,639)
63530	SOFTWARE MAINT & SUPPORT	0	0	0	0	3,997	(3,997)
63900	OTHER PURC PROF/TECH SVS	184,065	181,861	215,224	159,950	153,595	6,355
64100	UTILITY SERVICES	0	0	0	0	0	0
64110	WATER/SEWER	26,486	63,016	44,341	51,996	32,655	19,342

# Arkansas Department of Education Dollarway 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 03/31/2016	Variance in FY16 Budget and FY16 YTD
64200	CLEANING SERVICES	0	0	0	0	0	0
64210	DISPOSAL/SANATATION	54,675	40,371	21,215	22,200	30,535	(8,335)
64240	LAWN CARE	0	0	0	0	0	0
64310	BUILDING & GROUNDS	95,094	133,364	94,506	97,350	52,644	44,706
64320	EQUIPMENT & VEHICLES	57,163	90,262	33,600	34,375	69,042	(34,667)
64410	LAND & BUILDINGS	0	0	0	0	0	0
64420	EQUIPMENT & VEHICLES	296	1,309	73	100	807	(707)
64430	RENTAL COMPUTERS AND EQUI	67,215	71,084	90,758	92,000	12,061	79,939
64500	CONSTRUCTION SERVICES	0	0	56,109	0	0	0
65110	ANOTHER LEA IN STATE	17,800	0	0	0	0	0
65210	PROP INS	103,481	127,051	101,549	90,000	89,332	668
65240	FLEET INS	13,745	0	0	14,000	13,713	287
65250	ACC INS FOR STUDENTS	9,555	9,555	9,200	9,200	9,200	0
65290	OTHER INS	0	0	0	0	68,903	(68,903)
65310	COMM/TELEPHONE	82,749	87,060	133,126	69,400	97,577	(28,177)
65320	POSTAGE	160	10,000	4,000	0	0	0
65330	NETWORKING/INTERNET SRVC	3,510	10,122	5,905	6,200	16,387	(10,187)
65331	BROADBAND	0	0	0	65,000	0	65,000
65400	ADVERTISING	8,633	5,754	6,876	6,900	5,067	1,833
65500	PRINTING & BINDING	3,800	0	1,685	1,725	10,166	(8,441)
65610	TO LEAS WITHIN STATE	25,188	0	0	0	0	0
65810	TRAVEL CERT-IN DISTRICT	2,530	99	0	0	0	0
65830	CERT-OUT OF DISTRICT	612	722	812	1,274	35	1,238
65840	CLASS-OUT OF DISTRICT	1,932	689	2,550	2,550	71	2,479
65850	CERT-OUT OF STATE	0	0	301	3,300	0	3,300

# Arkansas Department of Education Dollarway 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 03/31/2016	Variance in FY16 Budget and FY16 YTD
65870	NON EMPLOYEE TRAVEL	0	0	906	1,000	0	1,000
65880	MEALS	652	2,087	4,715	6,665	1,011	5,654
65890	LODGING	3,190	1,617	11,746	22,750	4,851	17,899
65900	MISC PURC SVS	0	0	2,566	10,000	7,449	2,551
65910	SVS PURCHASED LOCALLY	0	0	0	0	0	0
66100	GEN. SUPPLIES	414,607	526,772	649,512	603,182	333,015	270,167
66107	LOW VALUE EQUIP/SUPPLIES	2,909	981	0	0	0	0
66210	NATURAL GAS	79,204	74,897	23,026	36,990	27,998	8,992
66220	ELECTRICITY	315,121	163,119	237,780	252,990	250,709	2,281
66230	BOTTLED GAS	0	0	0	0	0	0
66240	OIL	0	0	0	0	0	0
66260	GASOLINE/DIESEL	157,037	113,323	118,537	195,000	44,362	150,638
66300	FOOD	7,015	0	0	0	0	0
66400	BOOKS & PERIODICALS	0	0	0	0	2,724	(2,724)
66410	TEXTBOOKS	6,735	110,451	9,092	10,000	54,065	(44,065)
66420	LIBRARY BOOKS	1,764	8,067	0	1,000	0	1,000
66430	PERIODICALS	3,348	0	0	0	336	(336)
66500	TECHNOLOGY SUPPLIES	0	447	0	0	0	0
66510	SOFTWARE	0	0	818	900	0	900
66527	LOW VALUE TECH EQUIP/SUPP	306	567	28,250	0	12,816	(12,816)
66600	BUILDING MATERIALS	0	0	0	0	15,100	(15,100)
67310	MACHINERY	0	1,833	0	15,000	0	15,000
67320	VEHICLES	42	459	0	0	0	0
67330	FURN & FIX	0	1,606	0	0	0	0
67340	TECH RELATED HARDWARE	9,478	14,004	12,990	183,000	9,951	173,049

**Arkansas Department of Education  
Dollarway 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 03/31/2016	Variance in FY16 Budget and FY16 YTD
67350	TECHNOLOGY SOFTWARE	0	0	0	0	0	0
67390	OTHER EQUIPMENT	38,879	28,550	6,608	7,000	0	7,000
67500	TECH EQUIP	0	0	0	0	0	0
68100	DUES AND FEES	28,140	28,361	106,598	90,000	19,660	70,340
68200	JUDGMENTS AGAINST LEA	25,000	10,000	0	0	0	0
68300	INTEREST	600,543	420,531	469,901	465,863	120,462	345,401
68400	INDIRECT COST	0	0	0	0	0	0
68600	PENAL TIES	0	0	0	0	450	(450)
68830	PROPERTY TAX	35	0	70	70	0	70
68900	MISC EXP	1,862	76,163	148,561	0	8,915	(8,915)
68999	MISCELLANEOUS EXPENDITURE	0	0	0	0	0	0
69100	REDEMPT OF PRIN	325,000	0	325,000	450,000	113,341	336,659
69330	TO BUILDING FUND	0	550,000	130,605	0	0	0
69380	TO FOOD SERVICE FUND	0	0	186,076	117,820	0	117,820
69400	PROGRAM FUNDING RETURN	7,331	0	0	0	0	0
Other Expenditure Totals		3,096,809	3,238,865	3,493,500	3,395,000	1,940,881	1,454,119
Overall Expenditure Totals		11,373,371	11,044,838	11,896,213	11,629,943	7,946,600	3,683,344

**Guy-Perkins School District**  
**LEA #2304**  
**Faulkner County**

**Classified in Fiscal Distress:** June 11, 2015

**Fiscal Distress Indicator and Additional Concerns:**

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

<b>District Profile:</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Superintendent</b>	<b>David Westenhover</b>	<b>David Westenhover</b>	<b>Brian Cossey</b>	<b>Brian Cossey</b>
4 QTR ADM	405	420	409	402
Assessment	55,483,048	58,352,916	54,020,102	54,365,204
Total Mills	39.50	39.50	39.50	39.50
Total Debt Bond/Non Bond	2,805,000	2,745,000	2,734,294	2,835,484
Per Pupil Expenditures	10,556	10,190	10,123	10,537
Personnel-Non-Fed Certified FTE	39.63	38.99	43.50	40.30
Personnel-Non-Fed Certified Clsrm FTE	36.37	36.11	39.02	36.77
Avg Salary-Non-Fed Cert Clsrm FTE	41,822	42,124	41,331	40,962
Avg Salary-Non-Fed Cert FTE	43,878	44,611	43,132	43,995
Net Legal Balance (Excl Cat & QZAB)	909,437	797,486	534,680	548,214
Unrestricted Fund Balance	902,981	784,529	521,583	532,950

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

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

**District Actions:**

The District has included the following objectives, as part of their Fiscal Distress Improvement Plan:

**2015-2016**

- Reduced 5 licensed employees through attrition
- Reduced 2 non-licensed employees through attrition
- Reduced summer maintenance costs
- Removed extended leave policy
- Reduced salary costs through reassignment
- Successfully pursued additional millage campaign
- Corrected reporting errors for Alternative Learning funds
- Changed medical providers for lower contract rate

**Guy-Perkins School District**  
**LEA # 2304**  
**Faulkner County**

**Comments:**

The District was classified in Fiscal Distress on June 11, 2015. The District began their first full year of fiscal distress on July 1, 2015.

**Arkansas Department of Education  
Guy-Perkins School District  
Unrestricted Financial Report**

<b>FY16 as of March 31, 2016</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2015</u>			<u>3/31/2016</u>
Revenue	2,540,108	Expenditures	776,050
532,950			
<b>FY16 Budget</b>			
<b>Beginning Balance</b>			<b>Projected Balance</b>
<u>7/1/2015</u>			<u>6/30/2016</u>
Revenue	3,543,298	Expenditures	613,658
532,950			
<b>FY15</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2014</u>			<u>6/30/2015</u>
Revenue	3,645,773	Expenditures	532,950
521,583			
<b>FY14</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2013</u>			<u>6/30/2014</u>
Revenue	3,425,716	Expenditures	521,583
784,529			
<b>FY13</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2012</u>			<u>6/30/2013</u>
Revenue	3,660,978	Expenditures	784,529
902,981			

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



**Arkansas Department of Education  
Guy-Perkins School District  
Unrestricted Financial Revenue Report**

**Unrestricted Funds**

Fund/SOF 1000-1200|1204|1206:121|1213-1222|1224-1274|1277-1280|1282-1292|1294-1319|1321-1322|1324-1390|1392-1400|1405-1999  
Fund/SOF 2000-2200|2204|2206:221|12213-2222|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 3/31/2016	Variance in FY16 Budget and FY16 YTD
11110	Property Taxes	1,128,173	1,132,316	1,107,135	1,110,000	1,171,712	61,712
11115	Property Tax Relief	57,159	63,832	62,792	60,000	72,785	12,785
11120	Property Taxes	736,130	460,974	671,123	650,000	0	(650,000)
11125	Property Tax Relief	106,996	108,057	114,866	100,000	62,597	(37,403)
11140	Property Taxes - Delinquent	62,102	59,430	79,452	50,000	39,353	(10,647)
11150	Excess Commission	72,872	77,706	83,270	60,000	82,658	22,658
11160	Land Redemption (Include State Land Sales)	1,323	4,691	5,244	3,000	12,851	9,851
11400	Penalties and Interest on Taxes	5,478	4,573	3,684	2,000	4,839	2,839
13160	Tuition from Public School Pre-K	38,045	35,419	19,365	20,000	14,054	(5,946)
15100	Interest on Investments	8,324	7,853	5,399	5,000	4,823	(177)
19200	Contributions and Donations	9,500	7,100	1,998	5,000	313	(4,687)
19800	Refunds of Prior Year Expenditures	0	0	1,704	0	0	0
19900	Miscellaneous Revenue from Local Sources	5,270	4,568	3,355	0	98	98
21100	County General Apportionment	2,216	1,192	0	0	0	0
31101	Foundation Funding	1,157,302	1,274,849	1,302,132	1,322,326	961,691	(360,635)
31103	98% Tax Collection Rate Guarantee of URT	35,695	51,405	0	0	0	0
31450	Student Growth Funding	0	0	0	0	0	0
31460	Declining Enrollment	106,476	0	46,886	18,172	18,172	0
31620	Supplemental Millage Incentive Funding	11,523	7,682	3,841	0	0	0
31900	Other	0	0	0	0	733	733
32232	Arkansas School Recognition Program	0	10,611	0	0	0	0
32250	Pathwise	1,200	5,800	2,400	1,800	1,800	0
32260	AR Game & Fish Commission	919	1,204	637	600	0	(600)
32290	Humanities Grant	0	0	0	0	263	263
32310	LEA Special Education Supervisor	1,739	1,532	1,594	1,500	0	(1,500)
32314	Special Education Extended School Year	0	0	370	0	0	0

**Arkansas Department of Education  
Guy-Perkins 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 3/31/2016	Variance in FY16 Bud and FY16 YTD
32340	Child with Disabilities - Res Treatment	0	5,741	0	0	0	0
32355	Special Education Cat Loss Funding	17,359	9,902	36,550	35,000	0	(35,000)
32361	Gifted & Talented - Advance Placement	200	0	50	0	0	0
32710	Arkansas Better Chance (ABC)	72,900	72,220	71,442	72,900	66,540	(6,360)
32912	General Facilities Funding	3,126	2,084	1,042	0	0	0
32915	Debt Service Supplement	0	0	161	0	0	0
32931	District Defined	0	0	4,378	0	0	0
32941	District Defined	0	0	0	20,000	20,000	0
42300	Mineral Leases	6	1	0	0	0	0
53100	Sale of Equipment	1,801	0	1,200	0	1,602	1,602
53400	Compensation for Loss of Fixed Assets	4,386	801	3,257	0	0	0
56300	Special Items	12,757	14,172	10,444	6,000	3,227	(2,773)
<b>Total Revenue</b>		<b>3,660,978</b>	<b>3,425,716</b>	<b>3,645,773</b>	<b>3,543,298</b>	<b>2,540,108</b>	<b>(1,003,190)</b>

**Arkansas Department of Education  
Guy-Perkins 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
61110	Certified Salary	1,721,058	1,839,739	1,772,410	1,711,846	1,048,968	662,878
61120	Classified Salary	388,836	368,719	465,497	399,199	297,706	101,493
61510	Certified	12,000	0	0	0	0	0
61520	Classified	6,000	0	0	0	0	0
61710	Certified	52,155	372	175	0	0	0
61720	Classified	9,184	1,817	17,955	0	440	(440)
61810	Certified Unused Sick Leave	1,920	4,230	0	3,000	0	3,000
61820	Classified - Unused Sick Leave	510	480	3,510	0	0	0
62210	Certified	108,105	111,679	108,286	107,065	62,811	44,254
62220	Classified	20,738	18,643	24,230	23,708	16,298	7,410
62260	Certified	25,283	26,137	25,325	25,039	14,690	10,350
62270	Classified	4,850	4,360	5,667	5,545	3,812	1,733
62310	Certified	256,190	265,267	258,646	241,759	150,420	91,339
62320	Classified	49,930	44,903	57,831	53,535	38,176	15,359
62510	Certified	13,767	0	83	1,000	83	917
62610	Certified	6,870	4,561	2,907	3,000	7,588	(4,588)
62620	Classified	7,147	4,561	2,907	3,000	7,588	(4,588)
62710	Certified	48,042	61,669	58,293	52,485	31,333	21,153
62711	Certified	0	0	2,692	3,533	2,351	1,182
62720	Classified	15,833	13,571	16,547	12,087	10,276	1,811
62721	Classified	0	0	464	452	451	1
<b>Salaries &amp; Benefits Totals</b>		<b>2,748,417</b>	<b>2,770,708</b>	<b>2,823,422</b>	<b>2,646,253</b>	<b>1,692,990</b>	<b>953,263</b>
63110	Staff Service	0	31,398	0	24,288	16,191	8,097
63210	Instruction Services	17,000	0	24,323	25,010	3,344	21,667

**Arkansas Department of Education  
Guy-Perkins 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
63220	Sub Teachers Purchased Service	0	64,018	59,019	53,000	64,465	(11,465)
63310	Certified	72,724	2,792	3,177	200	113	88
63430	Accounting	0	8,729	0	0	1,250	(1,250)
63440	Legal	0	788	11,787	10,000	308	9,692
63445	Legal-Research and Opinions	0	100	0	0	0	0
63450	Medical	50,552	38,808	24,254	32,895	22,471	10,424
63480	Security	0	0	0	0	1,433	(1,433)
63490	Other Professional Services	232	65	0	0	0	0
63550	Novell License Renewals	0	1,125	0	0	0	0
64110	Water/Sewer	5,697	4,970	7,660	7,500	8,814	(1,314)
64210	Disposal/Sanitation	8,638	9,509	9,685	10,000	8,097	1,903
64230	Custodial	71,254	73,224	0	0	0	0
64310	Non-Tech-Related Repairs	58,919	70,814	65,592	56,000	32,154	23,846
64320	Tech-Related Repairs	38,547	14,960	1,308	1,500	489	1,011
64420	Rental of Equipment and Vehicles	14,442	14,300	3,601	5,500	0	5,500
64500	Construction Services	0	0	22,800	0	0	0
64900	Other Purchased Property Services	0	1,500	0	0	0	0
65210	Property Insurance	0	32,380	34,533	26,995	27,076	(81)
65220	Liability Insurance	4,325	4,325	0	11,890	12,204	(314)
65240	Fleet Insurance	0	4,125	3,508	3,233	3,233	0
65290	Other Insurance	0	50	50	50	50	0
65310	Telephone	8,740	8,328	7,888	7,500	10,833	(3,333)
65320	Postage	3,115	1,628	2,798	3,000	2,703	297
65331	Broadband	0	0	1,549	9,000	6,506	2,494

**Arkansas Department of Education  
Guy-Perkins 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
65400	Advertising	2,993	2,336	768	1,700	462	1,238
65500	Printing and Binding	1,609	1,770	0	0	0	0
65810	Certified	1,194	470	635	0	0	0
65820	Classified	1,570	368	486	0	0	0
65870	Non-Employee	0	0	29	0	0	0
65880	Meals	2,308	2,153	908	0	0	0
65890	Lodging	3,281	2,499	2,539	0	1,414	(1,414)
66100	General Supplies and Materials	143,651	93,450	122,022	110,900	67,637	43,263
66107	Low Value Equip Supplies	958	3,065	140	0	0	0
66110	Other General Supplies	4,656	6,035	3,111	6,400	1,568	4,832
66111	Other General Supplies	468	0	0	0	0	0
66210	Natural Gas	23,999	28,221	13,440	15,000	3,462	11,538
66220	Electricity	94,544	92,924	94,270	95,000	65,567	29,433
66260	Gasoline	42,827	38,801	14,970	25,150	9,533	15,617
66300	Food	9,278	15,097	120	0	0	0
66410	Textbooks	17,668	13,167	19,690	2,500	1,910	590
66420	Library Books	505	180	0	500	403	97
66430	Periodicals	765	221	483	250	0	250
66500	Technology Supplies	0	0	0	15,000	13,452	1,548
66510	Software	0	4,635	0	0	0	0
67310	Machinery	4,358	0	8,958	4,000	0	4,000
67320	Vehicles	77,086	0	0	4,950	4,950	0
67340	Technology Related Hardware	0	5,162	0	5,000	7,350	(2,350)
67390	Other Equipment	20,451	0	6,800	1,000	0	1,000

**Arkansas Department of Education  
Guy-Perkins 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
68100	Dues and Fees	61,814	47,449	35,099	40,286	24,807	15,479
68300	Interest	97,413	96,663	61,285	78,179	77,729	450
68830	Property Tax	450	311	317	187	187	0
68999	Allocated Charges	0	0	15,595	0	0	0
69100	Redemption of Principal	60,000	60,000	19,895	89,301	86,927	2,375
69330	Transfer to Building Fund	2,983	0	92,026	3,430	0	3,430
69380	Transfer to Food Service Fund	0	0	13,865	14,000	0	14,000
69410	Refund to ADE - ARVA Students	0	6,393	0	13,042	13,042	0
69610	Student Meals for ABC Pre-K Students	0	8,647	0	3,000	1,884	1,116
Other Expenditure Totals		1,031,012	917,954	810,983	816,337	604,018	212,319
Overall Expenditure Totals		3,779,430	3,688,663	3,634,405	3,462,590	2,297,008	1,165,582

Lee County School District  
LEA # 3904  
Lee 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	Saul Lusk	Willie Murdock	Willie Murdock	Willie Murdock
4 QTR ADM	956	904	889	808
Assessment	110,986,175	116,790,227	119,579,181	125,768,189
Total Mills	26.30	26.30	28.30	28.30
Total Debt Bond/Non Bond	230,000	155,000	1,355,000	1,275,000
Per Pupil Expenditures	12,258	12,785	11,994	12,863
Personnel-Non-Fed Certified FTE	89	80	90	66
Personnel-Non-Fed Certified Clsrm FTE	78	70	77	57
Avg Salary-Non-Fed Cert Clsrm FTE	37,259	40,765	44,185	43,345
Avg Salary-Non-Fed Cert FTE	40,078	42,669	41,609	45,694
Net Legal Balance (Excl Cat & QZAB)	2,656,434**	239,693	367,255	1,244,485
Unrestricted Fund Balance	2,656,434**	239,693	367,255	1,244,485

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

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

\*\*Includes journal entry errors totaling 1,853,453. The errors were corrected in 2012-13.

**District Actions:**

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

**2014-15**

- Reduced licensed and non-licensed employees through Reduction in Force
- Reduced non-licensed employees through attrition

**2015-16**

- Decreased licensed employee contract from 192 to 190 days
- Close Nunnley and Alternative Learning Buildings

**Lee County School District**  
**LEA #3904**  
**Lee County**

**Comments:**

The District was classified in Fiscal Distress on May 8, 2014. The District began their second full year of Fiscal Distress on July 1, 2015.

The Lee County School District's general operating ending balance of \$2,656,434 on June 30, 2012 included journal entry errors totaling \$1,853,453. Those errors were corrected in 2012-13.

September 2013, voted for 2 additional M&O mills (26.30 to 28.30 total mills).

October 1, 2013, issued \$1,275,000 construction bond.

On April 10, 2014, after consideration of data and information pertaining to the district's academic distress classification, the Arkansas Department of Education voted to remove the Lee County School District board of directors and to place the district under the direction of the Commissioner of Education.

On February 12, 2015, the State Board of Education removed the Lee County School District from the designation of academic distress.

On March 12, 2015, the State Board of Education approved the removal of the Lee County School District from state authority upon the election and training of school board members.

On September 15, 2015, the following school board members were elected in Lee County:

Zone 1	J. Harvey Shaw
Zone 2	Evelyn Shackelford
Zone 3	Doris Wallace
Zone 4	Gussie Nicholson
Zone 5	G. Wayne Williams
Zone 6	Terry Warren, Jr.
Zone 7	Patrick Walton, Sr.

On October 1, 2015, the newly elected Lee County School District board members completed training.



**Arkansas Department of Education  
Lee County School District  
Unrestricted Financial Report**

FY16 as of March 31, 2016				
<b>Beginning Balance</b>				<b>Ending Balance</b>
<u>7/1/2015</u>				<u>3/31/2016</u>
	<b>Revenue</b>		<b>Expenditures</b>	
1,244,485	4,593,961		3,718,752	2,119,694
<b>FY16 Budget</b>				
<b>Beginning Balance</b>				<b>Projected Balance</b>
<u>7/1/2015</u>				<u>6/30/2016</u>
	<b>Revenue</b>		<b>Expenditures</b>	
1,244,485	6,574,784		6,146,581	1,672,688
<b>FY15</b>				
<b>Beginning Balance</b>				<b>Ending Balance</b>
<u>7/1/2014</u>				<u>6/30/2015</u>
	<b>Revenue</b>		<b>Expenditures</b>	
367,255	6,593,297		5,716,067	1,244,485
<b>FY14</b>				
<b>Beginning Balance</b>				<b>Ending Balance</b>
<u>7/1/2013</u>				<u>6/30/2014</u>
	<b>Revenue</b>		<b>Expenditures</b>	
239,693	7,179,594		7,052,032	367,255
<b>FY13</b>				
<b>Beginning Balance</b>				<b>Ending Balance</b>
<u>7/1/2012</u>				<u>6/30/2013</u>
	<b>Revenue</b>		<b>Expenditures</b>	
2,656,434	5,263,643		7,680,384	239,693

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

**Arkansas Department of Education  
Lee County 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|2324:2392|2392:2400|2405:2999  
Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
11110	Property Taxes	0	1,594,523	1,669,632	1,956,000	1,947,155	(8,845)
11120	Property Taxes	2,508,431	1,187,216	814,978	1,000,000	88,057	(911,943)
11140	Property Taxes - Delinquent	87,047	95,883	50,369	50,000	171,087	121,087
11150	Excess Commission	872	0	12,096	12,000	317	(11,683)
11160	Land Redemption	125,946	102,472	185,943	185,000	203,172	18,172
11400	Penalties and Interest on Taxes	0	215	0	0	0	0
12800	Revenue in Lieu of Taxes	16,219	15,792	0	0	0	0
13400	Tuition from Other Private Sources	46,132	0	0	0	0	0
15100	Interest on Investments	618	975	1,306	1,310	1,959	649
17200	Sales	0	60	0	0	0	0
19130	LEA Buildings and Facilities	20,941	27,192	18,876	18,000	17,389	(611)
19140	Rental of Equipment and Vehicles	0	503	0	0	0	0
19200	Contributions and Donations	0	0	0	0	0	0
19550	Transits- Flow Thru Money	0	0	0	0	(26,220)	(26,220)
19800	Refunds of Prior Year Expenditures	88,459	18,856	65,048	33,000	45,112	12,112
19900	Misc Revenue from Local Sources	4,701	79,236	29,235	28,500	29,677	1,177
31101	Foundation Funding	3,176,218	2,953,190	2,802,907	2,228,812	1,623,430	(605,382)
31103	98% Tax Collection Rate	160,547	174,539	183,449	170,000	0	(170,000)
31460	Declining Enrollment	101,933	133,997	88,979	239,098	239,098	0
31900	Other	64,674	59	30	0	0	0
32226	Recruitment/Retention Incentives	151,975	200,436	173,033	173,000	0	(173,000)
32250	Pathwise	4,400	6,336	2,400	0	3,600	3,600
32310	LEA Special Education Supervisor	3,729	3,317	3,232	3,000	0	(3,000)
32361	Gifted & Talented - Advance Placement	150	0	832	800	150	(650)
32710	Arkansas Better Chance (ABC)	530,782	473,850	330,876	388,800	229,978	(158,822)
32912	General Facilities Funding	10,212	6,808	3,404	0	0	0
32915	Debt Service Supplement	1,357	71	0	0	0	0

**Arkansas Department of Education  
Lee County 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
32941	Computer Science Grant	0	0	0	20,000	20,000	0
42100	Forest Reserve	0	25,120	29,698	29,000	0	(29,000)
51100	Proceeds from Sale of Bonded Indebt	0	3,729	0	0	0	0
51999	Audit Adjustment	(1,853,453)	0	0	0	0	0
52800	Transfer from Food Service Fund	0	0	0	0	0	0
52900	Indirect Cost Reimbursement	11,753	75,220	124,413	38,464	0	(38,464)
53400	Compensation for Loss of Fixed Assets	0	0	2,563	0	0	0
<b>Total Revenue</b>		<b>5,263,643</b>	<b>7,179,594</b>	<b>6,593,297</b>	<b>6,574,784</b>	<b>4,593,961</b>	<b>(1,980,823)</b>

**Arkansas Department of Education  
Lee County 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
61110	Certified	3,232,031	3,393,793	2,547,102	2,640,528	1,545,749	1,094,779
61111	Certified	0	9,900	6,300	0	2,400	(2,400)
61120	Classified	1,134,515	906,496	643,792	660,917	467,369	193,547
61121	Classified	0	37,863	250	1,000	1,946	(946)
61210	Certified	0	12,114	0	0	0	0
61220	Classified	18,218	9,317	5,136	0	2,864	(2,864)
61320	Classified	1,750	0	250	0	3,000	(3,000)
61510	Certified	162,075	200,436	147,817	173,000	0	173,000
61610	Certified	0	600	1,250	0	400	(400)
61620	Classified	0	250	0	0	200	(200)
61710	Certified	15,660	8,107	7,447	10,000	3,525	6,475
61720	Classified	242,983	82,756	81,987	150,000	118,988	31,012
61810	Certified Unused Sick Leave	23,580	23,739	0	0	0	0
61820	Classified - Unused Sick Leave	1,525	18,163	0	0	0	0
62210	Certified	206,743	225,498	151,302	162,910	93,622	69,288
62220	Classified	77,327	57,130	46,023	52,167	34,971	17,196
62260	Certified	48,398	52,736	38,481	39,618	21,895	17,723
62270	Classified	18,420	13,361	10,764	11,354	8,179	3,175
62310	Certified	492,666	532,124	352,400	365,011	218,445	146,566
62320	Classified	174,643	131,848	108,223	114,034	79,729	34,306
62510	Certified	10,944	1,463	0	0	0	0
62520	Classified	13,958	1,951	6,517	0	0	0
62610	Certified	26,517	0	17,061	16,747	10,793	5,955
62620	Classified	44,196	6,050	14,597	19,854	12,495	7,359
62710	Certified	117,169	99,531	78,438	70,932	45,399	25,533
62720	Classified	60,694	48,550	33,677	27,278	14,204	13,074
62721	Classified	0	0	1,111	1,639	1,189	450
62820	Classified	3,626	3,621	936	782	633	149

**Arkansas Department of Education  
Lee County 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
<b>Salaries &amp; Benefits Totals</b>		<b>6,127,638</b>	<b>5,877,396</b>	<b>4,300,859</b>	<b>4,517,771</b>	<b>2,687,995</b>	<b>1,829,777</b>
63220	Sub Teachers Purchased Service	0	62,604	266,032	266,000	181,727	84,273
63310	Certified	17,800	2,529	2,384	2,000	0	2,000
63320	Classified	13	1,696	0	0	0	0
63410	Pupil Services	8,295	0	0	0	0	0
63440	Legal	0	0	707	700	0	700
63441	Legal-Litigation Defense of District	0	0	20,315	20,500	0	20,500
63445	Legal-Research and Opinions	8,230	30,969	23,271	24,000	26,396	(2,396)
63490	Other Professional Services	0	623	0	0	0	0
63900	Other Prof and Tech Services	81,265	82,024	116,691	125,800	71,969	53,831
64110	Water/Sewer	26,949	21,594	24,545	37,000	21,332	15,668
64210	Disposal/Sanitation	0	535	0	0	75	(75)
64240	Lawn Care	6,305	1,540	0	0	0	0
64310	Non-Tech-Related Repairs and Maint	165,152	42,255	25,116	33,000	8,332	24,668
64320	Tech-Related Repairs and Maint	1,657	338	125	300	0	300
64400	Rentals	0	0	0	0	0	0
64410	Rental of Land and Buildings	0	50	0	0	0	0
64420	Rental of Equipmnet and Vehicles	82,332	29,191	79,113	82,500	5,477	77,023
64430	Rental of Comp and Related Equip	0	10,465	28,729	30,000	29,061	939
64900	Other Purchased Property Services	4,323	952	282	0	0	0
65210	Property Insurance	122,577	118,465	5,396	114,803	114,803	0
65220	Liability Insurance	7,919	7,919	8,912	9,000	0	9,000
65240	Fleet Insurance	12,000	14,017	14,511	16,875	16,875	0
65250	Accident Insurance	0	10,476	10,476	10,500	0	10,500
65290	Other Insurance	11,640	0	0	0	10,176	(10,176)
65310	Telephone	32,278	36,330	39,836	41,600	30,362	11,238
65320	Postage	3,885	5,476	4,216	4,800	8,652	(3,862)
65330	Networking/Internet Services	795	277	153	200	3,392	(3,192)

**Arkansas Department of Education  
Lee County 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
65331	Broadband	0	0	0	20,000	0	20,000
65400	Advertising	6,957	6,117	1,084	1,500	1,020	480
65500	Printing and Binding	3,569	4,022	0	0	0	0
65810	Certified	14,039	3,943	371	1,400	293	1,107
65820	Classified	2,559	1,307	1,144	1,400	196	1,204
65830	Out of District Certified	0	0	4,549	12,650	7,814	4,836
65840	Out of District Classified	0	0	2,699	2,900	771	2,129
65870	Non-Employee	4,237	4,171	0	0	0	0
65880	Meals	0	0	87	100	0	100
65890	Lodging	0	0	7,655	8,500	0	8,500
65900	Miscellaneous Purchased Services	0	0	0	25,000	3,935	21,065
66100	General Supplies and Materials	262,596	114,089	137,551	197,625	143,454	54,171
66101	District Defined	9,000	0	0	0	964	(964)
66102	District Defined	1,705	0	0	0	0	0
66210	Natural Gas	75,821	94,291	83,539	87,500	23,222	64,278
66220	Electricity	253,341	208,177	241,938	243,000	167,186	75,814
66260	Gasoline	124,685	35,762	32,471	75,500	31,101	44,399
66300	Food	1,000	0	0	0	0	0
66410	Textbooks	7,497	3,138	13,832	25,000	13,283	11,717
66430	Periodicals	0	24	24	50	175	(125)
66500	Technology Supplies	573	117	0	0	0	0
66510	Software	18,649	0	2,911	6,000	3,560	2,440
66520	Other	0	1,082	0	2,000	0	2,000
66527	Low Value Equip Tec Supplies	265	0	1,660	0	0	0
67300	Equipment	0	0	0	0	0	0
67310	Machinery	0	0	0	0	1,311	(1,311)
67320	Vehicles	33,542	0	0	0	0	0
67330	Furniture and Fixtures	0	1,764	0	0	0	0

**Arkansas Department of Education  
Lee County 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
67340	Technology Related Hardware	7,785	4,709	0	1,059	1,059	0
68100	Dues and Fees	1,580	84,148	32,135	20,103	46,018	(25,914)
68200	Judgments against the LEA	0	0	0	0	0	0
68300	Interest	7,917	21,219	77,134	47,944	23,972	23,972
68900	Miscellaneous Expenditures	47,014	28,945	23,613	0	2,476	(2,476)
68999	Allocated Charges	0	0	0	0	0	0
69100	Redemption of Principal	75,000	75,000	80,000	30,000	30,318	(318)
69400	Program Funding Return	0	2,286	0	0	0	0
69620	Student Meals for Provision 2 Schools	0	0	0	0	0	0
Other Expenditure Totals		1,552,745	1,174,636	1,415,208	1,628,809	1,030,757	598,052
Overall Expenditure Totals		7,680,384	7,052,032	5,716,067	6,146,581	3,718,752	2,427,829

**Maynard School District**  
**LEA #6102**  
**Randolph County**

**Classified in Fiscal Distress:** May 14, 2015

**Fiscal Distress Indicator and Additional Concerns:**

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

<b>District Profile:</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2014-15</b>
<b>Superintendent</b>	<b>Larry Sullinger</b>	<b>Larry Sullinger</b>	<b>Larry Sullinger</b>	<b>Pat Rawlings</b>
4 QTR ADM	473	444	457	432
Assessment	25,761,594	26,474,751	27,161,996	28,636,905
Total Mills	30.70	30.70	30.70	30.70
Total Debt Bond/Non Bond	206,486	176,272	145,725	1,704,836
Per Pupil Expenditures	9,491	10,436	9,268	10,303
Personnel-Non-Fed Certified FTE	43	43	41	40
Personnel-Non-Fed Certified Clsm FTE	39	40	37	37
Avg Salary-Non-Fed Cert Clsm FTE	39,432	39,172	40,081	40,314
Avg Salary-Non-Fed Cert FTE	41,911	41,364	42,640	42,022
Net Legal Balance (Excl Cat & QZAB)	624,493	581,655	405,121	415,389
Unrestricted Fund Balance	612,471	581,655	405,121	415,389

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

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

**District Actions:**

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

**2015-16**

- Reduced licensed positions through attrition
- Reduced non-licensed positions through attrition
- Reclassified salary of a licensed employee from Operating to Categorical funds
- Removed stipends for Counselors



**Maynard School District**  
**LEA #6102**  
**Randolph County**

**Comments:**

The District was classified in Fiscal Distress on May 14, 2015, 2010. The District began their first full year of fiscal distress on July 1, 2015.

**Arkansas Department of Education  
Maynard School District  
Unrestricted Financial Report**

<b>FY16 as March 31, 2016</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2015</u>			<u>3/31/2016</u>
	<b>Revenue</b>	<b>Expenditures</b>	
415,389	2,321,838	2,101,570	635,657
<b>FY16 Budget</b>			
<b>Beginning Balance</b>			<b>Projected Balance</b>
<u>7/1/2015</u>			<u>6/30/2016</u>
	<b>Revenue</b>	<b>Expenditures</b>	
415,389	3,106,484	3,048,996	472,877
<b>FY15</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2014</u>			<u>6/30/2015</u>
	<b>Revenue</b>	<b>Expenditures</b>	
405,121	3,198,065	3,187,798	415,389
<b>FY14</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2013</u>			<u>6/30/2014</u>
	<b>Revenue</b>	<b>Expenditures</b>	
581,655	3,071,433	3,247,968	405,121
<b>FY13</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2012</u>			<u>6/30/2013</u>
	<b>Revenue</b>	<b>Expenditures</b>	
612,471	3,228,970	3,259,785	581,655

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

**Arkansas Department of Education  
Maynard 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
11110	Property Taxes	276,447	296,888	303,250	335,000	376,091	41,091
11115	Property Tax Relief	83,356	93,093	86,270	95,500	87,433	(8,067)
11120	Property Taxes	126,196	135,257	152,522	145,000	0	(145,000)
11125	Property Tax Relief	106,566	106,788	122,975	118,000	76,393	(41,607)
11140	Property Taxes - Delinquent	31,941	27,262	29,625	30,500	28,587	(1,913)
11150	Excess Commission	7,241	7,571	8,251	8,100	10,624	2,524
11160	Land Redemption	27,445	17,596	36,806	34,900	26,613	(8,287)
11400	Penalties and Interest on Taxes	127	98	260	250	272	22
15100	Interest on Investments	5,592	3,618	1,654	1,500	4,909	3,409
19800	Refunds of Prior Year Expenditures	19,967	16,764	19,800	10,000	44,630	34,630
19900	Misc Revenue from Local Sources	6,143	5,975	4,561	4,000	4,077	77
21200	Severance Tax	0	252	528	350	0	(350)
31101	Foundation Funding	2,319,219	2,187,240	2,309,792	2,168,616	1,577,120	(591,496)
31103	98% Tax Collection	32,365	40,179	45,891	40,000	0	(40,000)
31450	Student Growth Funding	0	0	0	0	0	0
31460	Declining Enrollment	155,046	86,913	0	66,893	66,893	0
31620	Supplemental Millage Incentive Funding	12,473	8,316	4,158	0	0	0
32250	Pathwise	1,200	1,400	1,800	8,400	8,400	0
32260	AR Game & Fish Commission	1,083	788	1,075	1,000	0	(1,000)
32290	Other Grants and Aid from the State	2,750	0	1,375	0	2,100	2,100
32310	LEA Special Education Supervisor	1,788	1,732	1,739	1,735	0	(1,735)
32314	Special Education Extended School Year	1,480	1,258	1,480	1,482	1,406	(76)
32355	Special Education Cat Loss Funding	0	23,713	51,531	29,913	0	(29,913)

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
32361	Gifted & Talented - Advance Placement	100	558	0	0	945	945
32912	General Facilities Funding	3,957	2,638	1,319	0	0	0
32915	Debt Service Supplement	6,487	5,536	6,480	5,345	5,345	0
32931	District Defined	0	0	3,191	0	0	0
51100	Proceeds from Sale of Bonded Indebt	0	0	407	0	0	0
52500	Transfer from Capital Outlay Fund	0	0	0	0	0	0
53100	Sale of Equipment	0	0	1,325	0	0	0
<b>Total Revenue</b>		<b>3,228,970</b>	<b>3,071,433</b>	<b>3,198,065</b>	<b>3,106,484</b>	<b>2,321,838</b>	<b>(784,646)</b>

# Arkansas Department of Education Maynard School District

## Unrestricted Financial Expenditure Report

### Unrestricted Funds

Fund/SOF 1000-12001120411206:12111213:122211224:127411277:128011282:129211294:131911321:132211324:139011392:140011405:1999

Fund/SOF 2000-22001220412206:221112213:222212224:227412277:228012282:229212294:231912321:232212324:239012392:240012405:2999

Fund/SOF 4000:4999

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
61110	Certified	1,717,146	1,659,212	1,634,092	1,479,812	1,021,692	458,120
61120	Classified	433,228	444,269	426,410	424,133	283,015	141,118
61210	Certified	250	0	0	0	0	0
61220	Classified	768	4,433	4,417	4,100	2,868	1,233
61320	Classified	0	2,565	2,388	2,500	1,869	631
61510	Certified	0	0	22,000	0	0	0
61520	Classified	0	0	15,000	0	0	0
61710	Certified	46,076	32,329	35,093	0	0	0
61720	Classified	12,390	4,806	12,447	5,000	2,878	2,122
61810	Certified Unused Sick Leave	5,018	14,128	2,950	2,250	0	2,250
61820	Classified - Unused Sick Leave	2,738	0	0	0	0	0
61830	Certified Unused Vacation Leave	0	3,451	0	0	0	0
61961	Unused Vacation CLS	894	0	0	0	0	0
62110	Certified	4,257	4,856	4,564	5,478	3,075	2,403
62120	Classified	2,237	2,906	2,769	1,991	1,619	372
62210	Certified	102,991	99,999	99,562	91,972	58,376	33,596
62220	Classified	25,132	25,836	25,934	29,338	18,570	10,768
62260	Certified	24,087	23,387	23,259	21,561	13,655	7,906
62270	Classified	5,877	6,042	6,056	6,860	4,340	2,520
62310	Certified	248,086	240,411	239,544	207,512	144,656	62,856
62320	Classified	62,506	62,716	62,497	58,445	39,068	19,377
62510	Certified	93	132	150	3,050	91	2,959
62520	Classified	30	0	0	150	54	96

Account		Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
62610	Certified		4,284	3,410	4,700	4,700	4,850	(150)
62620	Classified		4,640	4,520	2,809	3,000	3,101	(101)
62710	Certified		50,648	52,418	55,180	57,251	33,797	23,454
62711	Certified		0	0	2,355	3,356	2,129	1,227
62720	Classified		20,861	23,814	20,764	17,897	11,377	6,520
62721	Classified		0	0	798	857	620	237
Salaries & Benefits Totals			2,774,236	2,715,639	2,705,737	2,431,213	1,651,701	779,512
63110	Staff Service		557	474	447	500	408	92
63220	Sub Teachers Purchased Service		0	0	4,188	20,000	14,660	5,340
63221	Sub Classified Staff (Non Employee)		0	0	0	300	0	300
63420	Engineering or Facilities Coordinator		4,400	4,400	8,500	8,500	8,500	0
63450	Medical		735	462	365	500	388	112
63900	Other Prof and Tech Services		74,079	75,728	48,026	69,973	43,005	26,968
64110	Water/Sewer		7,202	7,098	7,624	7,800	4,807	2,993
64210	Disposal/Sanitation		5,943	6,927	6,583	6,600	5,241	1,359
64900	Other Purchased Property Services		6,821	7,269	5,123	5,500	6,942	(1,442)
65190	Student Trans Purchased		1,811	2,221	1,997	1,950	949	1,001
65210	Property Insurance		22,174	24,250	25,246	21,326	21,825	(499)
65240	Fleet Insurance		6,192	6,192	6,159	6,000	6,159	(159)
65290	Other Insurance		6,450	6,450	8,070	8,200	8,459	(259)
65310	Telephone		19,697	21,047	19,710	20,000	15,575	4,425
65320	Postage		2,404	2,015	1,969	1,900	1,201	699
65331	Broadband		0	0	31,839	36,000	26,361	9,639
65400	Advertising		2,624	4,284	3,396	1,800	2,079	(279)
65690	Other Tuition		0	0	1,325	3,700	(1,182)	4,882
65810	Certified		240	227	0	0	0	0
65820	Classified		20	63	0	200	174	26
65870	Non-Employee		0	118	0	100	129	(29)
65880	Meals		1,632	653	1,133	1,050	212	838
65890	Lodging		6,696	3,606	2,381	2,200	1,537	663
65900	Miscellaneous Purchased Services		213	9,377	3,746	11,700	11,005	695

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
66100	General Supplies and Materials	112,614	116,227	95,811	90,721	74,190	16,531
66107	Low Value Equip Supplies	0	0	0	0	0	0
66220	Electricity	67,088	72,169	72,012	74,000	51,411	22,589
66230	Bottled Gas Butane/Propane	27,692	45,294	50,997	50,000	18,778	31,222
66260	Gasoline	41,177	53,303	49,749	51,200	21,093	30,107
66400	Books and Periodicals	0	0	0	0	0	0
66410	Textbooks	4,781	5,156	1,399	2,500	2,718	(218)
66420	Library Books	2,107	1,265	746	1,400	0	1,400
66430	Periodicals	1,362	1,291	1,452	1,400	280	1,120
66440	Audiovisual Materials	0	779	321	500	0	500
66500	Technology Supplies	2,202	2,100	386	1,500	172	1,328
67340	Technology Related Hardware	0	0	0	2,200	2,180	20
67350	Technology Software	0	0	0	1,500	2,612	(1,112)
67390	Other Equipment	1,064	0	0	0	0	0
68100	Dues and Fees	23,513	20,365	14,297	14,500	8,926	5,574
68101	License Renewal Fee for Teachers	1,100	450	375	300	300	0
68300	Interest	7,050	6,050	2,525	61,063	61,063	0
68830	Property Tax	17	0	0	0	0	0
68999	Allocated Charges	0	0	0	0	0	0
69100	Redemption of Principal	20,000	20,000	0	25,000	25,000	0
69330	Transfer to Building Fund	0	0	0	0	0	0
69380	Transfer to Food Service Fund	0	918	0	0	0	0
69610	Student Meals for ABC Pre-K	3,895	4,103	4,161	4,200	2,712	1,488
Other Expenditure Totals		485,550	532,328	482,060	617,783	449,868	167,914
Overall Expenditure Totals		3,259,785	3,247,968	3,187,798	3,048,996	2,101,570	947,426

**Yellville-Summit School District**  
**LEA #4502**  
**Marion County**

**Classified in Fiscal Distress:** April 9, 2015

**Fiscal Distress Indicators and Additional Concerns:**

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

<b>District Profile:</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Superintendent</b>	<b>Larry Ivens</b>	<b>Larry Ivens</b>	<b>Larry Ivens</b>	<b>Ivens/David Wyatt</b>
4 QTR ADM	785	761	743	691
Assessment	60,965,648	62,885,182	65,524,257	66,772,756
Total Mills	36.98	36.98	36.98	36.98
Total Debt Bond/Non Bond	7,700,000	7,638,275	7,472,215	7,357,743
Per Pupil Expenditures	9,522	10,096	10,585	11,250
Personnel-Non-Fed Certified FTE	62	64	64	69
Personnel-Non-Fed Certified Clsrm FTE	58	58	58	64
Avg Salary-Non-Fed Cert Clsrm FTE	44,715	45,163	46,195	42,876
Avg Salary-Non-Fed Cert FTE	46,569	46,493	47,437	45,375
Net Legal Balance (Excl Cat & QZAB)	945,963	916,902	553,243	233,094
Unrestricted Fund Balance	939,015	909,519	552,267	230,359

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

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

**District Actions:**

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

**2015-16**

- Reduced numerous personnel benefits paid above the state minimum
- Reduced transportation expense by eliminating one bus route
- Reduced licensed positions through RIF and attrition
- Reduced non-licensed positions through RIF and attrition



**Yellville-Summit School District**  
**LEA #4502**  
**Marion County**

**Comments:**

The District was classified in Fiscal Distress on April 9, 2015. The District began their first full year of fiscal distress on July 1, 2015.

Mr. David Wyatt was hired on January 12, 2015 as Interim Superintendent for the remainder of the 2014-15 school year.

Mr. Wes Henderson was hired on July 1, 2015 as Superintendent for the 2015-16 school year.

District had a prior classification with the Fiscal Distress program.

- Classified - December 14, 2009
- Removed - November 14, 2011

**Arkansas Department of Education  
Yellville-Summit School District  
Unrestricted Financial Report**

<b>FY16 as of March 31, 2016</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2015</u>			<u>3/31/2016</u>
Revenue	4,122,857	Expenditures	861,255
230,359		3,491,960	
<b>FY16 Budget</b>			
<b>Beginning Balance</b>			<b>Projected Balance</b>
<u>7/1/2015</u>			<u>6/30/2016</u>
Revenue	5,620,927	Expenditures	444,997
230,359		5,406,289	
<b>FY15</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2014</u>			<u>6/30/2015</u>
Revenue	6,013,213	Expenditures	230,359
552,267		6,335,120	
<b>FY14</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2013</u>			<u>6/30/2014</u>
Revenue	5,974,235	Expenditures	552,267
909,519		6,331,487	
<b>FY13</b>			
<b>Beginning Balance</b>			<b>Ending Balance</b>
<u>7/1/2012</u>			<u>6/30/2013</u>
Revenue	6,368,838	Expenditures	909,519
939,015		6,398,335	

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

**Arkansas Department of Education  
Yellville-Summit 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
11110	Property Taxes	1,092,397	1,151,007	1,156,390	1,156,390	1,185,622	29,232
11115	Property Tax Relief	185,069	278,343	176,146	176,146	198,831	22,685
11120	Property Taxes	674,103	690,397	795,790	795,790	157,557	(638,233)
11140	Property Taxes - Delinquent	182,383	103,566	167,627	167,627	109,308	(58,319)
11150	Excess Commission	41,280	1,809	32,461	32,461	1,615	(30,846)
11160	Land Redemption	36,225	16,587	16,293	16,293	5,524	(10,769)
11500	Interest on Unapportioned Property Taxes	0	0	2,049	2,049	0	(2,049)
12800	Revenue in Lieu of Taxes	3,451	0	3,810	3,645	3,645	0
14240	Fees from Vocational Education	6,320	0	12,640	0	6,320	6,320
15100	Interest on Investments	1,463	1,048	802	818	126	(692)
19200	Contributions and Donations	250	0	15,500	0	0	0
19300	Sales of Supplies and Materials	18	0	0	0	0	0
19800	Refunds of Prior Year Expenditures	83	7,180	21,190	0	1,295	1,295
19900	Misc Revenue from Local Sources	8,993	14,668	1,680	2,000	2,144	144
31101	Foundation Funding	3,430,885	3,327,749	3,261,590	2,899,937	2,108,221	(791,716)
31103	98% Tax Collection Rate	41,939	22,559	95,328	0	0	0
31460	Declining Enrollment	80,656	77,100	49,625	189,092	189,091	(1)
31620	Supplemental Millage Incentive Funding	16,644	11,096	5,548	0	0	0
31900	Other	0	13,027	0	0	0	0
32232	Arkansas School Recognition Program	0	0	23,877	0	0	0
32250	Professional Quality Enhancement Teacher	3,000	4,000	5,200	0	0	0
32260	AR Game & Fish Commission	4,718	0	0	0	0	0
32310	LEA Special Education Supervisor	3,117	2,884	2,712	0	0	0
32340	Child with Disabilities - Res Treatment	15,679	0	0	0	0	0
32355	Special Education Cat Loss Funding	42,370	30,992	45,677	35,000	0	(35,000)

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
32361	Gifted & Talented - Advance Placement	400	3,308	750	750	2,097	1,347
32480	Career New Program Start-up	0	57,261	0	0	0	0
32901	Act 120 Tobacco Excise Tax	14,700	0	0	0	0	0
32902	Coordinated School Health and Wellness	150,000	120,000	0	105,000	105,000	0
32909	Center Initiative (CSH & WCI)	47,987	0	0	0	0	0
32912	General Facilities Funding	7,001	4,668	2,334	0	0	0
32915	Debt Service Supplement	28,578	25,512	23,176	17,929	17,929	0
32920	AR Game & Fish Comm School-yard Hab	0	0	0	0	0	0
32931	Broadband Grant	0	0	4,804	0	0	0
32941	Computer Science Grant	0	0	0	20,000	20,000	0
32990	Other Grants and Aid from the State	0	1,112	0	0	0	0
42200	Flood Control	13,643	0	27,942	0	0	0
51100	Proceeds from Sale of Bonded Indebt	0	0	1,645	0	0	0
51800	Bonded Debt Refunding Savings	5,949	47	0	0	0	0
51900	Miscellaneous Nonrevenue Sources	0	0	0	0	0	0
51999	Audit Adjustment	0	0	53,677	0	0	0
52300	Transfer from Building Fund	228,195	0	0	0	0	0
53100	Sale of Equipment	0	0	3,000	0	0	0
53400	Compensation for Loss of Fixed Assets	1,343	8,315	3,953	0	8,530	8,530
<b>Total Revenue</b>		<b>6,368,838</b>	<b>5,974,235</b>	<b>6,013,213</b>	<b>5,620,927</b>	<b>4,122,857</b>	<b>(1,498,070)</b>

**Arkansas Department of Education  
Yellville-Summit 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 3/31/2016	Variance in FY16 Budget and FY16 YTD
61110	Certified	2,772,619	2,765,798	2,884,143	2,368,399	1,577,272	791,127
61120	Classified	815,233	823,356	833,775	672,762	513,481	159,281
61210	Certified	6,038	4,011	5,200	0	0	0
61220	Classified	64,983	54,995	47,756	21,152	33,298	(12,146)
61320	Classified	664	366	2,563	100	2,142	(2,042)
61510	Certified	51,750	35,000	0	0	0	0
61520	Classified	30,200	21,500	0	0	0	0
61620	Classified	1,300	1,450	1,450	0	1,250	(1,250)
61710	Certified	0	0	0	0	1,140	(1,140)
61720	Classified	9,127	8,469	16,423	6,912	8,013	(1,101)
61810	Certified Unused Sick Leave	16,700	14,016	27,419	0	0	0
61820	Classified - Unused Sick Leave	4,598	9,511	17,053	0	3,431	(3,431)
61850	Cert Unused Personal Leave	0	0	480	0	0	0
61860	Class Unused Personal Leave	0	0	371	0	292	(292)
62110	Certified	28,805	28,442	26,271	0	0	0
62120	Classified	14,411	15,141	13,132	0	0	0
62210	Certified	171,603	170,918	177,101	152,132	93,406	58,726
62220	Classified	53,267	52,580	51,791	36,995	31,325	5,669
62260	Certified	40,133	39,990	41,406	35,579	21,845	13,734
62270	Classified	12,458	12,297	12,112	8,672	7,326	1,346
62310	Certified	425,254	416,689	434,644	372,393	232,020	140,373
62320	Classified	111,448	112,710	111,660	82,972	67,541	15,430
62510	Certified	230	5,098	1,438	0	179	(179)
62520	Classified	7,201	5,098	755	0	8,649	(8,649)
62610	Certified	8,346	7,155	4,839	7,351	4,697	2,654
62620	Classified	4,199	2,784	3,184	9,189	8,853	336
62710	Certified	90,571	81,444	92,137	73,113	47,321	25,792
62711	Certified	0	0	2,810	4,792	2,894	1,899

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
62720	Classified	38,556	45,497	41,688	30,152	22,447	7,705
62721	Classified	0	0	627	1,303	895	408
62820	Classified	0	0	0	0	24	(24)
62910	Certified	12,003	12,020	10,783	0	0	0
62920	Classified	0	0	0	0	0	0
Salaries & Benefits Totals		4,791,694	4,746,335	4,863,010	3,883,969	2,689,741	1,194,228
63110	Staff Service	0	617	105	100	0	100
63120	Management Service-Consulting	0	139	2,214	0	11,378	(11,378)
63130	Board of Ed Services	0	0	0	0	2,903	(2,903)
63210	Instruction Services	25,258	39,632	5,355	27,750	5,500	22,250
63220	Sub Teachers Purchased Service	55,547	79,271	41,247	31,940	35,340	(3,400)
63221	Sub Class Staff Instructional Support	0	0	3,747	850	2,743	(1,893)
63310	Certified	1,260	1,816	310	4,400	3,184	1,216
63320	Classified	1,714	3,278	8,045	13,550	985	12,565
63410	Pupil Services	9,865	6,922	14,816	9,022	3,764	5,258
63445	Legal Research/Opinions	0	0	0	0	5,965	(5,965)
63450	Medical	6,630	2,863	768	775	9,681	(8,906)
63490	Other Professional Services	26,929	17,147	26,448	31,815	8,060	23,755
63530	Software Maintenance & Support	0	4,065	9,593	6,120	1,080	5,040
63590	Other Technical Services	17,264	4,839	6,000	4,900	2,735	2,165
63900	Other Prof and Tech Services	13,981	14,521	2,465	2,295	100	2,195
64110	Water/Sewer	23,222	20,524	20,164	23,555	19,126	4,429
64210	Disposal/Sanitation	12,021	12,848	14,139	14,000	8,463	5,537
64220	Sub Employee Purchased Service	0	0	624	600	0	600
64230	Custodial	0	0	4,875	23,045	4,290	18,755
64240	Lawn Care	3,250	3,675	5,935	300	300	0
64310	Non-Tech-Related Repairs and Maint	20,920	57,309	30,236	36,495	41,048	(4,553)
64320	Tech-Related Repairs and Maint	65	12,578	964	741	3,342	(2,601)
64390	District Defined	0	0	0	0	0	0
64410	Rental of Land and Buildings	6,605	6,450	3,250	3,935	3,185	750
64420	Rental of Equipment and Vehicles	1,162	0	0	0	307	(307)
64500	Construction Services	0	0	114	0	8,240	(8,240)
64900	Other Purchased Property Services	0	700	59,001	2,720	1,189	1,531
65210	Property Insurance	49,486	53,537	53,527	47,444	47,444	0
65240	Fleet Insurance	8,657	9,647	9,417	18,685	9,647	9,038
65250	Accident Insurance	8,245	7,420	5,760	7,420	7,420	0

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
66290	Other Insurance	106	1,211	106	216	106	110
66310	Telephone	4,718	10,678	13,563	11,214	8,780	2,434
66320	Postage	5,391	6,602	7,729	7,793	4,047	3,746
66330	Networking/Internet Services	1,783	1,052	36	35	0	35
66331	Broadband	0	767	7,483	7,483	0	7,483
66400	Advertising	1,399	1,715	785	1,170	719	451
66500	Printing and Binding	0	0	355	500	1,749	(1,249)
66610	Tuition to Other LEA within the State	58,282	0	0	0	579	(579)
66810	Certified	2,844	2,235	1,069	300	651	(351)
66820	Classified	4,324	4,512	2,589	1,530	1,233	297
66870	Non-Employee	3,108	1,980	553	400	137	263
66880	Meals	1,274	2,991	2,417	1,901	1,221	680
66890	Lodging	7,245	8,996	12,716	13,760	5,272	8,488
66900	Miscellaneous Purchased Services	600	502	1,860	10,140	45	10,095
66910	Services Purchase from LEA in State	0	0	9,727	7,623	9,232	(1,609)
66920	Services Purchase from LEA out State	12,960	732	0	0	0	0
66100	General Supplies and Materials	198,320	207,064	191,343	213,239	180,404	32,835
66107	Low Value Equip Supplies	6,586	17,248	23,720	14,385	9,558	4,827
66210	Natural Gas	42,644	45,024	49,482	49,482	29,466	20,016
66220	Electricity	143,786	199,704	156,445	156,445	104,529	51,916
66230	Bottled Gas Butane/Propane	0	798	0	0	0	0
66240	Oil	24,297	2,606	2,558	0	0	0
66260	Gasoline	60,037	58,311	62,017	62,000	26,766	35,234
66261	Fuel Additives	584	0	24	25	720	(695)
66300	Food	0	0	0	0	0	0
66410	Textbooks	13,041	12,586	4,674	6,475	7,084	(609)
66411	eTextbooks	624	0	0	0	0	0
66420	Library Books	5,957	314	0	0	0	0
66430	Periodicals	2,428	1,583	1,497	1,241	278	963
66440	Audiovisual Materials	0	1,121	0	0	0	0
66500	Technology Supplies	3,673	4,912	407	1,320	4,486	(3,166)
66510	Software	0	0	3,886	3,860	0	3,860
66512	Tablet computers	0	0	1,480	0	0	0
66527	Low Value Equip Tec Supplies	4,088	20,837	23,876	22,675	6,086	16,589
66900	Other Supplies and Materials	0	0	0	0	200	(200)
66927	Bus Repair/Maint	18,357	16,530	15,339	0	0	0
66928	Tires	7,808	12,535	15,172	0	0	0

Account	Account Description	FY13	FY14	FY15	FY16 Budget	FY16 YTD as of 3/31/2016	Variance in FY16 Budget and FY16 YTD
67310	Machinery	0	0	1,715	1,700	0	1,700
67320	Vehicles	15,700	7,800	0	6,475	3,500	2,975
67330	Furniture and Fixtures	0	9,081	46,304	6,600	0	6,600
67340	Technology Related Hardware	11,102	7,868	3,440	0	849	(849)
67341	Tablet computers	5,502	0	0	0	0	0
67390	Other Equipment	5,806	6,681	0	0	1,003	(1,003)
68100	Dues and Fees	18,402	18,320	15,373	14,910	10,053	4,857
68101	License Renewal Fee for Teachers	2,200	450	975	975	675	300
68102	Dues and Fees	0	0	291	300	307	(7)
68300	Interest	198,364	205,571	187,634	177,269	89,033	88,236
68900	Miscellaneous Expenditures	13,936	15,023	12,156	12,170	15,945	(3,775)
68999	Allocated Charges	0	0	0	0	0	0
69100	Redemption of Principal	203,111	217,627	229,409	387,156	22,992	364,164
69330	Transfer to Building Fund	204,173	63,632	413	0	0	0
69370	Transfer to Student Activity Fund	0	0	0	0	0	0
69380	Transfer to Food Service Fund	0	8,976	25,850	7,095	7,095	0
69410	Refund to ADE - ARVA Students	0	19,179	6,521	0	0	0
Other Expenditure Totals		1,606,641	1,585,152	1,472,111	1,522,320	802,219	720,101
Overall Expenditure Totals		6,398,335	6,331,487	6,335,120	5,406,289	3,491,960	1,914,328



Proposed Arkansas Department of Education  
**Proposed** Rules Governing the Arkansas Qualified Teacher Requirements

**Summary**

The Proposed Rules Governing the Arkansas Qualified Teacher Requirements are new rules. The rules apply to educators teaching core content courses who are in one of the following categories: 1) employed by a charter school or a school district that has a waiver of licensure; 2) a special education teacher teaching one (1) or more core content areas; or 3) an alternative learning environment teacher teaching one (1) or more core content areas.

**Purpose:**

The purpose in promulgating these proposed rules is to ensure that Arkansas has qualified teachers teaching core content courses for all students where licensure is waived, and for students in special education or alternative learning environments.

The United States Congress passed the Every Student Succeeds Act in December 2015, which removed the requirement that core content courses be taught by teachers who are licensed, degreed, and certified in content knowledge as highly qualified teachers. Because Arkansas's rules for HQT were dependent on the No Child Left Behind Act, they are now essentially moot.

It is anticipated that upon the final approval of the permanent rules, the Department will repeal the Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001.

The rules will provide greater flexibility than the current HQT. Unlike the current HQT, these rules:

- **Under Section 3.00** have more flexible options for qualifying as AQT, such as a bachelor's or advanced degree in the content area, a minimum of 18 hours in the content area within a bachelor's or advanced degree; National Board certification in the content area; or a bachelor's or advanced degree plus "successful, relevant work experience" in the teaching area. A teacher can still qualify using the AR Housse matrix;
- **Under Sections 3.01, 3.03, 3.04**, impact only a limited group of teachers. ADE licensure ensures that teachers have the education, content area knowledge, so these rules need only apply to charter schools and school districts where licensure has been waived, as well as special education and alternative learning environment teachers; and
- **Under Section 3.05** allow school districts to maintain AQT documentation locally without ADE approval of the AQT status. Districts will indicate on eSchool whether an educator falls under these rules, and the documentation will be available for review.

**ARKANSAS DEPARTMENT OF EDUCATION**  
**RULES GOVERNING THE**  
**ARKANSAS QUALIFIED TEACHER REQUIREMENTS**  
**, 2016**

**1.00 REGULATORY AUTHORITY; PURPOSE; APPLICABILITY**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Qualified Teacher Requirements.
- 1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-15-1004 6-17-309, and 25-15-201 et seq.
- 1.03 These rules apply when:
- 1.03.1 An educational entity is contracting with an individual for a teaching position in a core academic subject area for which licensure is otherwise required but the educational entity has obtained a legal waiver from licensure requirements (as defined herein); or
- 1.03.2 The individual teaches one (1) or more subjects in special education or in an alternative learning environment.
- 1.04 These rules do not permit a waiver from the requirements for licensure in special education.
- 1.05 Upon final approval of the permanent Rules Governing Arkansas Qualified Teacher Requirements, the permanent rules will replace the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001.

**2.00 DEFINITIONS**

- 2.01 “ARHOUSSE” means the Arkansas High Objective Uniform State Standard of Evaluation matrix attached as Appendices A-C to these rules.
- 2.02 “Core academic subject area” means English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art, and Foreign Language.
- 2.03 “Educational entity” means an entity that is identified by the Department of Education as a local education agency.
- 2.04 “Legal Waiver” means that the educational entity is:

2.04.1 A charter school that has obtained a waiver from the applicable requirement under a law allowing the waiver through the charter application process; or

2.04.2 A school district that has obtained a waiver from licensure under applicable law.

2.05 “Successful, relevant work experience” means employment in a specific field or occupation for at least one (1) year that required the educator to demonstrate knowledge and skills in the content area to be taught, as supported by two (2) professional letters of recommendation from the educator’s employers or supervisors in the related industry or occupation.

### **3.00 ARKANSAS QUALIFIED TEACHER REQUIREMENTS**

3.01 A teacher teaching in a core academic subject area at an educational entity that has received a legal waiver of licensure shall meet the requirements of an Arkansas Qualified Teacher.

3.02 Eligibility Requirements. To meet Arkansas Qualified Teacher requirements, the educator must have either:

3.02.1 Previously met highly qualified teacher status under the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001; or

3.02.2 Obtained a bachelor’s degree or an advanced degree and meets one (1) of the following requirements:

3.02.2.1 The bachelor’s degree or advanced degree is in the content area in which the educator will teach;

3.02.2.2 The bachelor’s degree or advanced degree contains a minimum of eighteen (18) college credit hours in the content area in which the educator will teach;

3.02.2.3 The educator has successfully completed a content area assessment approved by the State Board of Education for the content area in which the educator will teach;

3.02.2.4 The educator is a National Board Certified Teacher for the content area in which the educator will teach; or

3.02.2.5 The bachelor’s degree or advanced degree is in any major and the educator has documented successful, relevant work experience in the teaching area;

3.03 An educator teaching one (1) or more subjects in special education shall hold an Arkansas teaching license in special education and either:

3.03.1 Meet one other eligibility requirement under 3.02; or

3.03.2 Demonstrate content knowledge in each of the areas he or she teaches using the ARHOUSSE matrix (see Appendices A-C).

3.04 An educator teaching one (1) or more subjects in an alternative learning environment shall hold an Arkansas teaching license and either:

3.04.1 Meet one other eligibility requirement under 3.02; or

3.04.2 Demonstrate content knowledge in each of the areas he or she teaches using the ARHOUSSE matrix (see Appendices A-C).

3.05 Educational Entity Responsibilities

3.05.1 The educational entity shall determine that the educator meets the eligibility requirements for the content area in which the educator will teach.

3.05.2 The school district shall indicate in eSchool that the educator is an Arkansas Qualified Teacher, and shall maintain records of the educator's eligibility and content areas taught. The records shall be made available for Department of Education review.

3.06 The ARHOUSSE matrix attached as Appendices A, B, and C to these rules will be reviewed after the 2016-2017 school year, and revised as necessary to align with the state's plan filed with the United States Department of Education under the Every Student Succeeds Act.

Arkansas Department of Education  
**Highly Qualified Teacher Designation Form (SINGLE SUBJECT)**

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area. This form may be used by any Arkansas teacher for whichever HQT status is being sought.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of HQT status being sought.**

- ☐ Early Childhood/Elementary-K-6
- ☐ Middle Childhood/Grades 4-8
- ☐ Secondary/Grades 7-12

**If applicable choose the subject area.**

- ☐ English
- ☐ Reading or Language Arts
- ☐ Mathematics
- ☐ Science: (Specify subject \_\_\_\_\_)
- ☐ Art
- ☐ Social Studies: (Specify subject \_\_\_\_\_)
- ☐ Music
- ☐ Foreign Language: (Specify language \_\_\_\_\_)

**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**

- ☐ INITIAL ☐ NTLP PROVISIONAL ☐ PROFESSIONAL TEACHING PERMIT OR PPTL
- ☐ STANDARD ☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Check A or B or C, and provide the appropriate information and documentation.)**

**3.A.** ☐ I passed the Praxis Content Knowledge assessment, or licensure content test in other state.

Assessment \_\_\_\_\_ Passing Score \_\_\_\_\_ Date taken \_\_\_\_\_

**OR**

**3.B.** ☐ I am a Middle School or Secondary teacher and I have a major, or coursework equivalent to a major (24 credit hours), or graduate degree, or National Board Certification in the area. (Explain)

**OR**

**3.C.** ☐ I am a Veteran teacher and I have accumulated >100 points in this area on the ARHOUSSE criteria survey. Score = \_\_\_\_\_ (Attach a copy of the ARHOUSSE form.)

**4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)?** Yes \_\_\_\_\_ No \_\_\_\_\_

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified **in this area at this time**. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**ARHOUSSE - Arkansas High Objective Uniform State Standard of Evaluation**

To demonstrate subject area content knowledge a teacher must accumulate at least 100 points in the selected area.  
**This may be done by any teacher for whichever HQT status is being sought.**

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

**NOTE: CONTENT KNOWLEDGE ONLY**

**Choose level of HQT status being sought. If applicable choose the content area.**

☐ Early Childhood/Elementary, K-6

☐ Middle Childhood, Grades 4-8

☐ Secondary, Grades 7-12

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject \_\_\_\_\_)

☐ Art

☐ Social Studies: (Specify subject \_\_\_\_\_)

☐ Music

☐ Foreign Language: (Specify language \_\_\_\_\_)

The following evidence must be in the **content area indicated above**.

**Points**

National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe)	50 points	
NBPTS Certification for this content area (including Elementary)	100 pts	
Content test taken for licensure in another state (describe)	100 pts	
Years of teaching experience in this subject area within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
<b>Content-based</b> Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____ _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____	# of years served 10 pts per year (30 pts max)	
Documented Committee service in <b>local (LEA)</b> curriculum development <b>in this content area</b> in the last five years Describe: _____	# of activities _____ 5 pts per activity (25 pts max)	
Documented Committee service in <b>state or national</b> curriculum development <b>in this content area</b> in the last five years Describe: _____	# of activities _____ 10 pts per activity (30 pts max)	

## AR HOUSSE p. 2

Textbook adoption committee service <b>in this content area</b> over the last five years Describe: _____ _____ _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____ _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____ _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended in this content area in the last five years Describe: _____ _____ _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor <b>in this content area</b>	# of years served _____ 10 pts per year (30 pts max)	
Participation in Arkansas Leadership Academy Individual or Team Institute	20 pts per academy	
Participation in ELLA Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, Curriculum Training, or some similar activity – Year Long (describe) _____	1 point per hour up to 20 points per year	
	<b>Total</b>	

\_\_\_\_\_  
Teacher's signature\_\_\_\_\_  
Date\_\_\_\_\_  
School District Administrator\_\_\_\_\_  
School District Administrator's signature\_\_\_\_\_  
Date

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Appendix B**  
**Arkansas Department of Education**  
**Highly Qualified Teacher Designation Form (MULTI-SUBJECT, for Middle Childhood grades)**

**A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject Housse form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments or Special Education, who teach two or more subjects and seek Highly Qualified Teacher status as a Multi-Subject HQT.**

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of HQT status being sought.**

☐ Middle Childhood/Grades 4-8

**Indicate Instructional Class**

☐ Alternative Learning Environment

☐ Special Education

**Choose the content areas.**

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject \_\_\_\_\_)

☐ Art

☐ Social Studies: (Specify subject \_\_\_\_\_)

☐ Music

☐ Foreign Language: (Specify language \_\_\_\_\_)

**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**

☐ INITIAL

☐ NTLP PROVISIONAL

☐ PROFESSIONAL TEACHING PERMIT OR PPTL

☐ STANDARD

☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE AS A MULTI-SUBJECT TEACHER? (Check A or B, and provide the appropriate information and documentation.)**

**3.A.** ☐ I passed the Praxis II: Middle School Content Knowledge (#0146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment, or Multi-Subject licensure content test in other state.

Assessment \_\_\_\_\_

Passing Score \_\_\_\_\_

Date taken \_\_\_\_\_

**OR**

**3.B.** ☐ I am a Veteran teacher and I have accumulated >100 points on the **Multi-Subject ARHOUSE** criteria survey with a minimum of 50 points in each content area. (Attach a copy of the Multi-Subject ARHOUSE form.)

**4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)?** Yes \_\_\_\_\_ No \_\_\_\_\_

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified in these areas at this time. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**



**Multi-Subject Arkansas' High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)  
for Middle Childhood grades**

To establish Highly Qualified status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 50 points is required per content area taught.

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

<b>Indicate level of HQT status being sought.</b> <input type="radio"/> Middle Childhood/Grades 4-8	<b>Indicate the content areas to be considered for this HQT designation.</b> <input type="radio"/> English <input type="radio"/> Reading / Language Arts <input type="radio"/> Math <input type="radio"/> Science: (subject _____) <input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____) <input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)
<b>Indicate Instructional Class</b> <input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education	

The following would demonstrate content knowledge for Multi-Subject HQT criteria in full.

**Points**

Praxis II: Middle School Content Knowledge (#0146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment	100 points	
Multi-Subject content test taken for licensure in another state (describe)	100 points	

To demonstrate content knowledge by individual subject, the following evidence must be in the content areas indicated above.

A teacher must accumulate a minimum of 50 points in each core content subject area that they are teaching.

<b>Content Area 1: _____</b>  College/University Coursework in the content area(s): List coursework _____ _____ _____	# credit hours: X 3 points
NBTS Certification for this content area	100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____	10 pts per yr 25 points maximum
Must be a minimum of 50 points	<b>CONTENT AREA 1 Total Points: _____</b>

<b>Content Area 2:</b> _____ College/University Coursework in the content area(s): List coursework _____ _____ _____		# credit hours: X 3 points
NBTS Certification for this content area		100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____		Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____		10 pts per yr 25 points maximum
Must be a minimum of 50 points <b>CONTENT AREA 2 Total Points:</b> _____		
<b>Content Area 3:</b> _____ College/University Coursework in the content area(s): List coursework _____ _____ _____		# credit hours: X 3 points
NBTS Certification for this content area		100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____		Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____		10 pts per yr 25 points maximum
Must be a minimum of 50 points <b>CONTENT AREA 3 Total Points:</b> _____		

**Duplicate form as needed to add additional content areas.**

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Arkansas Department of Education**  
**Highly Qualified Teacher Designation Form (MULTI-SUBJECT, for Secondary grades)**

**A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HOUSSE form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments or Special Education, who teach two or more subjects and seek Highly Qualified Teacher status as a Multi-Subject HQT.**

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of HQT status being sought.**☐ Secondary/Grades 7-12**Choose the content areas.**☐ English☐ Reading or Language Arts☐ Mathematics☐ Science: (Specify subject \_\_\_\_\_)☐ Art☐ Social Studies: (Specify subject \_\_\_\_\_)☐ Music☐ Foreign Language: (Specify language \_\_\_\_\_)**Indicate Instructional Class**☐ Alternative Learning Environment☐ Special Education**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**☐ INITIAL☐ NTLP PROVISIONAL☐ PROFESSIONAL TEACHING PERMIT OR PPTL☐ STANDARD☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Provide the appropriate information and documentation.)**☐ I am an Alternative Learning Environment teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.☐ I am a Special Education teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.**4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes \_\_\_\_\_ No \_\_\_\_\_**

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified in this area at this time. **IN CONJUNCTION WITH YOUR SCHOOL/DISTRICT ADMINISTRATOR YOU ARE TO DEVELOP, MAINTAIN AND ADHERE TO A WRITTEN PLAN FOR BECOMING HIGHLY QUALIFIED IN THESE AREAS BY THE END OF THIS SCHOOL YEAR.**

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School or District Administrator's name \_\_\_\_\_

School or District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Multi-Subject Arkansas High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)  
for Secondary grades**

To establish Highly Qualified status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 100 points is required per content area taught.

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

<b>Indicate level of HQT status being sought.</b>  <input type="radio"/> Secondary/Grades 7-12	<b>Indicate the content areas to be considered for this HQT designation.</b>  <input type="radio"/> English <input type="radio"/> Reading / Language Arts <input type="radio"/> Math <input type="radio"/> Science: (subject _____) <input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____) <input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)
<b>Indicate Instructional Class</b> <input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education	

**NOTE: CONTENT KNOWLEDGE ONLY  
USE MULTIPLE SHEETS AS NECESSARY**

Subject (from page 1) \_\_\_\_\_

The following evidence must be in the **content area indicated above.****Points**

Praxis II Middle School: Content Knowledge test (#0146) ), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment <b>if the subject area above is Math, Science, English or Social Studies</b>	25 points	
National Teacher Exam Content Area Assessment(s) <b>for this content area</b> (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe.) CLEP Exams in content area	50 points	
NBPTS Certification <b>in this content area</b>	100 pts	
Content test <b>in this area</b> taken for licensure in another state. (Describe)	100 pts	
Years of teaching experience <b>in this subject area</b> within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
<b>Content-based</b> Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following, if used, must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____	# of years served _____ 10 pts per year (30 pts max)	
Documented Committee service in <b>local (LEA)</b> or Education Service Co-operatives curriculum development <b>in this content area</b> in the last five years Describe: _____ _____	# of activities _____ 5 pts per activity (25 pts max)	

MS-HOUSSE Subject area (from page 1) \_\_\_\_\_

Documented Committee service in <b>state or national</b> curriculum development in <b>this content area</b> in the last five years Describe: _____ _____	# of activities _____ 10 pts per activity (30 pts max)	
Textbook adoption committee service <b>in this content area</b> over the last five years Describe: _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended on line or teleconferences, webcast professional development, CIV workshops, project based authentic learning lessons developed in this content area in the last five years Describe: _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor or Subject Area Mentor Participant, Peer review of content specific experience <b>in this content area.</b> _____	# yrs served _____ 10 pts per year (30 pts max)	
Participation in a content-specific Arkansas Leadership Academy Individual or Team Institute, or other content specific experience training, etc. _____ _____	20 pts per academy	
Participation in SIM, etc. Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long, Participation in Core Content Competency Based Assessment Circles, Formative Assessment Training and application throughout the year in content area, etc. _____	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, IDEAs Portal, Web Quest, Teacher-2-Teacher Initiatives, Academic Academies, or similar curriculum training – Year Long (Describe.) _____	1 point per hour up to 20 points per year	
	<b>Total</b>	

Sec. MS-HOUSSE page 2 of 2

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**



# ARKANSAS DEPARTMENT OF EDUCATION

## 2016 Application Adult Education Public Charter School

**Deadline for Receipt of Submission: Thursday, June 16, 2016, 4:00 p.m.**

**Applications will not be accepted after this time.**



**Name of Proposed 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  
2016 APPLICATION  
ADULT EDUCATION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: \_\_\_\_\_

Grade Level(s) for the School: \_\_\_\_\_ Student Enrollment Cap: \_\_\_\_\_

Name of Sponsoring Entity: \_\_\_\_\_

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 documentation showing 501 (c)(3) status has been applied for or received will not be reviewed.**

Name of Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

ZIP: \_\_\_\_\_ Daytime Phone Number: (\_\_\_\_)\_\_\_\_ FAX: (\_\_\_\_) \_\_\_\_\_

Email: \_\_\_\_\_

Charter Site

Address: \_\_\_\_\_ City: \_\_\_\_\_

ZIP: \_\_\_\_\_ Date of Proposed Opening: \_\_\_\_\_

Chief Operating Officer

of Proposed Charter (if known): \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_

ZIP: \_\_\_\_\_ Daytime Phone Number: (\_\_\_\_) \_\_\_\_\_

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: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_



## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Applicant response is limited to the area provided on this page.

Describe the applicant's history of success in providing education services, including industry certifications and job placement services, to adults 19 years of age and older, whose educational and training opportunities have been limited by educational disadvantages, disabilities, homelessness, criminal history, or similar circumstances.

Applicant Response:

Applicant response is limited to the area provided on this page.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Applicant response is limited to the area provided on this page.

## 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:

Applicant response is limited to 7,000 characters/spaces.  
The text box will expand once you have clicked out of it.

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 at least three (3) weeks prior to the date of the hearing in a newspaper having general circulation in the community 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.

2. Describe the governing structure of the adult education charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents/friends, 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 and/or students.

Applicant Response:

Applicant response is limited to 22,000 characters/spaces.  
The text box will expand once you have clicked out of it.

3. Give the mission statement for the proposed charter school.

Applicant Response:

Response generated from Section B.

4. Describe the educational need for the school by responding to the following prompts.

If student performance data at schools and or/districts demonstrate the need for the charter, provide the data and its source and explain.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

Describe any partnerships with a state-supported two year institution of higher education, if anticipated.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

Describe the innovations that will distinguish the charter from other schools. The term “innovation” should be interpreted to mean “innovative teaching methods.” The applicant may list as few or as many innovative teaching methods as they deem appropriate for the proposed charter.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

5. On the following table, list the specific measurable goals in reading, English, 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.

Add/  
Delete  
Rows

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed

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:

Applicant response is limited to 18,000 characters/spaces.  
The text box will expand once you have clicked out of it.

Provide the comprehensive plan of how the school plans to meet the industry needs for a sufficiently trained workforce in the state:

Applicant Response:

Applicant response is limited to 18,000 characters/spaces.  
The text box will expand once you have clicked out of it.

Describe the proposed performance criteria that will be used to measure the progress of the school in meeting the industry needs for a sufficiently trained workforce in the state:

Applicant Response:

Applicant response is limited to 18,000 characters/spaces.  
The text box will expand once you have clicked out of it.

Provide the strategy for engaging the community, including business leaders, in carrying out the goals and objectives of the school:

Applicant Response:

Applicant response is limited to 18,000 characters/spaces.  
The text box will expand once you have clicked out of it.

6. 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:

### HIGH SCHOOL COURSES

GRADE:

YEAR OFFERED:

Delete Grade

#### REQUIRED COURSES

+

-

•

#### ELECTIVE COURSES

+

-

•

Add Another High School Grade

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:

Applicant response is limited to 18,000 characters/spaces.  
The text box will expand once you have clicked out of it.

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:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

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:

Applicant response is limited to 4,800 characters/spaces.  
The text box will expand once you have clicked out of it.

B) Health services;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.  
The text box will expand once you have clicked out of it.

C) Media center;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.  
The text box will expand once you have clicked out of it.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.  
The text box will expand once you have clicked out of it.

E) Transportation;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.  
The text box will expand once you have clicked out of it.



F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.  
The text box will expand once you have clicked out of it.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.  
The text box will expand once you have clicked out of it.

H) Gifted and Talented Program.

Applicant Response:

Applicant response is limited to 4,800 characters/spaces.  
The text box will expand once you have clicked out of it.

10. Describe the geographical area to be served by the charter.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

11. Describe the plan for the school officials to provide an annual report to parents and/or students, the community, and the authorizer that demonstrates the progress made by the charter school during any previous year in meeting its academic performance objectives and in meeting the industry needs for a sufficiently trained workforce. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

12. Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and/or students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

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:

Applicant response is limited to the area provided.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the adult education 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 and/or students about each student'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:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

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:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

Explain how students leaving the charter during the school year will impact students on the waiting list.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

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:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

14. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

**ADMINISTRATORS** (Superintendent/Director, CEO/CFO/COO, Principal, etc.)

Administrator Position:

Reports to:

Salary Range:

**Minimum Qualifications Required** REMOVE POSITION

Education Required:

Experience Required:

Certification Required:

ADD OR DELETE ROWS **Job Duties: List up to 5 key duties this individual will perform.**

+ - •

---

Add Another Admin Position

## TEACHERS

(Classroom, Special Education, Gifted and Talented, Instructional Facilitator, Technology Specialist, etc.)

Teacher Position:

Reports to:

Salary Range:

### Minimum Qualifications Required

REMOVE  
POSITION

Education Required:

Experience Required:

Certification Required:

ADD OR  
DELETE  
ROWS

Job Duties: List up to 5 key duties this individual will perform.



•

Add Another Teacher Position

## SUPPORT STAFF

(Secretary, Nurse, Bus Driver, etc.)

Support Staff Position:

Reports to:

Salary Range:

### Minimum Qualifications Required

REMOVE  
POSITION

Education Required:

Experience Required:

Certification Required:

ADD OR  
DELETE  
ROWS

Job Duties: List up to 5 key duties this individual will perform.



•

Add Another Staff Position

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:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal special education funds included in the budget were calculated.

Applicant Response:

Applicant response is limited to 9,000 characters/spaces.  
The text box will expand once you have clicked out of it.

Explain how you to plan to pledge at least one-million dollars (\$1,000,000), with no more than 25% allowed to be in-kind, to the school. Please provide all supporting documentation to demonstrate this financial commitment.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

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:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

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 adult education 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:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

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 adult education public charter school will be located;
- (2) Employees of the public school district where the proposed adult education public charter school will be located;
- (3) The eligible entity sponsoring the adult education public charter school; or
- (4) Employees/directors/administrators of the sponsoring entity or proposed adult education public charter school.

Applicant Response:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.



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:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

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:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

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:

Applicant response is limited to 11,000 characters/spaces.  
The text box will expand once you have clicked out of it.

20. Describe the manner in which the school will make provisions for food services.

Applicant Response:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

21. Describe how the family and friends 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:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

22. 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:

Applicant response is limited to 8,500 characters/spaces.  
The text box will expand once you have clicked out of it.

23. 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:

Applicant response is limited to 5,000 characters/spaces.  
The text box will expand once you have clicked out of it.

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 each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.**

Waiver Topic:	
Statute/Standard/Rule to be Waived	Delete This Topic
Click this button to remove all Ark. Code Ann. laws for this topic.	
Arkansas Code Annotated	Use the +/- buttons to add/remove laws for this topic.
+ - ●	
Click to remove all Standards for this topic.	
Standards for Accreditation	Use the +/- buttons to add/remove standards for this topic.
+ - ●	
Click to remove all ADE Rules for this topic.	
ADE Rules	Use the +/- buttons to add/remove rules for this topic.
+ - ●	
Rationale for Waiver	The text box will expand to accommodate text.
Add Another Waiver Topic	

## **2016 Adult Education Public Charter School Application Timeline**

### **Thursday, May 19, 2016**

An adult education charter applicant workshop will be hosted by the Charter Office in Little Rock, Arkansas.

APPLICANT ATTENDANCE IS MANDATORY.

### **Dates to Be Determined by the Applicant**

The applicant publishes notice of a public hearing about the proposed adult education charter in a newspaper having general circulation in the community where the adult education charter school plans to operate at least three weeks before the hearing.

### **Thursday, June 16, 2016**

Adult education applications must be received by the Arkansas Department of Education by 4:00 p.m.

### **June/July**

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

### **August 17-18, 2016**

Adult education charter applicant hearings are conducted by the Charter Authorizing Panel.

### **Thursday, September 8, 2016**

The State Board of Education decides whether to review the Panel's decisions.

### **Date to Be Determined by the State Board of Education**

If the State Board of Education decides to review a charter applicant decision made by the Panel, the State Board conducts an applicant hearing.

\*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to adhere to all charter application deadlines. **It is the applicant's responsibility to consider the length of the time that may be required for electronic submissions to reach the Charter School Office.**

**2016 APPLICATION  
ADULT EDUCATION 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 adult education charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The adult education public charter school shall be open to all students ages nineteen (19) or older, who have not earned a high school diploma and has failed to complete the requirements for high school graduation, 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, except as follows: the adult education public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools.
3. The adult education charter school shall hold an annual public lottery, followed with notifying each applicant of enrollment status. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the adult education 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 adult education 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 adult education public charter school shall not use the monies that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, adult education 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 adult education public charter school shall ever become a debt of the State of Arkansas.

7. The adult education 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 adult education public charter school shall not be religious in its operations or programmatic offerings.
9. The adult education 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 adult education 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 adult education 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 adult education 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 adult education public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
  - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
  - (b) Conducting criminal background checks for employees;
  - (c) High school graduation requirements as established by the State Board of Education;
  - (d) Special education programs as provided by this title;
  - (e) Public school accountability under this title;
  - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and
  - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
14. 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.

15. The sponsoring entity pledges to commit at least one million dollars (\$1,000,000) to the adult education charter school with up to twenty-five percent (25%) of the commitment allowed to be in-kind. This pledge remains for the life of the charter.
16. Should the adult education 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 adult education public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the adult education 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 adult education public charter school or upon nonrenewal or revocation of the charter, all net assets of the adult education 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 adult education public charter school. If the adult education public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the adult education 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*





**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

**Arkansas Department of Education  
Instructions for Completing the  
2016 Adult Education Public Charter School Application**



**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall  
Little Rock, AR 72201  
501.683.5313**

## **2016 Adult Education Public Charter School Application Timeline**

### **Thursday, May 19, 2016**

An adult education charter applicant workshop will be hosted by the Charter Office in Little Rock, Arkansas.

APPLICANT ATTENDANCE IS MANDATORY.

### **Dates to Be Determined by the Applicant**

The applicant publishes notice of a public hearing about the proposed adult education charter in a newspaper having general circulation in the community where the adult education charter school plans to operate at least three weeks before the hearing.

### **Thursday, June 16, 2016**

Adult education applications must be received by the Arkansas Department of Education by 4:00 p.m.

### **June/July**

The Arkansas Department of Education Charter Internal Review Committee reviews each application and documents questions and concerns.

The applicant responds to Charter Internal Review Committee comments.

The Charter Internal Review Committee reviews the responses and notes remaining concerns, if any.

### **August 17-18, 2016**

Adult education charter applicant hearings are conducted by the Charter Authorizing Panel.

### **Thursday, September 8, 2016**

The State Board of Education decides whether to review the Panel's decisions.

### **Date to Be Determined by the State Board of Education**

If the State Board of Education decides to review a charter applicant decision made by the Panel, the State Board conducts an applicant hearing.

\*Note - All information must be received in the Charter School Office of the Arkansas Department of Education no later than 4:00 p.m. on the date of the deadline. Information received in the Charter School Office after 4:00 p.m. on the established date will not be processed. It is the responsibility of the applicant to adhere to all charter application deadlines. **It is the applicant's responsibility to consider the length of the time that may be required for electronic submissions to reach the Charter School Office.**

## GENERAL INSTRUCTIONS ON COMPLETING THE APPLICATION

The application must be completed using the fillable form and the templates provided.

- There are a limited number of characters allowed for each response.  
It is advisable to ensure that each response fits into the space allowed. Text that does not fit in the text boxes cannot be reviewed.
- Use the font and font size that are set for responses. If you type responses in another program, make certain that Arial font, size 10 is used and copied into the text boxes.
- Include a response in every section.
- A complete application includes the fillable form with all other required documents attached at the end.
- When the fillable form is complete, create a flattened PDF by using a 'print to PDF' function, or by printing the completed fillable form and scanning it as a new PDF.
- The following documents must be scanned; signed as required; and attached, **in the order listed**, to the PDF after the completed application form:

### REQUIRED ATTACHMENTS

#### APPLICANTS MUST USE ALL TEMPLATES THAT ARE PROVIDED.

- Evidence that the sponsoring entity is eligible to apply for a charter (non-profit entities must provide the determination letter from the Internal Revenue Service showing that the sponsoring entity is exempt from taxation under 501(c)(3) of the Internal Revenue Code or the sponsoring entity's application to the Internal Revenue Service for exemption from taxation under 501(c)(3) of the Internal Revenue Code);
- Documentation showing that all requirements pertaining to the public hearing were met;
- Evidence of community and local business leader support (five-page limit);
- The proposed school's 2017-2018 calendar;
- The 2017-2018 and 2018-2019 Salary Schedule and Budget template;
- The signed Facilities Utilization Agreement template; and
- The signed Statement of Assurances template.

#### ATTACHMENTS TO BE INCLUDED ONLY IF APPROPRIATE

- A Prior Charter Involvement template for each individual associated with the proposed charter who has prior charter experience;
- A facility lease;
- A copy of the federal court or administrative order, if an applicant believes that a weighted admissions lottery is required per the order; and
- Documentation demonstrating that funds listed on the budget template as "Other Sources of Revenue" **have already been awarded for the operation of the proposed school.**

Save the PDF as "**Proposed Charter School's Name 2016 Application.**"

In order for the application to be considered by the authorizer during the 2016 application cycle, submit the named PDF, via email, to the Arkansas Department of Education at the following email address so that it is received no later than **4:00 p.m., Thursday, June 16, 2016**:

[ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov)

**It is imperative that the email transmission time is considered as the application must be received at the Arkansas Department of Education by the deadline.**

**Any application that is substantially incomplete will not be reviewed by Arkansas Department of Education staff or 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.**

## APPLICATION NOTES ON SELECTED SECTIONS OF THE APPLICATION

### Cover Page

Include the name of the proposed charter school in the text box.

### Section A - General Information

The name of the non-profit organization sponsoring entity in this section of the application must match the name on the determination letter from the Internal Revenue Service or the application to the Internal Revenue Service.

The determination letter from the Internal Revenue Service showing that the sponsoring entity is exempt from taxation under 501(c)(3) of the Internal Revenue Code or the sponsoring entity's application to the Internal Revenue Service for exemption from taxation under 501(c)(3) of the Internal Revenue Code must be included as part of the application.

**NO ARKANSAS STATE DOCUMENTS SUBSTITUTE FOR THIS REQUIREMENT.**

**Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.**

Applicants who have applied to the Internal Revenue Service for exemption from taxation under 501(c)(3) of the Internal Revenue Code should note that it can be a lengthy process to obtain a determination letter from the Internal Revenue Service. If awarded a charter, students may not be served and a local education agency (LEA) number will not be issued until a copy of the determination letter from the Internal Revenue Service is received at the Arkansas Department of Education.

### Section B - Executive Summary

The mission statement will populate the response for Prompt #3. Include the key programmatic features that are considered the most important for anyone to know about the charter school and make certain that the features listed in the executive summary are discussed in other sections of the application.

### Section C - Narrative Description

When responding to the prompts, refer to the Arkansas Department of Education 2016 Adult Education Public Charter School Application Scoring Rubric found at the end of this document. This is a valuable tool as it includes the criteria for each section of the application.

### Prompt 3

The mission statement from the executive summary will populate as the response to this prompt.

**Prompt 4**

ESEA reports and Report Cards are located at the following:

<https://adedata.arkansas.gov/arc/>.

**Prompt 9 D**

In accordance with federal guidelines, students with disabilities shall be provided specific services and all aspects of IDEA apply. The public charter school cannot waive the responsibility of providing services for students with disabilities.

**Prompt 13**

Be certain that a Prior Charter Involvement template is completed for each individual listed.

**Prompt 14 and Prompt 15**

The personnel discussed in these sections of the application must be included with the personnel listed in the Salary Schedule and Budget template unless it is clearly explained that the position will not be filled until after the second year of operation.

**Prompt 18**

Complete the Facilities Utilization Form template that is provided.

A lease may be included, but is not required.

An adult education public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility are determined by the local code official or state fire marshal.

## **NOTES ON SELECTED ATTACHMENTS REQUIRED TO BE ADDED TO THE END OF THE FILLABLE FORM**

### **Evidence of Community and Business Leader Support**

Limit the response to five pages.

If petitions in support of the proposed charter school have been signed and/or letters in support of the proposed charter school have been received, include documents, but do not exceed the five-page limit. If the support documents received by the applicant exceed five pages, include no more than four pages and include a fifth page that includes the following:

- The number of individuals who signed petitions supporting the proposed school; and/or
- The name, title, and affiliation of others who wrote letters of support for the proposed school.

Copies of these documents will be requested at a later date.

### **The Salary Schedule and Budget Template**

See pages 8-10 for specific guidance in completing this template.

### **Facilities Utilization Agreement Template**

This form must be completed, signed, and included as part of the application.

### **Statement of Assurances Template**

This form must be completed, signed, and included as part of the application.

## COMPLETING THE SALARY SCHEDULE AND BUDGET TEMPLATE

### Personnel Salary Schedule

- As requested, list positions.
- In the cell immediately to the right of each position, state the number of full time equivalents (FTEs) to be employed by the charter school in 2017-2018.

#### NOTES

The number of positions must be stated as the full time equivalent (FTE) of each position. A full time position is 1.00; a half time position is .50. For example, if the charter will have 5 full time positions at 1.00 FTE each and 3 half time positions at .50 FTE each, the 5 positions equal a total of 5.00 FTEs, and the 3 positions equal a total of 1.50 FTEs, for a grand total of 6.50 positions.

The salary schedule must include the positions included in response to Prompts #14 and #15 unless it is clearly explained in the responses to the prompts that a position will not be filled until after the second year of operation.

- In the cell to the right of the number of FTE positions for 2017-2018, list the 2017-2018 salary to be budgeted for **1.00 FTE** in that position.
- In the cell to the right of the salary for 2017-2018, state the number of FTEs to be employed by the charter school in that position in 2018-2019.
- In the cell to the right of the number of FTE positions for 2018-2019, list the 2018-2019 salary to be budgeted for **1.00 FTE** in that position.

#### NOTES

The salary for 1.00 FTE will show in the template, and the template will automatically multiply the salary by the number of positions and include all of these calculations, by year, in the subtotal lines of each section of the salary schedule.

- Include the percentage of the salaries to be used to calculate fringe benefits.

At a minimum, fringe benefits should include amounts required by the Federal Insurance Contributions Act (FICA), teacher retirement, health insurance, and unemployment obligations.

- The budget totals, by year, are automatically calculated in each section.
- Each section total, by year, is automatically added so that the TOTAL EXPENDITURES FOR SALARIES are calculated and included at the end of the salary schedule.



## The Budget

The budget template is intended to require the applicant to consider the many expenses likely to be incurred in the operation of a school and should be completed as an estimate of the revenues and expenditures associated with the operation of the public charter school.

Two columns in the budget template must be completed, one for the school's first year of operation and one for the school's second year of operation.

## REVENUES

- Other Sources of Revenue must include only those funds that are guaranteed at the time that the application is submitted.

### NOTES

**If an applicant has a guaranteed revenue source, it can be included in the budget, but documentation of the revenue must be included as the last attachment behind the application form in the PDF file. The documentation must show that the funds have already been awarded for the operation of the proposed charter school.**

- Totals from the revenue sections, by year, are automatically added and populate as total revenues.

## EXPENDITURES

- Totals for the salaries and benefits, as calculated on the salary schedule, will populate the appropriate expenditure lines in the budget.
- List specific vendors by name and include the amount to be paid, by year, to each vendor.
- If the applicant anticipates no expenditures in an area, type a brief explanation where vendors and/or items would be listed. If no expenditures are included for a particular program, the applicant should state the reason.
- Expenses are automatically added and totaled, by year, in each section.
- Each section total, by year, is automatically added so that the TOTAL EXPENDITURES are calculated and included.

## THE BOTTOM LINE

- By year, the expenditure totals are subtracted from the revenue totals and included as the NET REVENUE OVER EXPENDITURES at the end of the template.

### NOTES

Revenue must exceed expenditures.

It is important to maintain a positive balance so that funds are always available for unexpected expenses.

Upon the approval of a public charter school, staff in the Arkansas Department of Education Public School Fiscal and Administrative Services Division will provide technical assistance to assist in developing a detailed budget, specific to the terms of the charter, that also meet the data reporting requirements of the Arkansas Public School Computer Network.

## **Adult Education Public Charter School Application Checklist**

- ☐ Publish the notice of the public hearing following all requirements.
  - A. The notice of the public hearing was published in a newspaper having general circulation in the community in which the school will likely be located at least three (3) weeks prior to the date of the hearing.
  - B. The notice of public hearing is not published in the classified or legal notice section of the newspaper.

**Documentation that these requirements have been met is included in the charter school application.**

- ☐ Results of the public hearing are included in the charter school application.

Additional check points for the charter application:

- ❖ All sections of the fillable form are complete.
- ❖ Each complete response is visible in the text box.
- ❖ Each response has been prepared considering the evaluation criteria of the corresponding section of the rubric.
- ❖ Evidence that the sponsoring entity is eligible to apply for a charter is included.
- ❖ Documentation that all requirements pertaining to the public hearing were met is included.
- ❖ Evidence of community and business leader support is included.
- ❖ A copy of the proposed school's year 1 calendar is included.
- ❖ The Salary Schedule and Budget template is complete and included.
- ❖ The signed Facilities Utilization Agreement is included.
- ❖ The signed Statement of Assurances Form is included.
- ❖ A Prior Charter Involvement template is included for each individual with prior charter experience.
- ❖ If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order is included.

Submit the application, via email, to the Arkansas Department of Education so that it is received no later than **4:00 p.m. on Thursday, June 16, 2016.**

[ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov)

**It is the applicant's responsibility to comply with all aspects of Arkansas Code Annotated § 6-23-101 et seq., the Arkansas Department of Education Rules Governing Charter Schools, and the requirements outlined in the application for an adult education public charter school. Contact the Arkansas Department of Education Charter School Office with questions and for assistance in developing the application.**

**Arkansas Department of Education Charter School Office 501.683.5313**

## **Arkansas Department of Education**

### **2016 Adult Education Public Charter School Application Review**

The charter application should reflect a thorough understanding of key issues and demonstrate capacity to open and operate a quality charter school. Each response should address the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of the ways in which the school will operate.

With that in mind, the initial review of adult education charter applications will be conducted by Arkansas Department of Education staff from various divisions that routinely interact with charter school personnel. This group, known as the Charter Internal Review Committee, will assess the application for complete and clear responses and provide technical assistance to the applicants. While the committee will request additional information or clarification, identify concerns with the applications, and review the applicant revisions based on this technical assistance, the goal of the committee is to determine if each response is fully responsive, partially responsive, or not responsive. The Charter Authorizing Panel is tasked with judging the quality of each application and determining what applicants are likely to open and operate high quality charter schools.

A rubric that identifies the criteria for each section of the application follows. These criteria should be carefully considered when writing the application and each applicant should self-assess the draft application based on the criteria and revise the application based on the self-assessment prior to submitting it.

# Arkansas Department of Education

## Adult education Public Charter School 2016 Application

### SCORING RUBRIC

#### PART A      GENERAL INFORMATION

Name of Proposed Charter School:

Eligible Entity Status:

- ☐ Public institution of higher education
- ☐ Private nonsectarian institution of higher education governmental entity
- ☐ Nonsectarian organization exempt from taxes under Section 501(c)(3) of the Internal Revenue Code
- ☐ Nonsectarian organization that has applied for exemption from taxes under Section 501(c)(3) of the Internal Revenue Code
- ☐ No evidence of eligibility

**IF EVIDENCE OF ELIGIBILITY TO APPLY IS NOT INCLUDED, NO FURTHER REVIEW OF THE APPLICATION WILL OCCUR.**

#### 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## **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 adult education 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; and
- Documentation of required notices published to garner public attention to the hearing

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

### **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/friends, staff, students, community, and business leaders in the decision- making of the school

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

### **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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

### **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;
- Partnerships with a state-sponsored two year institution of higher education, if anticipated; and
- Innovations that would distinguish the charter from other schools

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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;
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission;
- Comprehensive plan, including performance criteria and measurement, of how the school will meet the industry needs for a sufficiently trained workforce in the state; and
- Clear strategy for engaging the community, including business leaders, in carrying out the goals and objectives of the school

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**



## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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 and/or students, the community, business leaders, and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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/or 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;
- The method by which parents and/or students will be notified of each student's selection for the school or placement on the waiting list; and
- The effect students leaving the charter throughout the school year will have on the students on the waiting list

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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; and
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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;
- Plans to pay for unexpected but necessary expenses;
- An explanation of the calculations used to project the amounts of federal funding included in the budget; and
- A pledge of at least one-million dollars (\$1,000,000) , with no more than 25% allowed to be in-kind, to the school

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions:**

## 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**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions:**

## **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**

**Not Responsive**

### **Concerns and Additional Questions:**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## 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; and
- An explanation of the criteria to be used to determine eligibility

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**



## **C21: COMMUNITY SUPPORT**

The Community Support section should describe how the family and friends of enrolled students, the school employees, business leaders, and other members of the community will make a positive impact on the school and its educational program.

### ***Evaluation Criteria:***

- A plan for involving family and friends in the school's education programs; and
- A proposal that involves the family and friends of students, employees, business leaders, and the broader community in carrying out the terms of the charter

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## **C22: 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## **C23: 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**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## **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; and
- An explanation of the way that each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions:**

## A-1

## Arkansas Better Chance Professional Service Contracts 2016-2017

Grantee	Vendor #	Amount	Description
Arkansas Children's Hospital	0600000308	459,000.00	Monitoring/Technical Assistance
Arkansas State University Childhood Services	9901250001	460,787.00	Better Beg/PAS/BAS/Frameworks
Arkansas State University Childhood Services	9901250001	953,315.00	Environmental Rating Scales/TA
Arkansas State University Childhood Services	9901250001	296,427.00	TA Better Beg/High Risk/Business
Arkansas State University Childhood Services	9901250001	949,534.00	ABC Child Assessment
Arkansas State University Childhood Services	9901250001	374,597.00	Conscious Discipline/Curriculum Project
Howard Dawson Educational Service Coop	3102000001	356,250.00	Professional Development
UAMS Healthy Hearts	9901500137	50,000.00	Professional Development
UAMS Pediatrics	9901500063	87,500.00	Professional Development
UAMS Family and Preventive Medicine	9901500075	340,000.00	TIPS/Al's Caring Pals/Naptime Academy
UAMS Family and Preventive Medicine	9901500075	130,000.00	Family Map
UAMS Family and Preventive Medicine	9901500075	200,000.00	Reach/Project Play
University of Arkansas Cooperative Extension Services	9901350028	237,500.00	Professional Development
University of Arkansas Sponsored Programs	9901350042	1,832,234.00	Professional Development
University of Arkansas Welcome The Children	9901350042	137,500.00	Professional Development
University of Central Arkansas	9901650012	327,000.00	Arkansas Research Center Longitudinal Study
White River Planning & Dev District	600003447	57,750.00	Professional Development
<b>Total</b>		<b>\$ 7,249,394.00</b>	

A-2 Consideration of AR Better Chance Enhancement Grants 2016

**ABC Summer Services 2016**  
Coop, Charter School or other grantee

Name of School District,	Vendor #	Payment Amount	# of Funded Slots	Type of Program
ACADEMY OF LEARNING INC	600000034	\$19,110.00	35	Center-based
ARKANSAS STATE UNIVERSITY-JONESBORO - Phillips Co. & Sarah's Quality Care	9901250001	\$16,380.00	30	Center-based
BRIGHT BEGINNINGS CHILD CARE CENTER	100089382	\$10,920.00	20	Center-based
BUTLER VERLIN S (MOTHER GOOSE)	100047637	\$5,460.00	10	Center-based
CARACO INC dba Kareer Kids Child Dev. Center	100055711	\$10,920.00	20	Center-based
CATHY JONES (SWEET DUMPLINGS)	100135436	\$5,460.00	10	Center-based
DEDICATING RESOURCES TO EXCEL ALL M - DREAM	600001134	\$8,190.00	15	Center-based
DOLLARWAY SCHOOL DISTRICT	3350200001	\$43,680.00	80	Center-based
DREW CENTRAL SCHOOL DISTRICT	3220200001	\$10,374.00	19	Center-based
EARLE SCHOOL DISTRICT	3180200001	\$10,920.00	20	Center-based
EMMANUEL BIBLE FELLOWSHIP COMMUNITY	600001246	\$21,840.00	40	Center-based
ERMERS LEARNING ACADEMY INC	100055671	\$5,460.00	10	Center-based
EXPLORATION STATION THE	100145515	\$5,460.00	10	Center-based
FIFTEENTH STREET CHILD CARE DEV CTR	100050832	\$7,098.00	13	Center-based
GREENE CO TECH SCHOOL DISTRICT	3280700001	\$31,668.00	58	Center-based
HAMBURG SCHOOL DISTRICT	3020300001	\$16,380.00	30	Center-based
HOPE FOR THE YOUNG	600001606	\$10,920.00	20	Center-based
HOT SPRINGS CHILD CARE CENTER	100153740	\$21,840.00	40	Center-based
JELLYBEAN JUNCTION PRESCHOOL INC	100173285	\$5,460.00	10	Center-based
KID TO KID CDC	100149455	\$8,190.00	15	Center-based
KIDDIE KOLLEGE DAY CARE CENTER INC	600001799	\$8,190.00	15	Center-based
KIDS PLACE LEARNING CENTER	100135681	\$21,840.00	40	Center-based
KOSMIC KIDZ LEARNING CENTER	100166944	\$5,460.00	10	Center-based
LEAP FORWARD ACADEMY INC	100191155	\$10,920.00	20	Center-based
LIL MOTIVATORS ACADEMY CHILDCARE	100054509	\$5,460.00	10	Center-based
LITTLE BITTY CITY DAYCARE LLC	100171265	\$5,460.00	10	Center-based
LITTLE KIDS PRESCHOOL INC	100138748	\$18,564.00	34	Center-based
LITTLE SCHOLAR'S ACADEMY OF MAUMELLE	100154198	\$5,460.00	10	Center-based
LONDON BRIDGES CHILD CARE CENTER	600001920	\$8,190.00	15	Center-based
MARY A STUDEBAKER (MS MARY'S)	100053221	\$5,460.00	10	Center-based
MY FIRST SCHOOL JACKSONVILLE INC	100168143	\$10,920.00	20	Center-based
NETTLETON SCHOOL DISTRICT	3161100001	\$10,920.00	20	Center-based
OUACHITA INDUSTRIES INC	600002506	\$5,460.00	10	Center-based
PARAGOULD SCHOOL DISTRICT	3280800001	\$24,024.00	44	Center-based
PINE BLUFF SCHOOL DISTRICT	3350500001	\$43,680.00	80	Center-based
PRISM EDUCATION CENTER	600002632	\$5,460.00	10	Center-based
RAINBOW OF CHALLENGES INC	600002680	\$8,190.00	15	Center-based
SCHOLASTIC ACADEMY INC	100117988	\$21,840.00	40	Center-based
SOUTH ARKANSAS DEVELOPMENT CENTER FOR FAMILIES	600002876	\$10,920.00	20	Center-based
SOUTHWEST ARKANSAS COMMUNITY DEVELO	600002930	\$5,460.00	10	Center-based
STUTTGART SCHOOL DISTRICT/PARK AVENUE	3010400001	\$10,920.00	20	Center-based
UNIVERSITY OF ARKANSAS AT PINE BLUFF	9901600011	\$8,736.00	16	Center-based
WESTERN ARKANSAS CHILD DEVELOPMENT	600003401	\$43,680.00	80	Center-based
WESTSIDE CONSOLIDATED SCHOOL DISTRICT	3160200001	\$3,276.00	6	Center-based
		\$0.00		
<b>TOTALS</b>		\$584,220.00	1,070	

## 2014-15 Enhancement Grant

A-2 AR Better Chance Enhancement Grants for 2016					
Name of School District, Coop, Charter School or other grantee	Vendor #	Slots	Payment Amount	Text Field  (Include Source of Funds and Revenue Code, Program Description, school name or other text to print on payment stub)	
ASU PROGRAMS FOR CHILDREN AND FAMILIES IN THE DELTA	9901250001	93	217,806.00	I/T Enhancement Grant	
BATESVILLE SCHOOL DISTRICT	3320100001	19	44,498.00	I/T Enhancement Grant	
BRAD HEAD START/EARLY HEAD START	0600000679	34	79,628.00	I/T Enhancement Grant	
CEDAR RIDGE SCHOOL DISTRICT	3321200001	16	37,472.00	I/T Enhancement Grant	
CONCORD SCHOOL DISTRICT	3120100001	34	79,628.00	I/T Enhancement Grant	
DEQUEEN MENA EDUCATIONAL COOP	3672000001	14	32,788.00	I/T Enhancement Grant	
DOLLARWAY SCHOOL DISTRICT	3350200001	8	18,736.00	I/T Enhancement Grant	
EARLE SCHOOL DISTRICT	3180200001	10	23,420.00	I/T Enhancement Grant	
FRIENDSHIP COMMUNITY CARE	0600001411	28	65,576.00	I/T Enhancement Grant	
KIDDIE KOLLEGE DAY CARE CENTER, INC.	0600001799	26	60,892.00	I/T Enhancement Grant	
LITTLE ROCK SCHOOL DISTRICT	3600100001	2	4,684.00	I/T Enhancement Grant	
MIDLAND SCHOOL DISTRICT	3321100001	12	28,104.00	I/T Enhancement Grant	
MISSISSIPPI COUNTY AR EOC	600002076	36	84,312.00	I/T Enhancement Grant	
MY FIRST SCHOOL JACKSONVILLE INC.	0100168143	4	9,368.00	I/T Enhancement Grant	
NEWPORT SCHOOL DISTRICT	3340300001	9	21,078.00	I/T Enhancement Grant	
NORTH LITTLE ROCK SCHOOL DISTRICT	3600200001	11	25,762.00	I/T Enhancement Grant	
NORTHEAST AR EDUCATION COOP CB	3382000001	12	28,104.00	I/T Enhancement Grant	
OMAHA SCHOOL DISTRICT	3050400001	6	14,052.00	I/T Enhancement Grant	
PARAGOULD SCHOOL DISTRICT	3280800001	17	39,814.00	I/T Enhancement Grant	
PARIS SCHOOL DISTRICT	3420300001	7	16,394.00	I/T Enhancement Grant	
PLAY SCHOOL DAY CARE CENTER, INC.	0600002604	59	138,178.00	I/T Enhancement Grant	
RAINBOW OF CHALLENGES, INC./SCHOOL OF HOPE	0600002680	14	32,788.00	I/T Enhancement Grant	
SUNSHINE SCHOOL & DEVELOPMENT CTR	6000000650	11	25,762.00	I/T Enhancement Grant	
SW ARKANSAS COMMUNITY DEVELOPMENT	0600002930	15	35,130.00	I/T Enhancement Grant	
TWO RIVERS SCHOOL DISTRICT	3751000001	20	46,840.00	I/T Enhancement Grant	
WALDRON SCHOOL DISTRICT	3640100001	7	16,394.00	I/T Enhancement Grant	
WESTERN ARKANSAS CHILD DEVELOPMENT CB	0600003401	20	46,840.00	I/T Enhancement Grant	
		544	1,274,048.00		
SOUTHEAST AR EDUCATION COOPERATIVE	3222000001		260,000.00	AmerCorp Grant	
Total			\$ 1,534,048.00		

# **HEARING PROCEDURES**

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

## **9.00 STATE BOARD HEARING PROCEDURES**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.



# **NOTICE LETTER**



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

March 30, 2016

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

Marilee Warren  
[REDACTED]

Jacksonville, AR 72076

Tony Wood, Superintendent  
Jacksonville North Pulaski School District  
1414 W. Main  
Jacksonville, AR 72076

Dr. Tony Thurman, Superintendent  
Cabot School District  
602 North Lincoln  
Cabot, AR 72023

**Re: Appeal Under the Public School Choice Act  
VIA CERTIFIED AND REGULAR MAIL**

Everyone:

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, May 12, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Any additional materials any party chooses to submit should be provided to my office **no later than 12:00 noon on Friday, April 22, 2016**.

**The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.**

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis  
Staff Attorney

Arkansas Department of Education  
Four Capitol Mall, Room 301-A  
Little Rock, AR 72201  
(501) 682-4227  
(501) 682-4249 (fax)

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

An Equal Opportunity  
Employer

# APPEAL

March 18, 2016

RECEIVED  
COMMISSIONER'S OFFICE

MAR 21 2016

To the Arkansas Department of Education School Choice Warren: **DEPARTMENT OF EDUCATION**

Dear Mr. Key,

I am writing into regards to your denial letter that was sent to me on March 7, 2016 that concerned my twin boy's [REDACTED] and [REDACTED] Warren. I am appealing this decision because I feel as a parent; it is the best interest for my boy's to remain in Cabot Public School district.

On June 17, 2015 me and my three children had a sudden life change that occurred while we were living in Cabot. The children's father passed away and it was his wishes for us to move back into our family home here on [REDACTED] Road Jacksonville Arkansas which is in the county of Lonoke but we have a Jacksonville address. During this tragic time, my children were two and half weeks into their summer break. We did not start living at our new address until two weeks before school was to begin.

My boy's very much want to stay at Cabot Schools and they will be entering their high school year's starting this fall of 2016. Their sister M [REDACTED] Warren is a 2015 Cabot Public Schools graduate and it is my wishes for my twins to graduate at the same school as their sister has completed all her studies for high school.

Also being a parent of twins, I also have a concern what changing schools would do to my boy's emotionally but academically. One of my twins [REDACTED] is a childhood cancer survivor of (Leukemia) that does struggle processing information and may take a little longer to grasp information and understanding and as [REDACTED] mother, I continue to monitor his thinking and process skills with the help of his school

counselors and advisors. My other son [REDACTED] expresses to me that Cabot Schools is one of the best districts to learn and the teachers and staff treat my boy's with highly respect and much appreciation for the courtesy and pleasant students to have in a classroom setting.

In closing, Mr. Key there are many for things that I would like to express my concerns for my son's remaining in the Cabot School District. I am requesting at this time to have a hearing for my son's to keep attending school in Cabot.

Thank You,

Marilee Jo Warren



Mar 7, 2016

Marilee Warren  
1333 Robin Rd.  
Jacksonville, AR 72076

RE: 2016-17 School Choice Transfer Request for S [REDACTED] & S [REDACTED] Warren

Dear Ms. Warren,

The Cabot School District has received your School Choice application and submitted it to the Jacksonville North Pulaski School District. Unfortunately, JNPSD has denied your application. JNPSD has informed us that your application was denied because they are party to a desegregation lawsuit.

Because JNPSD has denied your application, your child is not eligible to attend the Cabot School District for the 2016-17 school year. However, you may appeal JNPSD's decision by requesting a hearing before the State Board of Education. This request must be made in writing to the Commissioner of Education no later than ten days after receiving this letter.

Johnny Key, Commissioner  
Arkansas Department of Education  
Four Capitol Mall, Room 304-A  
Little Rock, AR 72201  
Phone: 501-682-4203  
Email: [Johnny.Key@arkansas.gov](mailto:Johnny.Key@arkansas.gov)

Sincerely,

Michael Byrd  
Director of Student Services  
Cabot Public Schools

# RESPONSE



**CABOT PUBLIC SCHOOLS**  
602 NORTH LINCOLN STREET • CABOT, ARKANSAS 72023 • (501) 843-3363

March 28, 2016

Office of the Commissioner  
ATTN: School Choice Appeal  
Four Capitol Mall  
Little Rock, AR 72201

To Whom It May Concern:

Please accept this letter from the Cabot School District as a response to the School Choice Act appeal filed by the Warren family. The Cabot School District notified the family that the application was denied by JNPSD based on being party to a desegregation lawsuit that is still active.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. Thurman", with a horizontal line extending to the right.

Dr. Tony Thurman  
Superintendent

Brian Evans  
President

Ricky Hill  
Vice President

Dean Martin  
Secretary

Mark Russell

Corey Williams

Donna Nash

Sarah Owen



# **ASSOCIATED DOCUMENTS**

# **SCHOOL CHOICE STATUTES AND ACTS**

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) “Nonresident district” means a school district other than a student's resident district;
- (2) “Parent” means a student's parent, guardian, or other person having custody or care of the student;
- (3) “Resident district” means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) “Transfer student” means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

#### **Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

**Credits**

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

**Notes of Decisions (3)**

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.



West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
  - (2) On a form approved by the Department of Education; and
  - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
  - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013](#); [Acts of 2015, Act 560, § 6, eff. March 20, 2015](#).

A.C.A. § 6-18-1905, AR ST § 6-18-1905

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013](#); [Acts of 2015, Act 560, § 6, eff. March 20, 2015](#).

[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

(a) The State Board of Education may promulgate rules to implement this subchapter.

(b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.

(2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).

(B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

(3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.

(c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

(2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.

# **SCHOOL CHOICE RULES**

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
THE PUBLIC SCHOOL CHOICE ACT OF 2015  
August 2015**

**1.00 PURPOSE**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

**2.00 AUTHORITY**

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

**3.00 DEFINITIONS**

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

**4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM**

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.



- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
  - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
  - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
  - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
    - 4.04.3.1 Resides in the same household; and
    - 4.04.3.2 Is already enrolled in the nonresident district by choice.
  - 4.04.4 Shall not include an applicant's:
    - 4.04.4.1 Academic achievement;
    - 4.04.4.2 Athletic or other extracurricular ability;
    - 4.04.4.3 English proficiency level; or
    - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
  - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
  - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
  - 4.06.1 Availability of the program;
  - 4.06.2 Application deadline; and
  - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

## **5.00 GENERAL PROVISIONS**

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
  - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
  - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
  - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
  - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

## **6.00 APPLICATION FOR TRANSFER**

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.

- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

## **7.00 LIMITATIONS**

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
  - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
  - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:
 

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act  
Four Capitol Mall  
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
  - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
  - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

## **8.00 APPEAL, DATA COLLECTION AND REPORTING**

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
  - 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
 

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201
  - 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
  - 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
  - 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
  - 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
  - 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

## **9.00 STATE BOARD HEARING PROCEDURES**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

## ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT  
 “ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2013 2015”  
 (Must Be Submitted to Non-Resident ~~and Resident~~ Districts)***

**APPLICANT INFORMATION**

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/  
Native Alaskan ☐Native Hawaiian/  
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:



<b>PARENT OR GUARDIAN INFORMATION</b>			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
<b>DISTRICT USE ONLY</b>			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

# **HEARING PROCEDURES**

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

## **9.00 STATE BOARD HEARING PROCEDURES**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

# **NOTICE LETTER**



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

April 11, 2016

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

James & Misty Springer  
[REDACTED]  
Jacksonville, AR 72076

Dr. Tony Thurman, Superintendent  
Cabot School District  
602 North Lincoln  
Cabot, AR 72023

Tony Wood, Superintendent  
Jacksonville North Pulaski School District  
1414 W. Main  
Jacksonville, AR 72076

**Re: Appeal Under the Public School Choice Act  
VIA CERTIFIED AND REGULAR MAIL**

Everyone:

This letter is to notify you that the Arkansas State Board of Education is scheduled to hear the above-referenced appeal(s) on **Thursday, May 12, 2016**. The meeting will begin at **10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall, Little Rock, Arkansas**. Any additional materials any party chooses to submit should be provided to my office no later than **12:00 noon on Friday, April 22, 2016**.

**The Arkansas State Board of Education has requested the parent, the non-resident district, and the resident district attend this meeting and be available for questions.**

The above-referenced appeal(s) will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by the Public School Choice Act and the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act. You may find copies of these references on the Arkansas Department of Education School Choice Website:

<http://www.arkansased.gov/divisions/public-school-accountability/equity-assistance/school-choice>

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact the Arkansas Department of Education's Legal Services Division at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis  
Staff Attorney  
Arkansas Department of Education  
Four Capitol Mall, Room 301-A  
Little Rock, AR 72201  
(501) 682-4227  
(501) 682-4249 (fax)  
[jennifer.davis@arkansas.gov](mailto:jennifer.davis@arkansas.gov)

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.gov](http://ArkansasEd.gov)

An Equal Opportunity  
Employer

# APPEAL

RECEIVED  
COMMISSIONER'S OFFICE

Arkansas State Board of Education,

MAR 28 2016

This letter is a submission to request an appeal from the State Board of Education from the Cabot School District's ruling in the case of [REDACTED] Board to deny a request of transfer from the Jacksonville/ North Pulaski School District.

The requested appeal is founded on scholastic averages and personal hardship brought to the family. A sibling of [REDACTED] attended the Cabot School District during school year 2015-2016 after a transfer request was accepted, based upon the grounds of academic distress for the middle school she was zoned to attend. This sibling will attend the Cabot Freshman Academy in the Cabot School District for school year 2016-2017. School Digger (2016) has listed national test standard proficiency for Jacksonville High School 2015 as 12.91% and statewide performance in the 4<sup>th</sup> percentile.

Family burden is also a stated reason for appeal. [REDACTED] Board's sibling is currently enrolled in an Individualized Education Program, and requires extra support to succeed in her education. As such her enrollment into Cabot School District is vital. For school year 2016-2017 both siblings will be in high school grades, 9<sup>th</sup> and 11<sup>th</sup>. Keeping two children enrolled into two separate school districts that start and end at the same time causes undue burden caused by transportation needs. This is intrinsically true when any deviation between school districts such as teacher work days, and parent teacher conferences occur. The children's parent and guardian are a single income military family with a newborn child.

We greatly appreciate your consideration and judgment in this matter. The State Board of Education's requested standing is of the utmost concern for not only the education of Timothy, but also the wellbeing of this family. If there are any questions or concerns, please feel free to contact us at the listed contact information below.

James & Misty Springer

Jacksonville, AR 72076

Phone: [REDACTED]

Email: [REDACTED]

Sincerely,

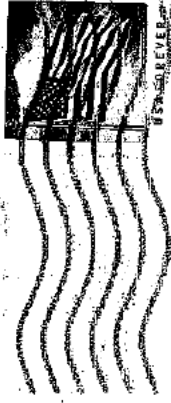




[Redacted]  
Jacksonville, AR 72076

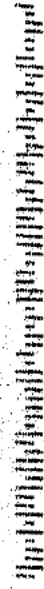
LUBBOCK TX 794

23 MAR 2016 PM 1 T



Johnny Kay, Commissioner  
Arkansas Department of Education  
Four Capitol Mall, Room 304-A  
Little Rock, AR 72201

72201+1018





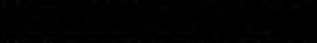
# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

March 30, 2016

State Board  
of Education

James & Misty Springer



Jacksonville, AR 72076

Toyce Newton  
Crossett  
Chair

## Re: School Choice Appeal

Mireya Reith  
Fayetteville  
Vice Chair

Dear Mr. and Mrs. Springer:

Dr. Jay Barth  
Little Rock

I received your letter appealing the denial of the school choice application you submitted to transfer your child to the Cabot School District. In order to process your request, I need some additional information from you. Specifically, I need the following:

Joe Black  
Newport

Susan Chambers  
Bella Vista

- A copy of the denial letter received from the Cabot School District.

Charisse Dean  
Little Rock

Vicki Saviers  
Little Rock

You may email, mail, or fax this information to me. If you have any questions, please feel free to contact me. Once I receive this information, I will be able to review your request.

R. Brett Williamson  
El Dorado

Diane Zook  
Melbourne

Thank you in advance for your cooperation in this matter. Please do not hesitate to contact me at (501) 682-4227 should you require additional information.

Sincerely,

Jennifer Davis  
Staff Attorney  
Arkansas Department of Education  
Four Capitol Mall, Room 301-A  
Little Rock, AR 72201  
(501) 682-4227  
(501) 682-4249 (fax)  
[jennifer.davis@arkansas.gov](mailto:jennifer.davis@arkansas.gov)

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



Mar 14, 2016

James Springer  
143 Mississippi Loop  
Jacksonville, AR 72076

RE: 2016-17 School Choice Transfer Request for [REDACTED] Board

Dear Mr. Board,

The Cabot School District has received your School Choice application and submitted it to the Jacksonville North Pulaski School District. Unfortunately, JNPSD has denied your application. JNPSD has informed us that your application was denied because they are party to a desegregation lawsuit.

Because JNPSD has denied your application, your child is not eligible to attend the Cabot School District for the 2016-17 school year. However, you may appeal JNPSD's decision by requesting a hearing before the State Board of Education. This request must be made in writing to the Commissioner of Education no later than ten days after receiving this letter.

Johnny Key, Commissioner  
Arkansas Department of Education  
Four Capitol Mall, Room 304-A  
Little Rock, AR 72201  
Phone: 501-682-4203  
Email: [Johnny.Key@arkansas.gov](mailto:Johnny.Key@arkansas.gov)

Sincerely,

Michael Byrd  
Director of Student Services  
Cabot Public Schools

# RESPONSE



**CABOT PUBLIC SCHOOLS**  
602 NORTH LINCOLN STREET • CABOT, ARKANSAS 72023 • (501) 843-3363

April 6, 2016

Office of the Commissioner  
ATTN: School Choice Appeal  
Four Capitol Mall  
Little Rock, AR 72201

To Whom It May Concern:

Please accept this letter from the Cabot School District as a response to the School Choice Act appeal filed by the Springer family. The Cabot School District notified the family that the application was denied by JNPSD based on being party to a desegregation lawsuit that is still active.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. T. Thurman", with a long horizontal stroke extending to the right.

Dr. Tony Thurman  
Superintendent

Brian Evans  
President

Ricky Hill  
Vice President

Dean Martin  
Secretary

Mark Russell

Corey Williams

Donna Nash

Sarah Owen

# **ASSOCIATED DOCUMENTS**

# **SCHOOL CHOICE STATUTES AND ACTS**

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1901

§ 6-18-1901. Title--Legislative findings

Effective: March 20, 2015

[Currentness](#)

(a) This subchapter shall be known and may be cited as the “Public School Choice Act of 2015”.

(b) The General Assembly finds that:

(1) The students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some at-risk students will stay in school and that other, more motivated students will find their full academic potential;

(2) Giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools because teachers, administrators, and school district board members will have added incentive to satisfy the educational needs of the students who reside in the district; and

(3) These benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any school district beyond the school district in which the student resides, provided that the transfer by the student does not conflict with an enforceable judicial decree or court order remedying the effects of past racial segregation in the school district.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 2, eff. March 20, 2015.](#)

[Notes of Decisions \(1\)](#)

A.C.A. § 6-18-1901, AR ST § 6-18-1901

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.



West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1902

§ 6-18-1902. Definitions

Effective: March 20, 2015

[Currentness](#)

As used in this subchapter:

- (1) “Nonresident district” means a school district other than a student's resident district;
- (2) “Parent” means a student's parent, guardian, or other person having custody or care of the student;
- (3) “Resident district” means the school district in which the student resides as determined under [§ 6-18-202](#); and
- (4) “Transfer student” means a public school student in kindergarten through grade twelve (K-12) who transfers to a nonresident district through a public school choice option under this subchapter.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 3, eff. March 20, 2015.](#)

A.C.A. § 6-18-1902, AR ST § 6-18-1902

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1903

§ 6-18-1903. Public school choice program established

Effective: March 20, 2015

[Currentness](#)

(a) A public school choice program is established to enable a student in kindergarten through grade twelve (K-12) to attend a school in a nonresident district, subject to the limitations under [§ 6-18-1906](#).

(b) Each school district shall participate in a public school choice program consistent with this subchapter.

(c) This subchapter does not require a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law.

(d)(1) The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under this subchapter.

(2) The standards:

(A) May include without limitation the capacity of a program, class, grade level, or school building;

(B) May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;

(C) Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:

(i) Resides in the same household; and

(ii) Is already enrolled in the nonresident district by choice; and

(D) Shall not include an applicant's:

(i) Academic achievement;

(ii) Athletic or other extracurricular ability;

(iii) English proficiency level; or

(iv) Previous disciplinary proceedings, except that an expulsion from another district may be included under [§ 6-18-510](#).

(3) A school district receiving transfers under this subchapter shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.

(e) A nonresident district shall:

(1) Accept credits toward graduation that were awarded by another district; and

(2) Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(f) The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

(1) Availability of the program;

(2) Application deadline; and

(3) Requirements and procedure for nonresident students to participate in the program.

#### **Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 4, eff. March 20, 2015.](#)

A.C.A. § 6-18-1903, AR ST § 6-18-1903

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1904

§ 6-18-1904. General provisions

Effective: March 20, 2015

[Currentness](#)

(a) The transfer of a student under the Arkansas Public School Choice Act of 1989, [§ 6-18-206](#) [repealed], or the Public School Choice Act of 2013, is not voided by this subchapter and shall be treated as a transfer under this subchapter.

(b)(1) A student may accept only one (1) school choice transfer per school year.

(2)(A) A student who accepts a public school choice transfer may return to his or her resident district during the school year.

(B) If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

(c)(1) A transfer student attending a nonresident school under this subchapter may complete all remaining school years at the nonresident district.

(2) A present or future sibling of a student who continues enrollment in the nonresident district under this subsection and applies for a school choice transfer under [§ 6-18-1905](#) may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

(3) A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under subdivision (c)(2) of this section may complete all remaining school years at the nonresident district.

(d)(1) The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

(2) The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

(3) The State Board of Education may resolve disputes concerning transportation arising under this subsection.

(e) For purposes of determining a school district's state aid, a transfer student is counted as a part of the average daily membership of the nonresident district where the transfer student is enrolled.

**Credits**

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 5, eff. March 20, 2015.

**Notes of Decisions (3)**

A.C.A. § 6-18-1904, AR ST § 6-18-1904

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1905

§ 6-18-1905. Application for a transfer

Effective: March 20, 2015

[Currentness](#)

- (a) If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:
- (1) To the nonresident district ,which shall notify the resident district of the filing of the application;
  - (2) On a form approved by the Department of Education; and
  - (3) Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.
- (b) A nonresident district that receives an application under subsection (a) of this section shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.
- (c) A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.
- (d) Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under [§ 6-18-1906](#) applies to the application.
- (e)(1) By July 1 of the school year in which the student seeks to enroll in a nonresident district under this subchapter, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.
- (2) If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for rejection.
  - (3) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

**Credits**

Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 6, eff. March 20, 2015.

A.C.A. § 6-18-1905, AR ST § 6-18-1905

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1906

§ 6-18-1906. Limitations

Effective: March 20, 2015

[Currentness](#)

(a)(1) If the provisions of this subchapter conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

(2) If a school district claims a conflict under subdivision (a)(1) of this section, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

(b)(1)(A) There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district, under this section of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.

(B) For the purpose of determining the percentage of school choice transfers under this subsection, siblings who are counted in the numerator as transfer students shall count as one (1) student.

(C) A student eligible to transfer to a nonresident district under [§ 6-15-430\(c\)\(1\)](#), the Arkansas Opportunity Public School Choice Act of 2004, [§ 6-18-227](#), or [§ 6-21-812](#) shall not count against the cap of three percent (3%) of the resident or nonresident district.

(2) Annually by December 15, the department shall report to each school district the net maximum number of school choice transfers for the next school year.

(3) If a student is unable to transfer due to the limits under this subsection, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to subdivision (b)(1) of this section in the order that the resident district receives notices of applications under [§ 6-18-1905](#), as evidenced by a notation made by the district on the applications indicating date and time of receipt.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013](#); [Acts of 2015, Act 560, § 6, eff. March 20, 2015](#).



[Notes of Decisions \(30\)](#)

A.C.A. § 6-18-1906, AR ST § 6-18-1906

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1907

§ 6-18-1907. Rules--Appeal--Data collection and reporting

Effective: April 16, 2013

[Currentness](#)

- (a) The State Board of Education may promulgate rules to implement this subchapter.
- (b)(1) A student whose application for a transfer under [§ 6-18-1905](#) is rejected by the nonresident district may request a hearing before the state board to reconsider the transfer.
- (2)(A) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after the student or the student's parent receives a notice of rejection of the application under [§ 6-18-1905](#).
- (B) As part of the review process, the parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
- (3) If the state board overturns the determination of the nonresident district on appeal, the state board shall notify the parent, the nonresident district, and the resident district of the basis for the state board's decision.
- (c)(1) The department shall collect data from school districts on the number of applications for student transfers under this section and study the effects of school choice transfers under this subchapter, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.
- (2) Annually by October 1, the department shall report its findings from the study of the data under this subsection to the Senate Committee on Education and the House Committee on Education.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013.](#)

A.C.A. § 6-18-1907, AR ST § 6-18-1907

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

West's Arkansas Code Annotated

Title 6. Education

Subtitle 2. Elementary and Secondary Education Generally (Chapters 10 to 39) (Refs & Annos)

Chapter 18. Students

Subchapter 19. Public School Choice Act of 2015 (Refs & Annos)

A.C.A. § 6-18-1908

§ 6-18-1908. Effective date

Effective: March 20, 2015

[Currentness](#)

The provisions of this subchapter are effective immediately.

**Credits**

[Acts of 2013, Act 1227, § 6, eff. April 16, 2013; Acts of 2015, Act 560, § 7, eff. March 20, 2015.](#)

A.C.A. § 6-18-1908, AR ST § 6-18-1908

Current through 2015 Reg. Sess. and 2015 1st Ex. Sess. of the 90th Arkansas General Assembly., including changes made by the Ark. Code Rev. Comm. received through 11/1/2015.

---

End of Document

© 2016 Thomson Reuters. No claim to original U.S. Government Works.

# **SCHOOL CHOICE RULES**

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
THE PUBLIC SCHOOL CHOICE ACT OF 2015  
August 2015**

**1.00 PURPOSE**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of 2015.

**2.00 AUTHORITY**

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

**3.00 DEFINITIONS**

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

**4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM**

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.
- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
  - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
  - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building under federal law, state law, the rules for standards of accreditation, or other applicable regulations;
  - 4.04.3 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
    - 4.04.3.1 Resides in the same household; and
    - 4.04.3.2 Is already enrolled in the nonresident district by choice.
  - 4.04.4 Shall not include an applicant's:
    - 4.04.4.1 Academic achievement;
    - 4.04.4.2 Athletic or other extracurricular ability;
    - 4.04.4.3 English proficiency level; or
    - 4.04.4.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
  - 4.04.5 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
  - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
  - 4.06.1 Availability of the program;
  - 4.06.2 Application deadline; and
  - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

## **5.00 GENERAL PROVISIONS**

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
  - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
  - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
  - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in the nonresident district if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
  - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

## **6.00 APPLICATION FOR TRANSFER**

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.05 By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent and the resident district in writing as to whether the student's application has been accepted or rejected.



- 6.05.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.
- 6.05.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.

## **7.00 LIMITATIONS**

- 7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.
  - 7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.
  - 7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:
 

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act  
Four Capitol Mall  
Little Rock, AR 72201
- 7.02 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the immediately preceding school year.
  - 7.02.1 For the purpose of determining the percentage of school choice transfers under Section 7.02 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student.
  - 7.02.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-430(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

- 7.02.3 Annually by December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the next school year.
- 7.02.4 If a student is unable to transfer due to the limits under Section 7.02 of these rules, the resident district shall give the student priority for a transfer in the first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.02 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

## **8.00 APPEAL, DATA COLLECTION AND REPORTING**

- 8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.
  - 8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:
 

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201
  - 8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.
  - 8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.
  - 8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.
  - 8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.
  - 8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the

student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

## **9.00 STATE BOARD HEARING PROCEDURES**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

9.01 A staff member of the Arkansas Department of Education shall introduce the agenda item.

9.02 All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

9.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.

- 9.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 9.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 9.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 9.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 9.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 9.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 9.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 9.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

## ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT  
 “ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 2013 2015”  
 (Must Be Submitted to Non-Resident ~~and Resident~~ Districts)***

**APPLICANT INFORMATION**

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/  
Native Alaskan ☐Native Hawaiian/  
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015? If so, please list:

<b>PARENT OR GUARDIAN INFORMATION</b>			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district or postmarked no later than May 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of 2015 for specific procedures on how to file such an appeal).</p>			
<b>DISTRICT USE ONLY</b>			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

Revised: 12/2014

**Arkansas Department of Education LEA Number Assignment/Change Form**

Important: All LEA change requests must be submitted by August 1<sup>st</sup> prior to the beginning of the school year for which the request is made. In order to be processed, forms must be filled out completely, correctly and include the superintendent's signature.

District Name: Forrest City School District District LEA # 6201

Request is for: ☒ Change School/Building Description ☐ Inactivation of LEA Number

Current School Building Name: Lincoln Academy LEA# 6201702

## CURRENT SCHOOL

- a. Elementary  
b. Middle  
c. High

## GRADE LOW

5  
\_\_\_\_\_  
\_\_\_\_\_

## GRADE HIGH

6  
\_\_\_\_\_  
\_\_\_\_\_

Request is for: ☐ Assignment of New LEA

Name of New/Changed School/Building: Lincoln Academy

## NEW/CHANGED SCHOOL

- a. Elementary  
b. Middle  
c. High

## GRADE LOW

6  
\_\_\_\_\_  
\_\_\_\_\_

## GRADE HIGH

6  
\_\_\_\_\_  
\_\_\_\_\_

If request is for a new or inactivated school/building, will grade spans change for other schools/buildings in the district?  
If so, please specify what schools and grade spans will be changed:

If requesting assignment of a NEW building, please indicate the physical address of the building below:

Is this a Charter School?  
☒ Yes ☐ No

If yes,  
☒ Conversion ☐ Open Enrollment

Is this an Alternative School?  
☐ Yes ☐ No

Please state briefly the reason(s) for the assignment/change/inactivation. Attach additional sheet(s), if necessary.

The district is in early intervention of fiscal distress and Lincoln is in academic distress  
This change will allow for administrative cost savings and it will allow students to move  
to a higher performing campus.

Tiffany Hardrock  
Superintendent's Signature

January 30, 2015  
Date

870 633 1485

870 633 1415

tiffany.hardrock@fcad.grsc.k12.ar.us

Telephone Number

Fax Number

E-Mail Address

## ADE office use only:

☐ Approved

☐ Not Approved

☐ More Information Needed

LEA Number Assigned 6201016

Effective Date July 1, 2015

Comments Closed charter reopen new LEA

Please return to: Carmen Jordan  
AFSCN, 101 E. Capitol, Suite 101  
Little Rock, AR 72201

Tel: (501) 682-4887  
Fax: (501) 682-5035

RECEIVED  
2-11-15

Lincoln Academy will no longer operate as a conversion charter at the end of the 2014-2015 school year. As a result of the declining enrollment and low academic achievement, it is important to restructure this campus. We would relocate 5<sup>th</sup> grade to Stewart Elementary and Lincoln would serve only grade 6 during the 2015-2016 school year. Stewart would serve students in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. Stewart is not an academic distress campus and has strong leadership.

RECEIVED  
2-11-15



## DISTRICT WAIVER REQUEST FORM

**District name** FORREST CITY SCHOOL DISTRICT

**Superintendent's Name** DR. TIFFANY HARDRICK

**Superintendent's Phone Number** 870-633-1464

**Superintendent's E-mail Address** TIFFANY.HARDRICK@FCSD.GRSC.K12.AR.US

The text boxes for the following three questions will expand to fit text.

### **Name of Charter School(s) Attended by District Students**

KIPP DELTA COLLEGE PUBLIC SCHOOLS

### **Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive**

*Waivers from Title 6 of the Arkansas Code Annotated (Education Code)*

6-15-902 (c)(2) Requiring quality points for Advanced Placement courses be contingent upon teacher AP training documentation

6-15-1004 Qualified teachers in every public school classroom

6-17-309 Certification to teach grade or subject matter-Exceptions-waivers

6-17-401 Teacher's licensure requirement

6-17-418 Teacher certification-Arkansas history

6-17-902 Definition (definition of a teacher as licensed)

*Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts*

15.03 Licensure and Renewal

18 Gifted and Talented Education

*Waivers from Other Rules:*

- Gifted and Talented Program Approval Standards
- Teacher Education and Licensure

### **Brief Explanation for Requesting Each Waiver (to enable the State Board of Education to make an informed decision)**

The Forrest City School District has worked and is continuing to work to meet its vision of an innovative and aggressive approach to education. The waivers requested will allow the district an opportunity to get closer to its vision at an accelerated pace even in the face of staffing challenges. The Arkansas Department of Education has acknowledged critical academic shortage areas in the state:

Pursuant to A.C.A. § 6-81-601 et seq. and A.C.A. § 6-85-109, the Arkansas Department of Education has designated the following areas as critical academic shortage areas for the 2016-2017 school year.

Agriculture Science & Technology

Art

Computer Science

Family and Consumer Science French

Library Media

Mathematics

Physical Science (Chemistry, Physics)

Spanish

Special Education

The Forrest City School District anticipates vacancies in the upcoming school year in Agriculture Science (1), Art (2), Computer Science (1) Family and Consumer Science (1), Mathematics (3), Physical Science (2) and Spanish. The challenge of staffing these critical shortage areas is heightened in areas of the state such as the Delta and often a long-term substitute is the option.

As an example of the necessity of this waiver, the students of Forrest City have been required to enroll in Spanish as an online course due to the inability to hire a certified Spanish teacher over the last four years or enroll in German. However, we have had 2 candidates that are fluent in Spanish with teaching experience. We were unable to hire them due to the certification requirements.

Additional data indicates that our students are not as successful or interested in enrolling in an online course. We have seen a decline in enrollment in Spanish due to the online offering and less proficient students in the foreign language. The implications of students not taking advantage of foreign language courses in high school impacts their college and career opportunities.

In addition, the waivers requested reflect waivers granted to KIPP Delta College Public Schools and these qualified (not certified) teachers have the opportunity to teach at KIPP. The students of the Forrest City School District deserve the same opportunity and exposure.

It should be noted, that the district is not relying on the granting of waivers to staff all positions, but is seeking every option to ensure students begin the school year with qualified teachers. Every effort has/will be made to recruit certified teachers. To date, the Superintendent and Deputy Superintendent have (1) attended six teacher recruitment events at in state Universities, (2) attended two teacher recruitment events out of state, (3) contacted organizations such as Teach for America and Arkansas Teacher Corp on several occasions and completed necessary documentation to partner, as well as (4) take advantage of state supported programs such as APPEL.

**The Forrest City School District understands** that regardless of any waivers granted, the FCSD must abide by the following:

1. Any standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, 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.
2. All teachers and school personnel, whether licensed or unlicensed, must submit to a criminal background and central registry check required by law.
3. 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 for as long as those rules are applicable. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music and Art.

**KIPP DELTA COLLEGE PUBLIC SCHOOLS**  
**APPROVED WAIVERS**

<b>District LEA:</b>	54-40-700	<b>Elementary School LEA:</b>	54-40-701
<b>City:</b>	Helena, Blytheville, Forrest City	<b>Middle School LEA:</b>	54-40-702
		<b>High School LEA:</b>	54-40-703
<b>Opening Date:</b>	Fall 2010	<b>Blytheville LEA:</b>	54-40-705
		<b>Forrest City LeA:</b>	54-40-708
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2023
<b>CAP:</b>	2,310	<b>Grades Served 2015-16:</b>	K-12

**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(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-635	School board review and approval of salary increases
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)
6-15-902(c)(2)	Requiring quality points for Advanced Placement courses be contingent upon teacher AP training documentation
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1603	Establishment of local task forces on closing the achievement gap
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-201(c)(2)	Pertaining to teacher compensation
6-17-203	Committees on personnel policies—Members
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
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)
6-17-1301 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
6-17-2203	Minimum salary
6-17-2205	Paid breaks for certain classified employees
6-17-2403	Minimum teacher compensation schedule
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-508	Alternative learning environments
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
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	Grades 5-8
9.03.3.11	5-8 Arkansas history (to be incorporated into other courses)
10.01.2	185-day teacher/administrator contracts
10.02	Class Size and Teaching Load
10.02.4	Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom
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
15	Personnel
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
16.01.3	Requiring a certified counselor at each school at a ratio of 1 to 450
16.02	Media Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools (applies only to non-core classes)

Certified staff salary schedule

Gifted and Talented Program Approval Standards

Teacher Education and Licensure

Waivers of Minimum Salaries of Certified Personnel

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 School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (pertaining to salary schedules and personnel policies)

ADE Rules Governing the Superintendent Mentoring Program

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)

Section 4 of the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program

Section 4.03(c)(i) of the ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

**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 required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, 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.

**FORREST CITY SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**April 12, 2016**  
**July 11, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>16</b>
<b>Asian</b>	<b>10</b>
<b>Black</b>	<b>2,141</b>
<b>Hispanic</b>	<b>38</b>
<b>Native American/ Native Alaskan</b>	<b>2</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>271</b>
<b>TOTAL</b>	<b>2,478</b>

## 2015 ESEA DISTRICT REPORT

**District:** FORREST CITY SCHOOL DISTRICT  
**LEA:** 6201000  
**Enrollment:** 2668

**Superintendent:** TIFFANY HARDRICK  
**Attendance** 95.01  
**Poverty Rate:** 100.00

**Address:** 625 Irving Street  
**Address:** FORREST CITY, AR 72335  
**Phone:** (870) 633-1485

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
-------------------------------	-------------------------------

### PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1512	1520	99.47	1472	1480	99.46
Targeted Achievement Gap Group	1512	1520	99.47	1472	1480	99.46
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	1314	1316	99.85	1284	1288	99.69
Hispanic	18	18	100.00	16	16	100.00
White	168	173	97.11	160	163	98.16
Economically Disadvantaged	1512	1519	99.54	1472	1479	99.53
English Language Learners	15	15	100.00	15	15	100.00
Students with Disabilities	202	204	99.02	197	198	99.49

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	218	1378	15.82	22.73	
Targeted Achievement Gap Group	218	1378	15.82	17.41	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	174	1201	14.49	10.77	
Hispanic	4	15	26.67	18.35	
White	39	151	25.83	26.04	
Economically Disadvantaged	218	1378	15.82	17.63	
English Language Learners	1	14	7.14	7.64	
Students with Disabilities	8	186	4.30	4.60	

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	136	1323	10.28	13.95	
Targeted Achievement Gap Group	136	1323	10.28	10.82	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	103	1161	8.87	5.87	
Hispanic	2	13	15.38	12.10	
White	29	138	21.01	17.14	
Economically Disadvantaged	136	1323	10.28	11.02	
English Language Learners	2	13	15.38	6.23	
Students with Disabilities	10	183	5.46	4.60	

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	221	273	80.95	94.24	94.00	
Targeted Achievement Gap Group	220	265	83.02	94.45	94.00	
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	575	734	78.34	94.24	94.00	
Targeted Achievement Gap Group	512	651	78.65	94.45	94.00	
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO		
African American	176	215	81.86	94.53		
Hispanic	n < 10	n < 10	n < 10	100.00		
White	41	53	77.36	92.86		
Economically Disadvantaged	220	264	83.33	94.45		
English Language Learners	n < 10	n < 10	n < 10			
Students with Disabilities	23	30	76.67	90.47		

## 2015 ESEA DISTRICT REPORT

<b>District:</b> FORREST CITY SCHOOL DISTRICT	<b>Superintendent:</b> TIFFANY HARDRICK	<b>Address:</b> 625 Irving Street
<b>LEA:</b> 6201000	<b>Attendance</b> 95.01	<b>Address:</b> FORREST CITY, AR 72335
<b>Enrollment:</b> 2668	<b>Poverty Rate:</b> 100.00	<b>Phone:</b> (870) 633-1485

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	75
Number of enrolled students with completed EOY only:	63

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016





# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

District Name: Harrison School District

Superintendent: Melinda C. Moss

Email Address: mmoss@hps.k12.ar.us

Phone Number: 870-741-7600 Submission Date: 04/12/2016

### Name of Charter School(s) Attended by District Students

Arkansas Virtual Academy

### Waiver Topic: Flexible Schedule

#### Statute/Standard/Rule to be Waived

##### Arkansas Code Annotated

- 6-16-102 School Day
- 6-18-210 Definition of Planned Instructional Time

##### Standards for Accreditation

- 10.01.4 Planned Instructional Time

##### ADE Rules

- 3.04 Mandatory Attendance Requirements for Students Grades 9-12

### Rationale for Waiver

Recent workforce planning grant opportunities have provided the platform for stakeholders (Harrison Public School, North Arkansas College, Harrison Chamber of Commerce and Industry Partners) to come together and realize we are all focused on the same thing - engaging students in relevant educational opportunities that meet their interests and aptitudes toward the world of work. One thing is clear, education cannot continue to be, "the way we've always done things."

Therefore, Harrison High School will implement a personalized learning program within an expanded school day, to provide a flexible and extended instructional day in a teacher-facilitated personalized learning environment alongside expanded industry certification and concurrent credit opportunities to increase student engagement and achievement for college and career preparation. The student focused, personalized instruction, and curriculum will be accessible to students anytime-anywhere with the use of 1:1 technology. Personalized learning will allow the student the opportunity to customize their schedule by controlling their time, pace, place or path. Our school will provide a quality education to best meet the academic goals and levels of each student as agreed upon with the student's mentor. This flexible learning path encourages students to obtain a two-year associate's degree prior to high school graduation and/or market-driven career/workforce programs of study and industry certifications to maximize their individual income potential wherever their careers may take them.

Harrison proposes to begin the program as a pilot within 10th and 11th grades with a cap of 100 students. The program will accept all students legally enrolled in the district who apply to be part of the program. In the event more students, within those grades, desire to participate than the program can

accommodate, a random anonymous lottery will be held. Once a student is selected via the lottery, he or she is guaranteed placement in the program for the duration of the program unless he or she leaves voluntarily or is removed for discipline or attendance issues in accordance with the student handbook policies.

It is anticipated that the year one pilot will be successful and that students within the program will desire to advance as seniors within the same format. Therefore, the district proposes that in subsequent years, the waivers progress to encompass expanded grades and student numbers until such time that as many as all students, grades 9-12, have incorporated. The District is asking for these waivers to potentially include students in grades 9-12 for a period of 5 years or until such time that the District's Conversion Charter Application is approved.

School administrators, teachers, board president, industry partners, local college representatives and members of the Office of Innovation have visited and toured successful locations such as Salt Lake City's Early College High School, West Bend High School in Wisconsin, Siloam Springs Career Academy, Fox Valley Technical College, and others. Born out of those exposures as well as extensive research and stakeholder partnership meetings, is the personalized learning program we propose.

The use of "Spark" Learning Management Software, classroom resources, multidisciplinary project-based learning projects, and student progress monitoring systems, by teachers fully certified in their core areas, will enhance the engagement and competency attainment of our students.

Students will check in as early as 7:30 a.m. to a time station that will then electronically notify their parents of their arrival on campus. Conversely, students may check out of the school day as late as 4:00 p.m. This notification system will expand parent involvement and touch upon one of the many soft skills our area employers are requesting. With this expansion of the day, students will go from a maximum of 375 daily instructional minutes to 452 available instructional minutes.

Each student will have an assigned teacher as mentor to review adequate progress in each core content area. Students will attain various progress levels that will translate to personalized responsibility levels while on campus - again encouraging soft skills attainment. Through these 1:1 mentoring sessions as well as classroom meetings, students will have the opportunity for content delivery through traditional as well as blended means. This will allow students to excel in the ways they learn best.

Concurrent and articulated credit offerings are expanding through the District's partnership with North Arkansas College as the two, alongside Harrison's major employers, have developed new learning opportunities. PACE Industries recently donated \$20,000 in annual scholarships and equipment to increase manufacturing training for area students. Other industry certifications such as A+ Comptia Computer Technician have also been implemented. Access to these programs during the school day is expanded with the flexible personalized learning program Harrison proposes.

**Waiver Topic:** Teacher Licensure - Non-Core Instructors for Industry Certification Related Courses

---

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- 6-17-401 Teacher Licensure Requirement
- 6-17-309 Certification to Teach Grade or Subject Matter
- 6-15-1004 Qualified Teachers in Every Public School Classroom
- 6-17-902 Definition (definition of a teacher as licensed)

Standards for Accreditation

- 15.03 Licensure and Renewal



## ADE Rules

- Governing Educational Licensure

### **Rationale for Waiver**

Harrison had students as young as 7th grade take and pass the A+ CompTia Computer Technician Certification Test during the 2015-2016 school year. This was initially done under the Junior High EAST Program Classroom Teacher's licensure umbrella with District Computer Technician, Austin Bright, the facilitator. Mr. Bright is working to complete his bachelor's degree with 13 years of industry related service in the IT field. North Arkansas College has tentatively deemed him qualified to teach the same course at their campus but to students not as young as the Junior High age. Harrison would like to implement this course as a means to industry certification without limited enrollment by age or EAST involvement. Until such time as ACE approval, proper certification is attained and/or the course is folded within an approved Conversion Charter Application, the district would like to give local course credit in the form of electives with Mr. Bright as classroom teacher of record for the computer related course(s) for grades 7-12.

Additionally, Harrison requests waiver to have other area industry experienced instructors teach introductory courses in manufacturing or healthcare related fields. PACE Industries and North Arkansas Regional Medical Center are both major employers in our District. They are also a partner in the Workforce Planning Grant and Implementation Grant submission. They have recently donated training equipment to North Arkansas College as well as \$20,000 in scholarship opportunities for area students. The district has sent students to "manufacturing day" activities and summer programs/camps geared toward expanding interest in manufacturing and health related careers. Harrison and PACE representatives toured Wisconsin's West Bend High School and Lakeshore Technical College where partnership training programs between industry and area schools were well established. Conversations continue over the possibility of putting introductory local credit courses such as Precision Measurement, CNC, Introduction to CADD, Manufacturing Technologies and/or Certified Nurse Assistant related courses into the students' school day, potentially taught by industry acknowledged experts in their career field.

As with the A+ and other Computer related courses, until such time as ACE approval, proper certification is attained and/or the course is folded within an approved Conversion Charter Application, the district would like to give local course credit in the form of electives with industry experts as classroom teachers of record for local board approved course(s) in manufacturing technologies and/or healthcare related fields for grades 7-12.

### **Waiver Topic: Grading within the Personalized Learning Program**

#### **Statute/Standard/Rule to be Waived**

##### Arkansas Code Annotated

•

##### Standards for Accreditation

- 12.02 Grading

##### ADE Rules

- Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

### **Rationale for Waiver**

Within the Personalized Learning Program, the high school proposes setting a minimum 70% threshold for advancement within each core course delivered.

**Waiver Topic:** Digital Learning Days

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- 6-18-213 Attendance records and reports generally

•

Standards for Accreditation

•

ADE Rules

•

**Rationale for Waiver**

In addition to the previous waiver topic under High School Flexible Schedule 6-16-201, 10.01.4, and ADE Rule 3.04, we are requesting again to encompass grades K-12 as they relate to Digital Learning Days.

From time to time, schools must be closed due to exceptional or emergency circumstances. Also, 21st century learners need exposure to true digital learning experiences. Finally, the world of work increasingly requires their employees to have the discipline to work from home.

For these varied reasons, the District seeks permission, K-12, to prepare learning packets and personalized learning opportunities for each student to ensure that learning continues during a maximum of two such days annually. Through the use of technology, Internet resources, District email, Remind 101 and other applications, students can continue their learning whether at home or at school. Teachers will monitor email, their Google Classroom platforms, etc. to keep in contact with students and facilitate their learning further. Packets will be prepared for all students in the instance that Internet is not available. Upon return to the regular school day, teachers will grade each student's body of work and assign grades appropriately. The completion of these packets will constitute attendance and count toward a maximum of two of the 178 instructional days as well as fulfilling up to two of the teacher's 190 days contract.

**Waiver Topic:** \_\_\_\_\_

**Statute/Standard/Rule to be Waived**

ADE Rules

•

**Rationale for Waiver**

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.



# ARKANSAS VIRTUAL ACADEMY

## APPROVED WAIVERS

<b>District LEA:</b>	60-43-700	<b>Elementary School LEA:</b>	60-43-701
<b>City:</b>	Little Rock	<b>Middle School LEA:</b>	60-43-702
<b>Opening Date:</b>	Fall 2007	<b>High School LEA:</b>	60-43-703
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2020
<b>CAP:</b>	2000	<b>Grades Served 2015-16:</b>	K-11

### Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

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
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
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)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
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 (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)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
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**

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
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
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills



12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

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 Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

**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 required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, 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.

**1. How does the waiver support or compliment the district's vision/strategic plan?**

Harrison's mission is to, "Maximize the Learning of EVERY Scholar." To meet the learning needs of every scholar, our high school will be better able to differentiate through the flexible schedule and varied instructional deliveries this plan provides – some students will accelerate and some may spend extra time on concepts they otherwise would have been pressed to pass over and move on. In addition, setting the threshold at 70% ensures that students do not simply accept a zero and move on to the next concept without understanding and applying that concept.

The mentoring component of HALO gives greater individualized attention as students set goals, alongside their teacher mentor, track their progress and gain valuable guidance throughout the school year.

**2. What are the specific benefits to students if these waivers are granted?**

The district seeks the opportunity to individualize educational settings to create more personalized learning for all students. A student's ability to complete required coursework in less than six hours a day could give the option for the student to enroll in postsecondary training (college or technical classes), participate in community projects (for college admissions or scholarship purposes), participate in job shadowing, complete an internship or secure paid employment. By the same token, the student can be afforded increased time within the day to stay and work on concepts with which he/she may be struggling.

Technical course offerings and access to North Arkansas College, or other post-secondary institutions concurrent credit will be expanded with this program. Elective credit through industry specific licensure waivers in the computer, health and manufacturing fields will even further facilitate this expansion and strengthen the district's partnerships with our major employers such as PACE Industries, North Arkansas Regional Medical Center and Wabash Wood Products.

Students at-risk for dropping out are more likely to stay in school if they are engaged in meaningful and relevant educational opportunities that are related to their established goals for their future.

The mentoring component of HALO gives greater individualized attention as students set goals, alongside their teacher mentor, track their progress and gain valuable guidance throughout the school year.

Parent Involvement will also be enhanced through the application process, commitments to the program and daily emails of when their students arrive and depart campus.

Survey summaries are included within the packet that support student desires for a more personalized learning opportunity not bound by time, pace, place or path.

**3. What are the expected academic gains to the students if these waivers are granted?**

For those students that need extra time on particular concepts in order to gain mastery, this program will allow that. For others, an accelerated pace will be achieved. Flexibility within instructional time will reduce dropout rates by students knowing they are participating in a program that is relevant to the way they learn best and their future goals. They can attend classes needed to graduate, along with electives



more attuned to their future workforce plans with the flexibility to access expanded concurrent credit opportunities as well.

An example would be student A. Student A is a current 9<sup>th</sup> grader that has already completed A+ Comptia Computer Industry Certification. This student continues to work toward advanced certifications. Having the HALO program in place will allow him the flexibility in his school day to take the Cisco Certified Network Associate program course CIT 1103 Network Fundamentals at North Arkansas College that meets on Tuesdays and Thursdays from 1:00-3:45 for meaningful concurrent credit in his chosen career field.

We expect an increased graduation rate and higher academic achievement as well as students more prepared to persist to college graduation and/or industry certification and meaningful work.

#### **4. What are the specific plans to implement the waiver?**

The School Board heard presentations prior to passing their resolution in support of this proposal. The newspaper reported a front page article of the plan. It has been met with many positive comments on social media, numerous parent and student inquiries, etc.

The counselors and principals have already preliminarily prepared Career Action Plan Conference materials. Principals are developing the application that students will submit. As soon as State Board approval is granted, this application will go out to all rising 10<sup>th</sup> and 11<sup>th</sup> grade students. Faculty inservices have been offered that included all teachers K-12 to learn about the HALO program and waivers included.

During the scheduling process, counselors will work with the applicants and parents to ensure they have the required coursework and schedule they need. If more than the pilot of 100 10<sup>th</sup> and 11<sup>th</sup> grade students apply, a random lottery method will be utilized.

Each HALO student will be assigned their teacher-mentor from among the four initial licensed teacher-facilitators within the HALO program.

The use of "Spark" Learning Management Software, classroom resources, multi-disciplinary project-based learning projects and student progress monitoring systems will enhance the engagement and competency attainment of our students.

Students will clock in as early as 7:30 a.m. to a time station that will then electronically notify their parents of their arrival on campus. Conversely, students may check out of the school day as late as 4:00 p.m. This notification system will expand parent involvement and touch upon one of the many soft skills our area employers are requesting.

Student progress will be monitored by their mentors with corresponding levels of personalized responsibilities – again with a nod to industry soft skills attainment. Content delivery will be a combination of traditional, in the form of called classroom meetings, blended delivery and one-on-one mentoring. This will allow students to excel in the ways they learn best.

- 5. Is the waiver consistent with district policy? It is important to recognize that the State Board may allow a waiver for flexibility, but whether the district can exercise it depends upon district policy. In the end, it is up to the district to effectuate the waiver.**

Yes, the waiver request was presented to the Harrison School Board on April 11, 2016. The board unanimously approved a resolution in support of the waiver request and is prepared to take any actions needed to effectuate the waivers.

**6. What is the fiscal impact of the waiver? Will there be additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the saving?**

Four teachers will actively facilitate the HALO program. The positions are currently employed and can be covered by existing staff members and will not require additional staff. Classroom resources will come out of the regular district operational budget and, again, be part of the usual annual expenditures for materials and supplies.

Local business and industry as well as our North Arkansas College have made plans, through the Workforce Implementation Grant submission, to expand onsite offerings of Craft Skills, possible introduction to CNC and health care related introductory courses. These plans are ongoing and will not necessitate additional costs.

Harrison School Foundation grant applications are planned for items such as the time station and badges.

North Arkansas College has lowered its concurrent tuition rate to \$50 per credit hour for Harrison students with a cap of 300 credit hours at the reduced rate. Historically, students have paid for the concurrent credit. To date, the district does not see this arrangement changing.

The implementation of a digital learning day K-12 has the potential to save transportation and utility costs on the day implemented. These savings will be absorbed within the operating budget.

The fiscal impact to the community will be great as area business and industry is strengthened by giving students a vision of the world of work through attainment of industry certifications and increased college degree attainment. Our hospital, PACE Industries, Wabash, Chamber of Commerce and others are eagerly anticipating the positive impact of this program.

**7. What effects will the waiver have on current academic, fiscal or facilities distress status? Will the waiver help the district to alleviate the distress issues, or hinder the district's progress? Will the waiver cause any distress issues?**

The District is not under academic distress, fiscal distress or facilities distress. As a matter of fact, the district recently passed a millage increase that has resulted in construction of new classroom space, a new auditorium and new gymnasium. This will expand the district's ability to house the program and anticipate growth.

Average ACT, AP Course percentages, graduation rate and state assessment data indicate the High School performs at a higher level than both the state and national averages.



- 8. Will the use of the requested waiver cause any issues with the district's compliance with the Standards of Accreditation? Will the use of the requested waivers assist the district in resolving any accreditations issues?**

If the waiver is approved, it will not cause any issues in complying with the Standards of Accreditation. The Harrison School District does not have any accreditation issues.

- 9. How has the charter school effectively applied this waiver, and how do you expect to implement that effectiveness into your district?**

Arkansas Virtual Academy is an online (virtual) charter school. Students are required to log 30 hours per week. Arkansas Virtual Academy uses its waivers, in part, to allow students an atypical schedule within the required 30 hours.

Harrison High School has a traditional campus setting in which students attend classes on campus for six hours per day. The waiver will allow our students some flexibility of time spent on campus, even extending instructional time if needed.

- 10. Has your school board approved the use of the requested waivers? Do you have a board resolution?**

Yes, John Sherman, board president and local FedEx executive, accompanied the planning team to Salt Lake City Early College High School earlier in the school year alongside Arkansas Office of Innovation leaders, North Arkansas College representatives and Harrison School District personnel. All Board members attended an event at the Ozarks Unlimited Resource Center about expansion of opportunities through Career and Technical Education, Board President, John Sherman, also attended concurrent sessions presented by Joe Rollins, Springdale School of Innovation; Jody Wiggins, Siloam Springs Manufacturing Academy and Charley Clark, Pea Ridge Manufacturing and Business Academy. Finally, representatives of PACE Industries, North Arkansas College and Harrison School District visited sites in Wisconsin devoted to strong CTE, college and high school partnerships.

This information was shared with the Board. The HALO program has been born from this and other research. The waiver request was officially presented and passed April 11, 2016 in the form of a board resolution. That resolution is attached.

- 11. Have you notified the staff that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the staff, how and when do you plan on notifying them?**

Faculty members have accompanied administration on site tours, conference presentations and workforce planning grant meetings. Teacher volunteers have been selected for the initial HALO pilot with more asking to be considered as the program grows. Principals met with teachers during their planning times to further inform them of the program and answer questions. Two k-12 inservice opportunities were held so that all faculty, k-12, would be informed of the proposed program.

Announcements have been in the form of an open board meeting, subsequent articles in the local newspaper, minutes of the meeting sent to all district faculty, social media announcements, newsletters. Career Action Plan meeting materials are developed and ready to include as the students

meet to plan their schedules and course choices. Follow-up parent/student meetings are planned as well. Announcements and sharing of information is ongoing.

- 12. Have you notified the parents and the community that you intend to request and implement these waivers? If so, what methods of notification did you use and how often were the notifications sent out/published, etc.? If you have not notified the parents/community, how and when do you plan on notifying them?**

See previous response. To reiterate, the open board meeting was reported in the local newspaper with details of the program. This same announcement was shared through district social media. High School Asst. principal has prepared a video for release to all students through social media. High School Broadcast Journalism students (GobTV) will be a resource in making announcements and additional promotional videos pending State Board Approval.

RESOLUTION  
State Board Waiver Request  
Act 1240 of 2015 §§ 6-15-103

Whereas the Harrison School District Board of Directors met in a special, open, and properly-called board meeting on 4/11/16, in the Harrison School District's Administrative Board Room.

Whereas 6 members were present, a quorum was declared by the chair.

Whereas school administrators presented a Plan of Innovation.

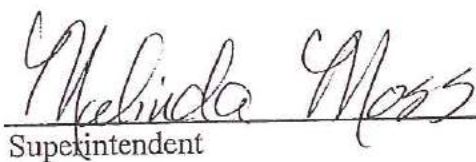
Whereas, the Plan of High School Innovation through state waivers is summarized as follows:  
To provide a flexible and extended instructional day in a teacher facilitated personalized learning environment alongside expanded industrial certification and concurrent credit opportunities to increase student engagement and achievement for college and career preparation.

Whereas the Board of Directors had opportunity to review the Plan and to ask any questions.

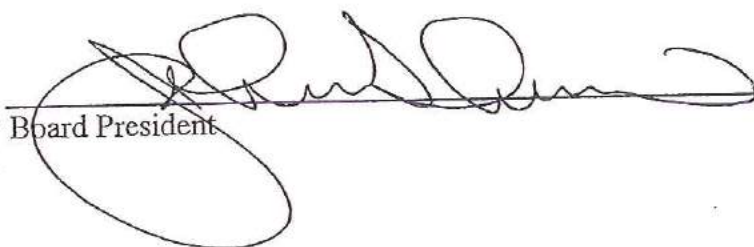
Whereas the Board of Directors received a recommendation to adopt a resolution to approve the Plan and to approve submission of the Plan to the State Board of Education in accordance with Ark. Code Ann. §§ 6-15-103

Whereas the Board, after serious consideration, moved to approve the Plan for waiver request.

Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the Harrison School District Board of Directors to approve the Plan and corresponding State Waivers.

  
Superintendent

4/11/16  
Date

  
Board President

4-11-16  
Date





Harrison AdvancEd Learning Opportunities  
Harrison School District

## Reasons for HALO

### Personalized Learning / Learner Driven

Springdale School of Innovation

Course compacting

SLC: Innovations Early College High School

Blended learning

Pea Ridge

Flex-mod schedule

Career Academy of Siloam Springs Industrial Technology

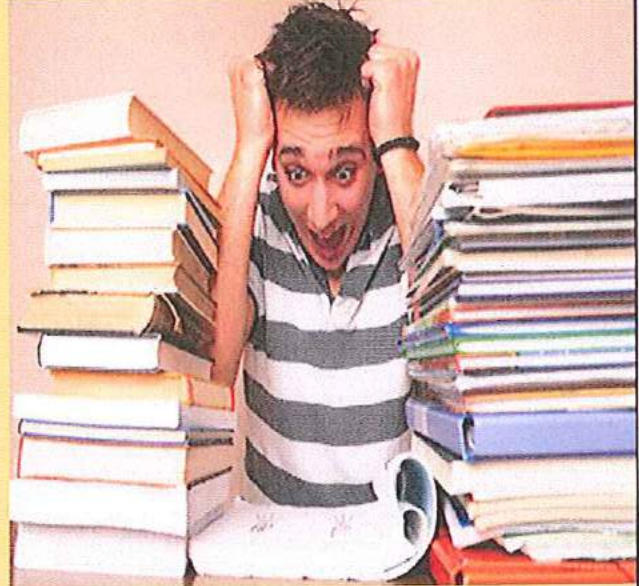
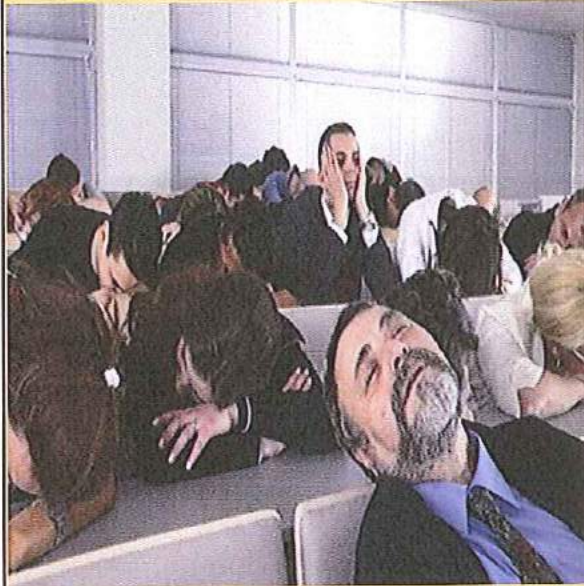
Partnership between school district and area industries

Quitman High School Student Article: [here](#)

Synopsis of Student Survey: [here](#)



Students are on both ends of the spectrum.

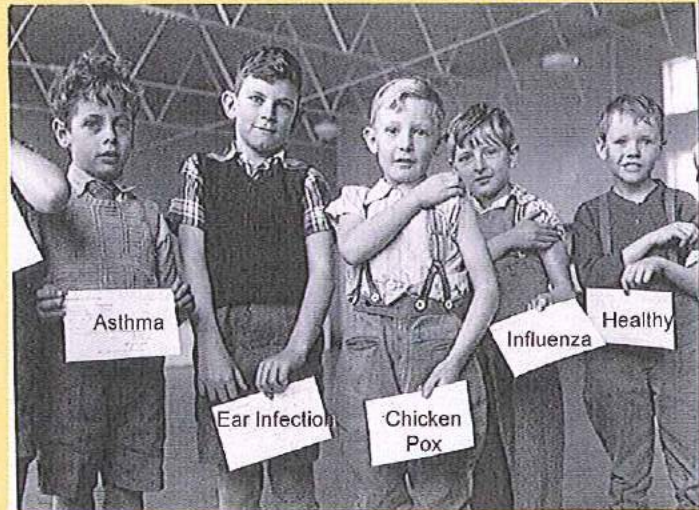




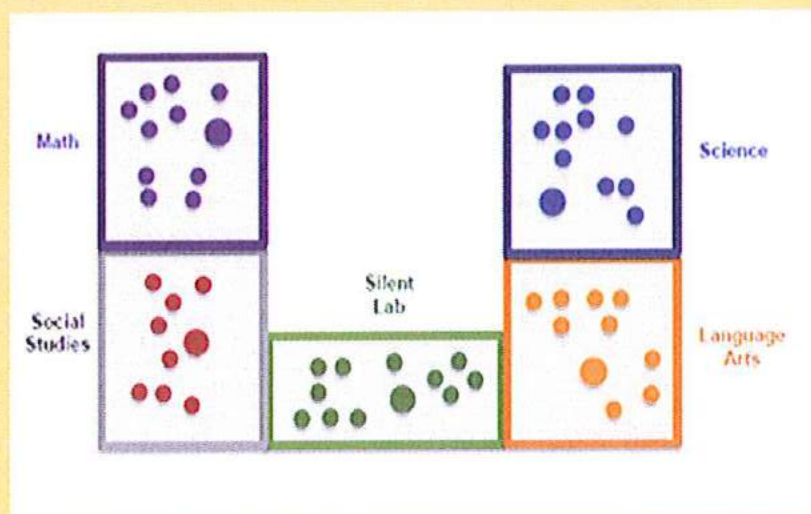
## Our Current Schedule

- 8-3:15
- 7, 49-min. class periods.
- 30-minute lunch
- 30-min. Gobtime
- Every minute is scheduled.

Would a doctor treat these kids as a group?

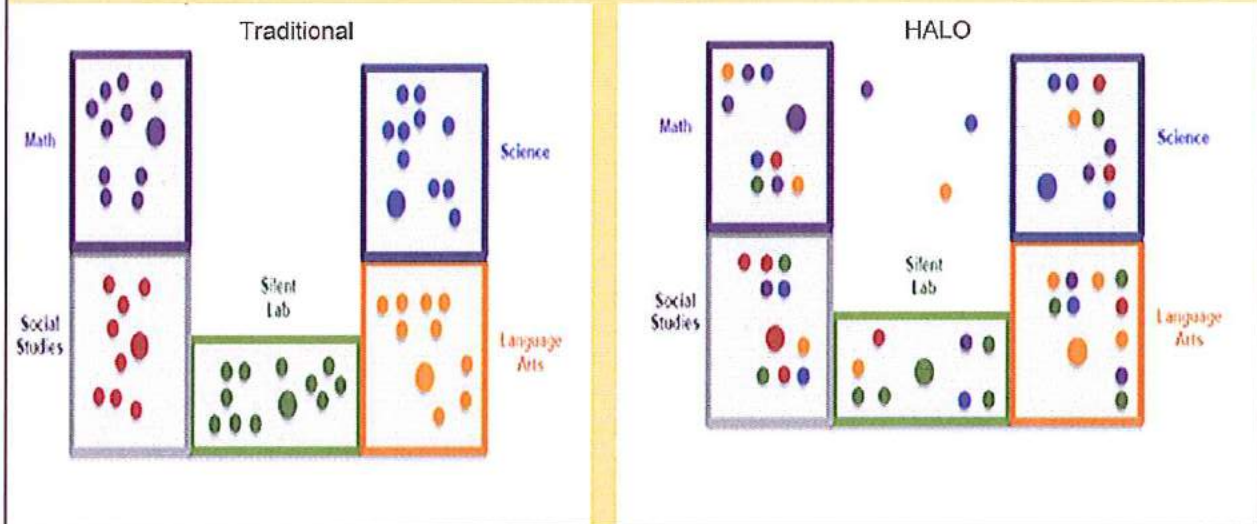


HHS now....





## HHS next year with HALO....



## HALO Logistics

### Pilot Year

100 students

Grades 10/11

Core subject areas

4 teachers

Curriculum facilitated by teachers & accessible by computer 24/7 through 1:1 implementation.

Elective classes are brick and mortar

Scheduled classes / Periods

Bells

Go time still available for all students

### Future Years

9-12

## Mentors / Students

Mentors will meet with students once per week.

Mentors will view all subjects the student is enrolled in

Mentors and students will define goals for the upcoming week and share with students' parents

Mentors will continue to monitor student progress in all classes

Students will be classified by levels of responsibility:

Red (student behind in majority of classes)

Yellow (student may be behind in one or more classes)

Green (student is on track or ahead of pace)

Teacher Dashboard: [here](#)

## “Time Serving Kids”

More Choice

More Flexibility

More Parent Contact

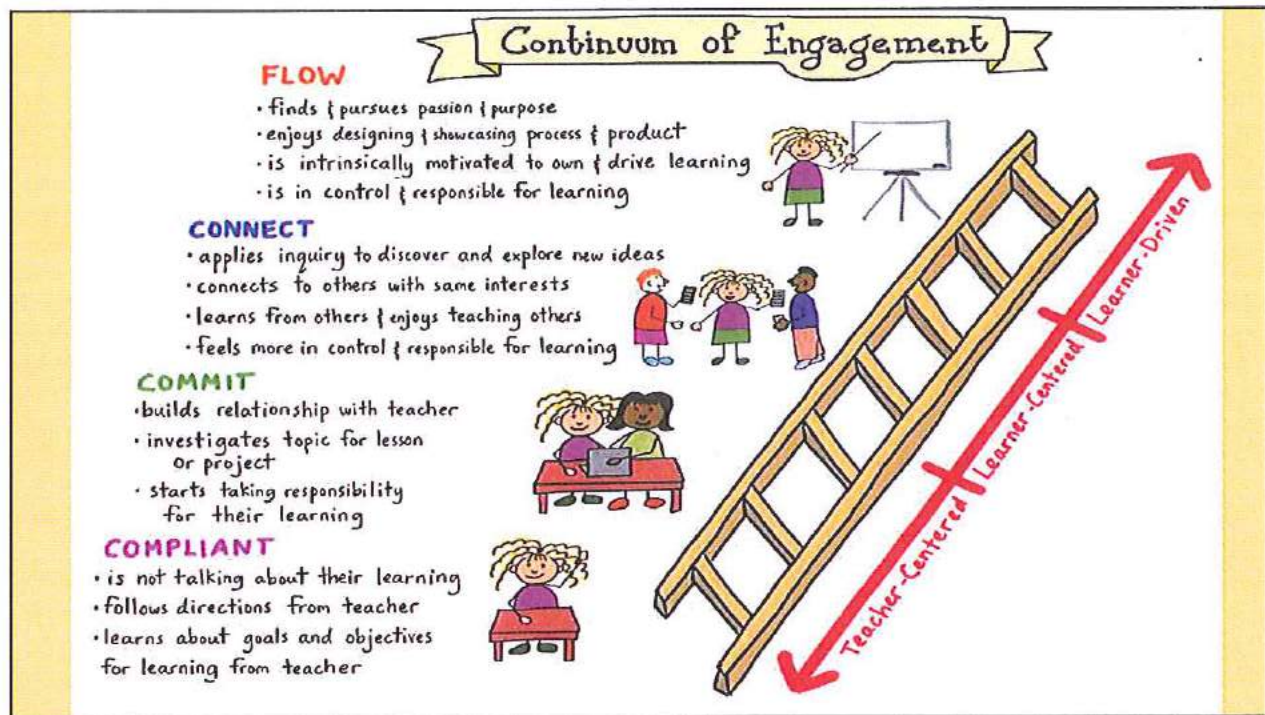
More One-on-One Help

More Student Responsibility

More Time to Pursue Student Passion







*HALO is an institution that blends technology, innovation, education, and professional preparation in a student-centered environment emphasizing soft skills, quality teaching, and student learning.*



## The Result....

*Personalized instruction  
that opens new options,  
opportunities, and pathways to the future!*

**Social Successes**  
Celebrate Students  
High Expectations  
Engaging  
Inspiring  
Nurture  
Life-Altering  
Challenging  
Work Ethic  
Creativity  
Collaboration

## Vocabulary

**Personalized Learning** - is instruction that offers curriculum and learning environments to meet the individual student's needs. The experience is tailored to learning preferences of different learners (time, place, pace, or path).

**Blended Learning (Flex)** - is a formal education program in which a student's curriculum is available 24/7 via 1:1 technology and the delivery of content is facilitated by a licensed educator.

**Student Centered Learning** - variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, or aspirations, of individual students and groups of students.

**LMS - Learning Management System**

**Change vs Transformation** - *Change* fixes the past. *Transformation* creates the future.



Dr. Melinda Moss, Superintendent  
Harrison School District  
110 S. Cherry St.  
Harrison, AR 72601

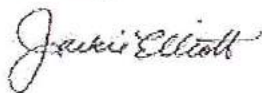
Dear Dr. Moss:

North Arkansas College (Northark) values our important partnership with the Harrison School District. The work of the Regional Workforce Planning Grant team has been instrumental in providing key stakeholders with opportunities to collaborate together in development of new models of educational delivery. Recent observations indicate that the Harrison School District continues to provide quality and relevant educational offerings that prepare students to both pursue post-secondary educational opportunities and to become productive members of the workforce. Wavier authority to implement teacher-facilitated, personalized learning will enhance these efforts by allowing the development, incorporation, and application of educational experiences tailored to students' needs. This will further permit added flexibility into the overall instructional day and promote the potential of blending industry certification and concurrent credit preparation to expand students' post-graduation workforce and educational credentials.

Northark fully supports these efforts and looks forward to a continued partnership with Harrison High School to ensure pathways are available for students to pursue post-secondary education and career/workforce certifications. These strategies to increase student engagement toward college and career preparation are a priority for Northark and of utmost importance in our response to critical workforce needs in our community.

We are committed to our continued collaboration with the Harrison School District and look forward to moving ahead together to support students and other stakeholders as we work to build our future workforce.

Sincerely,



Jackie Elliott, President  
North Arkansas College



*Our Mission* is to provide high quality, affordable, convenient opportunities for learning and community enrichment.

*Our Vision* is to be a premier institution, achieving excellence through innovation, technology, continuous improvement, and quality instruction.

*Our Values* are **CLEAR**: Commitment • Learning • IntEgrity • Accountability • Respect



April 6, 2016

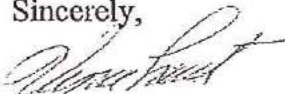
Melinda Moss, Superintendent  
Harrison School District  
110 S. Cherry St. Harrison AR 72601

Dear Mendy,

Thank you for making me aware of the potential for an innovative personalized learning program you are considering to engage students and prepare them for the work force. It is my understanding that in order to embark on this journey you are seeking a Waiver from the State Board of Education under Act 1240. Please accept this note as my whole hearted support for this program.

I believe that this program will provide students with opportunities for success currently not available. North Arkansas Regional Medical Center is certainly committed to helping the school prepare students for life after graduation. It is my organization's desire to provide not only high quality healthcare but to be a source of jobs for our rural community. Hospitals employ individuals at many levels of professional training and depend on a workforce that has the expertise to perform roles from housekeeping to surgery. I commend the District for their efforts as I believe the absence of a qualified workforce is a major barrier to expansion of our community's economy.

Sincerely,



Vince Leist  
President & C.E.O.

VL/mg



April 7, 2016

Melinda Moss, Superintendent  
Harrison School District  
110 S. Cherry St.  
Harrison, AR 72601

Dear Dr. Moss,

I'm honored to write this letter of support for the Harrison School District and your vision to provide relevant educational opportunities for your students. My introduction to Harrison Schools was through you when we met at a conference in Little Rock a few years ago. At that time and leading up to then our company in Harrison, Pace Industries, was interested in connecting with educational partners that could assist us by bringing students with technical skills to our industry. As you know we are a major employer in Harrison and we need the support of the school system there to help us maintain and grow the workforce needs we have now and in the future.

I have personally witnessed the positive impact you and your staff are having on the students through your leadership in Harrison. Pace Industries is delighted that we have a progressive school administration that understands the needs of our community and is working toward a student focused learning environment to prepare students for college and careers. It's not "business as usual and doing things the way we have always done them." You are looking at cutting edge ways to assist students to maximize their potential. Whether it's a career path to a four college, a two year technical school or a certification in a trade Harrison has been "all in" for their students.

There is no doubt that your current and future success will be due largely to the genuine concern for the students and their community. Business people like myself see Harrison's vision for different learning options for their students and we couldn't be more supportive. Our workforce needs now and going into the future will require far more technical employees that received their training from local schools and two year technical schools. I would hope to see more school districts around our other plants in the U.S. take hold of the vision that Harrison has. We see Harrison Schools as the example for our out of state locations.

We would agree that it's in the student's best interest as they leave high school to either further their education or join the workforce as a productive citizen. Harrison wants to see their students prosper and enjoy their lives and it shows when I'm around the school and the students at events.

As Director of Talent Acquisition and Development for Pace Industries I live in the world every day of what you are developing in Harrison. Businesses need young people excited about working in technically skilled careers in our state and furthering their education. The value that you and your staff bring to education, Harrison students and businesses like Pace cannot be calculated in numbers only. The self-esteem and pride that a young person has when they have learned the life skills and technical skills to be productive in society are incredible. I want to congratulate you and your staff for taking

these "out of the box" steps for the good of your students and the Harrison community. We fully support you Dr. Moss and your vision and share your excitement about the future.

Kind Regards,

Ken Stuckey  
Director of Talent Acquisition and Development  
Pace Industries, Inc. Corporate Office  
481 S. Shiloh Dr.  
Fayetteville, AR 72704



# COMMUNITY FIRST

## B • A • N • K

Member FDIC

April 11, 2016

Ms. Melinda Moss, Ed. D.  
Superintendent  
Harrison School District  
110 S. Cherry Street  
Harrison, AR 72601

Dear Mendy:

As a community bank, we recognize and appreciate hard work, dedication and commitment. Qualities we consistently find in the Harrison School District.

Dealing with a changing learning environment can be a tough challenge as you prepare students for their secondary education and world of work. This letter is a commitment and invitation to use our resources if and when we can be of assistance, as you prepare students for life after graduation.

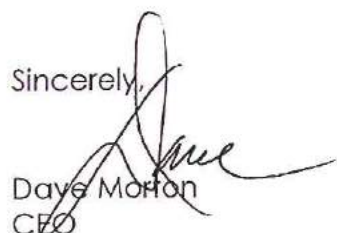
I personally commend your ongoing efforts as you think "outside the box" to achieve excellence in learning. Engaging your students by implementing a personalized learning environment should encourage them to maximize their individual potential wherever their career choice may take them.

Students allowed to optimize their interest while working toward their vocations will certainly benefit the community as a whole and any organization within the community. Commitment to a diverse education is an integral part of the success of any community.

Our desires to create a dynamic learning environment match up. Your initiative should also demonstrate to potential new residents the excellence in education provided at the Harrison School District.

Please let me know how I can be of assistance to you for the benefit of our Harrison School District.

Sincerely,

  
Dave Morron  
CEO  
Community First Bank



P.O. Box 1715  
Harrison, AR 72602  
Office: 870-741-2777  
Fax: 870-741-0021

**City of Harrison**  
[www.cityofharrison.com](http://www.cityofharrison.com)

**Harrison**  
ARKANSAS

Daniel D. Sherrell  
Mayor  
[mayor@cityofharrison.com](mailto:mayor@cityofharrison.com)

April 7, 2016

Melinda Moss, Superintendent  
Harrison School District  
110 S Cherry St  
Harrison, AR 72601

Dear Melinda,

I wish to issue our support to the Harrison School District as they submit application for a recent grant opportunity. It is important for us to help prepare our youth for life after graduation, giving them as many opportunities for success as possible. The workforce in our area is changing with new technology available, and we need to be able to adapt with the times. A program for accelerated learning would help many students in their career preparation, but we also believe this will benefit our community and our industries as well. We look forward to hearing about any program that can provide for the future of our children and our city.

Sincerely,

A handwritten signature in black ink, appearing to read "D.D. Sherrell".

Daniel D. Sherrell  
Mayor



Dr. Melinda Moss, Superintendent  
Harrison School District  
110 S. Cherry Street  
Harrison, AR

The Harrison Regional Chamber of Commerce is excited to share its support to the Harrison School District's efforts in the workforce planning grant. Having heard from our industries the need for a prepared workforce we fully support the initiatives that will provide opportunities for students to achieve expanded industry certifications and concurrent credit opportunities. Having the availability for students to obtain a two-year associates degree prior to high school graduation will be a huge benefit to the workforce and economic development of our community and allow us to recruit more jobs to our area.

The Chamber is committed to assist the Harrison School District in any way needed to help make this program a success for our community.

A handwritten signature in cursive script that reads "Patty Methvin".

Patty Methvin  
President, C.E.O.  
Harrison Regional Chamber of Commerce



## Student/School Perspective Survey

Sent to next years 10/11 grade students for feedback

What do you like about school?	What don't you like about school?	If you could create a school of your own what would it look like to meet the needs of students?
The extra-curricular activities	The food and strict dress code	Flexible schedule
The social aspect.	The stress that's put on the students.	Innovative, non-traditional, lots of technology
I like the fine arts programs like choir and band.	Sometimes i feel overwhelmed.	Better communication between teachers and students
Athletics	The continuous and overflow of homework	Work at my own pace
Extracurricular activities	The classroom set up, the slow pace of work	School that meets individuals needs like Springdale
EAST	So many test on the same day	Later start time
seeing friends	The wasted time that we have in class	Make every student take semester exams
The counselors	Lectures, not being challenged, boring	Teachers that actually cared about students
Not much. Sports	bells	More surveys like this

# Austin Bright

<https://www.linkedin.com/in/austinbright>

## **Education:**

B.S. Information Technology – Security – Projected 2018

Associate of Arts – North Arkansas College - 2003

High School Diploma- Jasper School District – Jasper, AR 1997

## **Experience:**

Harrison School District- Harrison, AR- Software and Security Specialist – 2004 - Current

Jasper School District- Jasper, AR- Computer Technician – 2004

Berryville School District- Berryville, AR – Computer Technician – 2001-2002

O.U.R Education Cooperative – Harrison, AR– Computer Technician – 2000-2001

## **Honors and Activities:**

Personnel Policy Committee – Harrison School District – 2013 - Current

Chairman 2014-Current

Arkansas Society for Technology in Education – 2007 – 2013

International Society for Technology in Education– 2013-2014

CompTIA A+

CompTIA Net+

CompTIA Security+

CWNA - Certified Wireless Network Administrator

Poverty Training

## **References:**

Available upon request.

# Harrison High School

School Report Card 2013-2014  
25 Goblin Drive | Harrison, AR 72601  
70-741-8223

Principal  
Superintendent

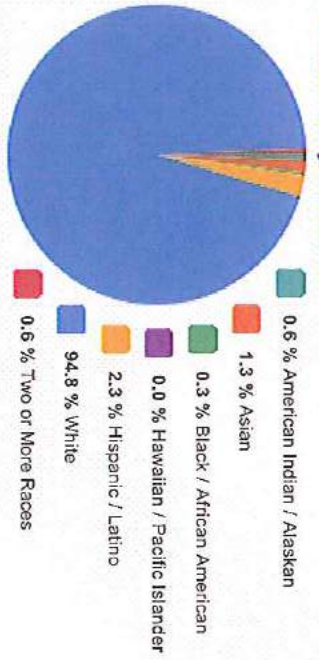
Bill Keaster  
Melinda Moss

## SCHOOL CHARACTERISTICS

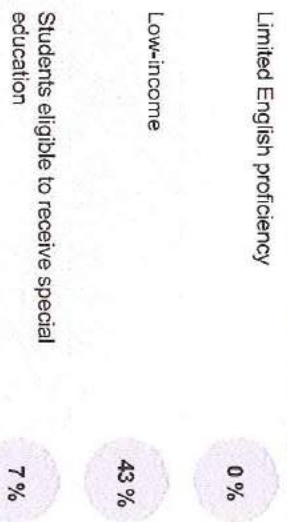
Enrollment	616
Avg. Class Size	13
Avg. years teaching Experience	14
per pupil spending	\$8,722
District avg.	\$9,457
State avg.	14
School Choice Transfers	B
School Rating	266
Overall Points	
A = 270-300, B = 240-269, C = 210-239, D = 180-209, F = Less Than 180	

## STUDENT DEMOGRAPHICS

### Race/Ethnicity Statistics



### Other Demographics





## INDICATOR: Achievement

	Tested 2013-2014	2011-2012					2012-2013					2013-2014					School AMO
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	
<b>EOC Algebra I</b>		Annual Measurable Objective (AMO)					2013 AMO										AMO
Combined Population	RV					67.77	RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	73.63
WAGG	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	65.39
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Caucasian	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Economically Disadvantaged	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	65.46
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Female	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Male	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
<b>EOC Geometry</b>		Annual Measurable Objective (AMO)					2013 AMO										AMO
Combined Population	98.9						RV	RV	RV	RV	RV	1.62	8.65	51.9	37.8	89.7	73.63
WAGG	97.2						RV	RV	RV	RV	RV	2.86	12.9	47.1	37.1	84.2	65.39
African American	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	25.00
Hispanic	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	75.00
Caucasian	98.9						RV	RV	RV	RV	RV	1.16	9.30	52.9	36.6	89.5	74.79
Economically Disadvantaged	97.2						RV	RV	RV	RV	RV	1.45	13.0	47.8	37.7	85.5	65.46
Students with Disabilities	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	
Limited English Proficient	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	62.50
Female	98.8						RV	RV	RV	RV	RV	2.35	11.8	47.1	38.8	85.9	
Male	99.0						RV	RV	RV	RV	RV	1.00	6.00	56.0	37.0	93	
Migrant	RV						RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	

Download 2012 School Report Card for 2012  
Benchmark Results



## INDICATOR: Achievement

		2011-2012					2012-2013					2013-2014						
	Tested 2013-2014	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	School	
EOC Biology		Annual Measurable Objective (AMO)					2013 AMO										AMO	
Combined Population		99.0					8.88	28.97	39.25	22.9	62.15	6.53	24.1	39.7	29.6	69.3		
TAGG		98.1					15.46	32.99	37.11	14.43	51.55	10.9	30.7	35.6	22.8	58.4		
African American		RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		
Hispanic		RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		
Caucasian		98.9					8.25	28.64	39.81	23.3	63.11	5.38	24.7	40.9	29.0	69.9		
Economically Disadvantaged		97.9					13.98	32.26	38.71	15.05	53.76	8.42	31.6	36.8	23.2	60		
Students with Disabilities		100					RV	RV	RV	RV	RV	46.7	26.7	6.67	20.0	26.67		
Limited English Proficient		RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		
Female		100					8.08	28.28	39.39	24.24	63.64	5.88	28.2	31.8	34.1	65.9		
Male		98.3					9.57	29.57	39.13	21.74	60.87	7.02	21.1	45.6	26.3	71.9		
Allgrant		RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		
Grade 11 Literacy			Annual Measurable Objective (AMO)					2013 AMO					80.21					AMO
Combined Population		100					2.73	19.13	52.46	25.68	78.14	2.48	17.8	55.9	23.8	79.7	82.19	
TAGG		100					6.33	36.71	41.77	15.19	56.96	6.33	25.3	58.2	10.1	68.3	74.64	
African American		RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	50.00	
Hispanic		RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	71.88	
Caucasian		100					2.79	18.44	52.51	26.26	78.77	1.05	18.3	57.1	23.6	80.7	83.28	
Economically Disadvantaged		100					6.58	34.21	43.42	15.79	59.21	4.05	24.3	60.8	10.8	71.6	75.77	
Students with Disabilities		RV					23.08	76.92	0	0	0	RV	RV	RV	RV	RV	47.50	
Limited English Proficient		RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV	25.00	
Number of recently arrived LEP students not assessed in Grade 11 Literacy			RV					RV										
Female		100					1.15	8.05	55.17	35.63	90.8	1.08	14.0	50.5	34.4	84.9		
Male		100					4.17	29.17	50	16.67	66.67	3.67	21.1	60.6	14.7	75.3		
Allgrant		RV					RV	RV	RV	RV	RV	RV	RV	RV	RV	RV		
Download 2012 School Report Card for 2012 Benchmark Results																		

Download 2012 School Report Card for 2012  
Benchmark Results



## INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth

	2011-2012				2012-2013				2013-2014			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
AGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## INDICATOR: Achievement

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension	---	---	---	---	79	56	---	83	55
Grade One Math Problems	---	---	---	---	77	56	---	81	55
Grade Two Reading Comprehension	---	---	---	---	79	59	---	75	58
Grade Two Math Problems	---	---	---	---	83	58	---	76	58
Grade Three Reading	---	---	---	---	66	51	---	66	50
Grade Three Math	---	---	---	---	71	55	---	69	54
Grade Four Reading	---	---	---	---	67	53	---	65	52
Grade Four Math	---	---	---	---	71	61	---	75	61
Grade Five Reading	---	---	---	---	57	47	---	57	47
Grade Five Math	---	---	---	---	66	55	---	65	54
Grade Five Science	---	---	---	---	71	60	---	68	60
Grade Six Reading	---	---	---	---	58	46	---	54	46
Grade Six Math	---	---	---	---	66	55	---	64	54
Grade Seven Reading	---	---	---	---	63	50	---	62	49
Grade Seven Math	---	---	---	---	65	54	---	61	53
Grade Seven Science	---	---	---	---	75	61	---	70	60
Grade Eight Reading	---	---	---	---	60	53	---	64	52
Grade Eight Math	---	---	---	---	64	54	---	65	53
Grade Nine Reading Comprehension	---	---	---	---	66	50	---	62	51
Grade Nine Math Concepts and Problems	---	---	---	---	58	49	---	56	47

Download 2012 School Report Card for 2012  
Norm Referenced Test Results



## INDICATOR: Achievement

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
<b>American College Test (ACT)</b>									
Number of Students Taking Voluntary Universal ACT	---	---	---		N	6,692			7,110
District Provided Remediation for Students Taking Voluntary Universal ACT						48		---	36
Number of Students in College and Career Readiness Planning Program (CCRPP)	---	---	---	---	---	1,790	---	---	1,843
Number of Students Taking ACT in Grades 9-11	---	---	---	147	147	26,174	147	147	25,004
Number of Students Taking ACT in Grade 12	---	---	---	122	122	18,507	107	107	18,282
ACT Reading	---	---	---	23.29	23.29	21.67	23.84	23.84	22.46
ACT English	---	---	---	22.78	22.78	21.31	22.47	22.47	21.38
ACT Mathematics	---	---	---	22.04	22.04	20.73	21.83	21.83	21.02
ACT Science	---	---	---	22.04	22.04	21.04	22.79	22.79	21.90
ACT Composite	---	---	---	22.63	22.63	21.31	22.25	22.25	21.24
<b>SAT® by College Board</b>									
Number of Students Taking SAT College Admission Test	---	---	---	6	6	897	4	---	84
SAT Critical Reading Mean	---	---	---	565	565	473		---	598
SAT Math Mean	---	---	---	593	593	472		---	597
SAT Writing Mean	---	---	---	517	517	459		---	584
<b>Advanced Placement Courses (AP)</b>									
Number of Students Taking Advanced Placement (AP) Courses	---	---	---	88	88	24,364	83	83	25,547
Number of AP Exams Taken	---	---	---	151	151	42,545	118	118	44,424
Number of AP Exams Scored 3, 4, or 5	---	---	---	51	51	13,296	44	44	14,143
Number of Students Taking International Baccalaureate Courses	---	---	---			219	---	---	460
<b>College Going Rate</b>									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	56.3 %	56.3 %	51.5 %
African American	N/A	N/A	N/A	N/A	N/A	N/A		RV	46.2 %
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A		100.0 %	33.2 %
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A		53.0 %	50.6 %

Download 2012 School Report Card for 2012

College Readiness Results

## INDICATOR: Achievement

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
College Credit Accumulation Rate									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	80.4 %	80.4 %	79.7 %
African American	N/A	N/A	N/A	N/A	N/A	N/A	RV	RV	69.9 %
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	68.2 %	68.2 %	79.0 %
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	81.1 %	81.1 %	82.4 %



## INDICATOR: School Performance

Arkansas ESEA Accountability	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Needs Improvement				Y	4	797	Y	5	876
Needs Improvement Priority				N	0	38	N	0	36
Needs Improvement Priority Met Year 1 Exit Criteria				N	0	4	N	0	1
Needs Improvement Focus				N	0	80	N	0	81
Needs Improvement Focus Met Year 1 Exit Criteria				N	0	8	N	0	4
Achieving				N	3	130	N	2	67
Exemplary				N	0	9	N	0	1
Download 2012 School Report Card for 2012 ESEA results									
<b>School Rating</b>									
School Rating							B		
Overall Points for School Rating							266		
Count of Schools with Rating = A ( 270 - 300 Points )								3	162
Count of Schools with Rating = B ( 240 - 269 Points )								3	322
Count of Schools with Rating = C ( 210 - 239 Points )								1	365
Count of Schools with Rating = D ( 180 - 209 Points )								0	160
Count of Schools with Rating = F ( Less than 180 Points )								0	43
<b>Performance School Rating</b>									
Performance (Status) School Rating	4			—					
- Schools in need of Immediate Improvement		0	9		—	—			
1 - Schools Approaching Standards (Alert)		0	10		—	—			
1 - Schools Meeting Standards		0	150		—	—			
1 - Schools Exceeding Standards		1	416		—	—			
1 - Schools of Excellence		6	444		—	—			

## INDICATOR: School Performance

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited	Y	3	838	Y	7	783	Y	5	790
Accredited-Cited	N	4	212	N	0	249	N	2	254
Accredited-Probationary	N	0	18	N	0	30	N	0	27
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined	94.5 %	95.3 %	95.2 %	93.1 %	94.2 %	94.1 %	92.7 %	94.1 %	94.4 %
Attendance Rate for Targeted Achievement Gap Group				91.9 %	93.5 %	93.9 %	89.9 %	93.0 %	94.0 %
Attendance Rate African American				91.2 %	90.9 %	94.1 %	90.8 %	82.8 %	94.3 %
Attendance Rate Hispanic				95.0 %	94.1 %	94.5 %	94.2 %	94.6 %	94.8 %
Attendance Rate Caucasian				92.6 %	94.1 %	94.0 %	92.0 %	93.9 %	94.3 %
Attendance Rate Economically Disadvantaged				91.4 %	93.3 %	93.7 %	89.6 %	92.8 %	93.8 %
Attendance Rate Students with Disabilities				94.4 %	94.6 %	94.0 %	90.8 %	93.2 %	94.1 %
Attendance Rate Limited English Proficient				99.3 %	96.8 %	94.8 %	96.3 %	97.9 %	95.3 %
Dropout Rate									
Dropout Rate	2.54 %	1.62 %	2.43 %	4.09 %	2.99 %	2.12 %	3.57 %	2.54 %	2.10 %



	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined	82.5 %	82.5 %	84.1 %	88.3 %	86.0 %	84.9 %	89.7 %	89.7 %	86.9 %
Graduation Rate for Targeted Achievement Gap Group	73.3 %	73.3 %	79.3 %	82.4 %	80.3 %	80.5 %	81.8 %	81.8 %	82.9 %
Graduation Rate African American	100.0 %	100.0 %	78.1 %	100.0 %	100.0 %	78.1 %	0.0 %	0.0 %	81.0 %
Graduation Rate Hispanic	100.0 %	100.0 %	78.0 %	100.0 %	100.0 %	81.8 %	100.0 %	100.0 %	84.5 %
Graduation Rate Caucasian	82.3 %	82.3 %	87.0 %	87.9 %	85.5 %	87.8 %	89.5 %	89.5 %	89.3 %
Graduation Rate Economically Disadvantaged	72.8 %	72.8 %	79.1 %	81.3 %	79.1 %	80.3 %	83.3 %	83.3 %	82.7 %
Graduation Rate Students with Disabilities	73.3 %	73.3 %	79.2 %	84.2 %	84.2 %	80.4 %	73.7 %	73.7 %	83.1 %
Graduation Rate Limited English Proficient	0.0 %	0.0 %	77.3 %	100.0 %	100.0 %	80.8 %	0.0 %	0.0 %	84.1 %
Grade Inflation Rate	--	--	--	RV %	2.21 %	2.51 %	1.1 %	2.3 %	7 %
College Remediation Rate	--	35.8 %	49.4 %	28.3 %	28.6 %	43.0 %	36.4 %	36.4 %	45.4 %
Enrollment									
October 1 Enrollment	592	2,751	468,656	635	2,773	471,867	616	2,760	474,995

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %	Y	100 %	100 %	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	98.83 %		Y	96.89 %		Y	91.05 %
Expulsions	--	--	378	--	5	471	--	3	524
Weapons Incidents	--	5	690	2	10	763	3	10	843
Staff Assaults	--	--	436	--	2	495	--	--	504
Student Assaults	--	1	1,944	--	10	2,302	--	11	2,439



## INDICATOR: Retention

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1	---	6	1,534	---	11	1,416	---	19	1,514
Percent of Students Retained at Grade 1	---	3.00 %	4.00 %	---	5.00 %	4.00 %	---	8.00 %	5.00 %
Number of Students Retained at Grade 2	---	9	594	---	6	558	---	1	572
Percent of Students Retained at Grade 2	---	4.00 %	2.00 %	---	3.00 %	2.00 %	---	5.00 %	3.00 %
Number of Students Retained at Grade 3	---	2	305	---	1	240	---	4	279
Percent of Students Retained at Grade 3	---	1.00 %	1.00 %	---	0.00 %	1.00 %	---	3.00 %	2.00 %
Number of Students Retained at Grade 4	---	0	141	---	0	114	---	0	137
Percent of Students Retained at Grade 4	---	0.00 %	0.00 %	---	0.00 %	0.00 %	---	0.00 %	2.00 %
Number of Students Retained at Grade 5	---	1	84	---	0	101	---	0	82
Percent of Students Retained at Grade 5	---	0.00 %	0.00 %	---	0.00 %	0.00 %	---	0.00 %	1.00 %
Number of Students Retained at Grade 6	---	0	137	---	0	135	---	1	134
Percent of Students Retained at Grade 6	---	0.00 %	0.00 %	---	0.00 %	0.00 %	---	0.00 %	1.00 %
Number of Students Retained at Grade 7	---	0	317	---	0	296	---	0	315
Percent of Students Retained at Grade 7	---	0.00 %	1.00 %	---	0.00 %	1.00 %	---	0.00 %	2.00 %
Number of Students Retained at Grade 8	---	0	253	---	0	251	---	0	274
Percent of Students Retained at Grade 8	---	0.00 %	1.00 %	---	0.00 %	1.00 %	---	0.00 %	1.00 %

## INDICATOR: Teacher Quality

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)	--	--	--	100.0 %	99.1 %	97.9 %	96.8 %	97.4 %	95.7 %
% Teachers with Emergency / Provisional Credentials	--	--	--	1.7 %	1.4 %	0.9 %	0.0 %	0.4 %	0.8 %
% Teachers with Bachelor's Degree	69.0 %	65.0 %	59.0 %	70.0 %	65.0 %	59.0 %	62.0 %	55.0 %	57.0 %
% Teachers with Master's Degree	29.0 %	35.0 %	40.0 %	28.0 %	35.0 %	40.0 %	35.0 %	38.0 %	41.0 %
% Teachers with Advanced Degree	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %	0.0 %	0.0 %	1.0 %
<b>HQ Teachers in High Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers	--	--	--	--	0.0 %	0.9 %	0.0 %	0.0 %	0.9 %
<b>HQ Teachers in Low Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers	0.0 %	0.2 %	--	0.0 %	0.0 %	0.6 %	0.0 %	0.0 %	0.6 %
<b>HQ Teachers Aggregate of All Economic Levels</b>									
% Core Academic Classes not Taught by HQ Teachers	--	--	--	--	0.0 %	0.7 %	0.0 %	0.0 %	0.7 %
<b>School Board Members</b>									
Rosalind Slavik	Hours of Training								
	7.00								
John Sherman	8.00								
Nordna Deere	9.00								
Karen Dezort	6.50								
Khonda Purdy	12.00								
Jon Burnside	6.50								
Frank Magness	7.00								

INDICATOR: School Choice

Percent of Students School Choice

2011-2012			2012-2013			2013-2014		
School	District	State	School	District	State	School	District	State
0.00 %	0.11 %	2.90 %	0.79 %	0.65 %	2.68 %	2.27 %	1.30 %	2.82 %



## INDICATOR: School Funding

	2011-2012			2012-2013			2013-2014		
	School	District	State	School	District	State	School	District	State
Millis Voted		34.3	37.2		34.3	37.4		34.3	37.5
Expenditure Per Student		\$8,508	\$9,379		\$8,296	\$9,324		\$8,722	\$9,457
Average Teacher Salary		\$46,968	\$46,946		\$49,416	\$47,316		\$48,931	\$48,060
Total Expenditures		\$26,369,481	\$5,196,885,067		\$25,305,547	\$5,086,669,535		\$25,720,869	\$5,288,037,508
Instructional Expenditures		\$13,607,493	\$2,485,540,210		\$13,511,416	\$2,472,977,282		\$13,718,796	\$2,500,607,896
Administrative Expenditures		\$1,880,899	\$317,870,955		\$1,870,403	\$312,346,508		\$1,946,213	\$325,831,774
Extracurricular Expenditures		\$1,111,893	\$201,604,356		\$1,156,944	\$184,520,020		\$1,157,334	\$174,851,754
Capital Expenditures		\$1,577,535	\$608,547,135		\$722,575	\$531,101,753		\$491,949	\$423,083,973
Debt Service Expenditures		\$1,130,338	\$267,265,988		\$1,134,769	\$235,094,970		\$1,133,677	\$285,311,300
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals	41.9 %	51.5 %	60.5 %	46.8 %	52.7 %	60.3 %	42.5 %	52.4 %	60.9 %
State Free and Reduced-Price Meal Rate***			60.3 %			60.7 %			61.2 %
National Free and Reduced-Price Meal Rate**			53.9 %			50.6 %			52.1 %

\*\*Source: FNS National databank for federal fiscal year 2013.

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

## **HARRISON SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**April 12, 2016**  
**July 11, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>53</b>
<b>Asian</b>	<b>25</b>
<b>Black</b>	<b>7</b>
<b>Hispanic</b>	<b>104</b>
<b>Native American/ Native Alaskan</b>	<b>19</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>2,460</b>
<b>TOTAL</b>	<b>2,668</b>

## 2015 ESEA DISTRICT REPORT

**District:** HARRISON SCHOOL DISTRICT  
**LEA:** 503000  
**Enrollment:** 2699

**Superintendent:** MELINDA MOSS  
**Attendance** 94.79  
**Poverty Rate:** 50.57

**Address:** 110 S Cherry  
**Address:** HARRISON, AR 72601  
**Phone:** (870) 741-7600

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
-------------------------------	-------------------------------

### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1611	1615	99.75	1654	1660	99.64
Targeted Achievement Gap Group	840	842	99.76	888	892	99.55
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	58	58	100.00	59	59	100.00
White	1495	1498	99.80	1537	1542	99.68
Economically Disadvantaged	806	806	100.00	855	856	99.88
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	123	125	98.40	119	122	97.54

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	708	1518	46.64	22.73
Targeted Achievement Gap Group	270	776	34.79	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	21	52	40.38	18.35
White	662	1409	46.98	26.04
Economically Disadvantaged	263	744	35.35	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	14	116	12.07	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	494	1559	31.69	13.95
Targeted Achievement Gap Group	188	822	22.87	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	14	54	25.93	12.10
White	462	1448	31.91	17.14
Economically Disadvantaged	183	791	23.14	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	16	112	14.29	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	175	195	89.74	84.39	94.00
Targeted Achievement Gap Group	63	77	81.82	72.11	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	526	611	86.09	84.39	94.00
Targeted Achievement Gap Group	224	285	78.60	72.11	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	84.21	
White	171	191	89.53	71.74	
Economically Disadvantaged	60	72	83.33		
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	14	19	73.68	70.83	

## 2015 ESEA DISTRICT REPORT

**District:** HARRISON SCHOOL DISTRICT  
**LEA:** 503000  
**Enrollment:** 2699

**Superintendent:** MELINDA MOSS  
**Attendance** 94.79  
**Poverty Rate:** 50.57

**Address:** 110 S Cherry  
**Address:** HARRISON, AR 72601  
**Phone:** (870) 741-7600

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	15
Number of enrolled students with completed EOY only:	13

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



# ARKANSAS DEPARTMENT OF EDUCATION

## DISTRICT WAIVER REQUEST FORM

**District Name:** Pea Ridge School District

**Superintendent:** Rick Neal

**Email Address:** RNeal@prs.k12.ar.us

**Phone Number:** 1-800-451-1343 **Submission Date:** 4/7/2016

**Name of Charter School(s) Attended by District Students**

Arkansas Virtual Academy

**Waiver Topic:** Seat Time

**Statute/Standard/Rule to be Waived**

Arkansas Code Annotated

- 6-16-102
- 6-18-210

Standards for Accreditation

- 10.01.4

ADE Rules

- RULES GOVERNING THE ARKANSAS MANDATORY ATTENDANCE REQUIREMENTS FOR STUDENTS IN GRADES NINE THROUGH TWELVE

**Rationale for Waiver**

Pea Ridge School District seeks the opportunity to create more personalized learning for all students. A student with the ability to complete their required coursework in less than six hours a day or to complete their classwork outside of the standard 8:00 AM – 3:20 PM school day could be given the option to enroll in postsecondary training (college and/or technical classes), participate in community projects (for college admissions and/or scholarship purposes), participate in job shadowing, complete an internship, or attain paid employment. The district seeks all of the requested waivers in order to provide these personalized learning opportunities for its students.

These waivers would allow us to offer our students additional pathways to succeed in entry level, credit-bearing college courses and/or technical post-secondary training. Students will be afforded the opportunity to attain specific skills sets and/or certifications that increase their chances to secure employment with opportunities for advancement in their field of choice. Our purpose is to provide an individualized learning environment of choice for every student to not only learn the content and skills necessary for life in high school, but for students to have the opportunity to glean skills, mindsets, knowledge, and certifications to have them prepared for life post-graduation.

Specifically, we would like to provide our students with choices using the following two options:

- 1.) We would like to provide students who are on track to graduate early an opportunity to attend classes at our district-conversion charter school, Pea Ridge Manufacturing and Business Academy (PRMBA). Our pathways include Plastic and Metal Manufacturing, Industrial Technology, Healthcare



Management, Multimedia Production, and Sales and Logistics. Approximately half of our students (43%) qualify for free-and-reduced lunch status and have requested to attend courses that give them certifications, skills, and knowledge to have them be prepared to enter the workforce both while still attending high school and graduation. For example, we have many seniors that are attending PRMBA working 30-35 hours a week making \$13.00 per hour as CNA's and still attending school, in lieu of graduating early.

Students' positive outcomes due to this waiver:

(A) The option to become certified in specific skills will make them far more marketable in the job market. Students have the opportunity to earn one or more of the following certifications prior to graduation: OSHA Certification, Fork Lift Driver Certification, and Certified Nursing Assistant Certification.

(B) All students will learn relevant 21st-century skills and mindsets for job opportunities post-graduation by engaging in instruction tailored specifically from our business partners.

(C) Students receive 12 hours concurrent credit through our partnerships with Northwest Arkansas Community College or Arkansas Tech University-Ozark.

(D) Students will become adept problem-solvers and critical thinkers who can apply their knowledge across multiple disciplines by participating in real-world problem solving exercises, meeting and collaborating with working professional guest speakers, and receiving relevant instruction for teachers who have come directly from the specific job field.

(E) Opportunities to meet, work with, and network among multiple guest speakers who are actively recruiting PRSD graduates for job positions after high school. Essentially students will receive the instruction these recruiters are asking for and then students will be able to show these businessmen and businesswomen how they can apply them, thereby directly improving their chance for employment.

2.) In addition, we are planning on having our High School College and Career Instructional Coach teach our College and Career Readiness and ACT Preparation courses. Both of these course are offered through Arkansas Virtual Academy, and students are able to self-pace through their content. Our plan is for our students to meet twice weekly with our College and Career Instructional Coach to receive seat time instruction, meet benchmarks, receive counseling, etc.

Students' positive outcomes due to this waiver:

(A) 100% of our sophomore students will receive education in College and Career Readiness and ACT preparation coursework with our staff expert on these topics. Our expectation is that these courses will directly improve students' ACT scores their junior year. In addition, after talking to many other schools around the state who utilize Arkansas Virtual Academy, most other school leaders have given the strong recommendation to have a physical teacher check in on students a few times a week to ensure their successful completion of the coursework.

(B) Due to the blended teaching model, students will be able to self-pace through their instruction to ensure that they fully understand the content based on their own specific needs. The proposed waiver would allow each student to meet with our College and Career Readiness Coach and receive mentoring about career and college plans using a Personalized Learning Plan.

(C) Students will have the opportunity to work with our local expert in ACT PREP, our College and Career Instructional Coach, to learn from her extensive knowledge about what is required to be successful on the ACT, ACT Aspire, steps needed to successfully find a career of choice after high school, and steps need to apply to college, scholarships, grants, etc. We will model the real world environment so students will be prepared for the rigorous schedule of life after high school. Student will have the opportunity to work on classwork before school, after school, at home, etc. similar to the environment they will be immersed in once they are in college or their career.

(D) Students will learn time management and work ethic skills by completing a blended learning curriculum. Modeling this style of teaching is important to many of our students as an increasing number of colleges and job places instruct and train new students/employees using a blended learning format. We will also be providing a safety net for those students who may struggle with keeping up with their coursework independently. Our College and Career Instructional Coach will mentor students independently, teach organizational habit, and create actions steps so students are able to be successful in their ongoing coursework and projects.

In summation, these waivers help grant our school district further flexibility in becoming a district of choice to meet the individual needs of all students. We know that the "one size fits all" method does not work for our children. 50% of our juniors and seniors have enrolled in PRMBA in order to learn the skills, earn the certificates, and make the connection with employers to be successful post-graduation. In addition, 100% of our sophomores will be preparing for a post-secondary transition by becoming college and career ready and conducting ACT preparation. Having our staff expert to further enhance this blended learning model will directly impact students' success in coursework, build their organizational and time management skills, and increase their likelihood to understand all their options after high school.

Our purpose is to provide students choices so they know that high school graduation is not the end of their education, but merely a transition to the next chapter of their lives. These waivers will help design a system to meet all students' needs. Our goal is to enhance student achievement, close the achievement gap, assist the business community in developing a skilled workforce, and prepare students for success after high school.

When the form is complete, email it with the waiver lists for the charter school(s) that serve district students to Mary Perry at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov). Waiver lists can be accessed from the Arkansas Department of Education website at <http://www.arkansased.gov/divisions/learning-services/charterschools/open-enrollment-charter-school-waivers>.

Questions should be directed to Mary Perry by email at [mary.perry@arkansas.gov](mailto:mary.perry@arkansas.gov) or by phone at (501) 683-4800.

**ARKANSAS VIRTUAL ACADEMY  
APPROVED WAIVERS**

<b>District LEA:</b>	60-43-700	<b>Elementary School LEA:</b>	60-43-701
<b>City:</b>	Little Rock	<b>Middle School LEA:</b>	60-43-702
<b>Opening Date:</b>	Fall 2007	<b>High School LEA:</b>	60-43-703
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6/30/2020
<b>CAP:</b>	2000	<b>Grades Served 2015-16:</b>	K-11

**Waivers from Title 6 of the Arkansas Code Annotated (Education Code)**

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
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)	Monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
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)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-208	Written grievance procedure
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
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 (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)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications
6-25-105	Establishment of guidelines for the selection, removal, and retention of materials (Library Media)
6-25-106	Provision of resources (Library Media)
<del>6-42-101 et seq.</del>	<del>General Provisions (gifted and talented)</del>
6-48-101 et seq.	Alternative Learning Environments

#### **Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
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
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills

12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments

**Waivers from Other Rules:**

ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools

ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve

ADE Rules Governing the Superintendent Mentoring Program

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 Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)

Alternative Learning

Certified staff salary scale

Defibrillator devices

Discipline and school safety policies

Distance learning

Expenditure requirements

Junior Fire Marshal Program

Purchasing of instructional materials

**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 required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, 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.

**PEA RIDGE SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**April 7, 2016**  
**July 6, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>25</b>
<b>Asian</b>	<b>5</b>
<b>Black</b>	<b>19</b>
<b>Hispanic</b>	<b>120</b>
<b>Native American/ Native Alaskan</b>	<b>15</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>0</b>
<b>White</b>	<b>1,746</b>
<b>TOTAL</b>	<b>1,930</b>

## 2015 ESEA DISTRICT REPORT

**District:** PEA RIDGE SCHOOL DISTRICT  
**LEA:** 407000  
**Enrollment:** 1841

**Superintendent:** RICK NEAL  
**Attendance** 95.79  
**Poverty Rate:** 45.57

**Address:** 781 W. PICKENS  
**Address:** PEA RIDGE, AR 72751  
**Phone:** (479) 451-8181

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
-------------------------------	-------------------------------

### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1197	1198	99.92	1142	1143	99.91
Targeted Achievement Gap Group	623	624	99.84	602	603	99.83
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	82	82	100.00	77	77	100.00
White	1085	1086	99.91	1036	1037	99.90
Economically Disadvantaged	569	570	99.82	551	552	99.82
English Language Learners	29	29	100.00	28	28	100.00
Students with Disabilities	126	126	100.00	113	113	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	466	1140	40.88	22.73
Targeted Achievement Gap Group	186	582	31.96	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	23	77	29.87	18.35
White	435	1033	42.11	26.04
Economically Disadvantaged	178	528	33.71	17.63
English Language Learners	4	29	13.79	7.64
Students with Disabilities	15	116	12.93	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	267	1087	24.56	13.95
Targeted Achievement Gap Group	104	563	18.47	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	7	73	9.59	12.10
White	256	985	25.99	17.14
Economically Disadvantaged	98	512	19.14	11.02
English Language Learners	3	28	10.71	6.23
Students with Disabilities	8	105	7.62	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	124	134	92.54	88.09	94.00
Targeted Achievement Gap Group	46	52	88.46	84.72	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	336	369	91.06	88.09	94.00
Targeted Achievement Gap Group	131	152	86.18	84.72	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	88.89	
White	119	129	92.25	87.70	
Economically Disadvantaged	40	46	86.96	83.74	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	9	10	90.00	76.19	

## 2015 ESEA DISTRICT REPORT

**District:** PEA RIDGE SCHOOL DISTRICT  
**LEA:** 407000  
**Enrollment:** 1841

**Superintendent:** RICK NEAL  
**Attendance** 95.79  
**Poverty Rate:** 45.57

**Address:** 781 W. PICKENS  
**Address:** PEA RIDGE, AR 72751  
**Phone:** (479) 451-8181

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	9
Number of enrolled students with completed EOY only:	10

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



**Pine Bluff School District**  
**Waiver Requests**  
**Arkansas State Board of Education**  
**May 12, 2016**

**Name of Charter School(s) Attended by District Students:**

Quest Middle School

Lighthouse Charter Schools

**Each Law, Rule and/or Standard, with Corresponding Number(s), that the District Wants to Waive:**

Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Pine Bluff School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- a) 6-15-1004      Qualified Teachers in every public school classroom
- b) 6-17-301      Employment of certified personnel
- c) 6-17-309      Certification to teach grade or subject matter-Exceptions-Wavier
- d) 6-17-401      Teacher Licensure Requirements
- e) 6-17-702      Staff Development Sessions
- f) 6-17-902      Definition (definition of a teacher as licensed)
- g) 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)
- h) 15.03.1      Requiring all administrative, teaching, and other personnel shall hold a current, valid, Arkansas license.
- i) 15.03.2      Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned

The above waivers are requested for a five year period, through the 2020-2021 school year.

**Brief Explanation for Requesting Each Waiver (to enable the State Board of Education to make an informed decision)**

Waiver request A) through I) address the districts certified personnel issues. These waivers address specific school laws and accreditation standards dealing with the districts inability to attract enough Highly Qualified Teachers to staff our schools. This yearly shortage of Highly Qualified Teachers that the district experiences through a lack of hiring and lack of retention impedes our ability to effectively operate our schools and provided a sound and effective educational curriculum that should be delivered by a Highly Qualified Staff. It is our absolute belief that without the immediate granting of waivers related to employee certification and credentials the district will again experience a severe hardship with attracting and retaining highly qualified personnel. Advertising these positions with wavier related flexibility greatly enhances our chances of acquiring quality educational personnel to staff our schools. During the past 5 years the district has experienced a yearly shortage of ELA and Math certified applicants. During that period of time, Teach For America (TFA) helped to alleviate that shortage by providing the district with a yearly pool of Math and English Language Arts personnel. There are currently 9 TFA staff members working at the high school complex. That number will be reduced to 4 for the 2016-17 school year. Of that number, four of the teachers are in the English Department and one is in the Math Department.

The Pine Bluff School District does not have a certified Director of Human Resources. This severely limits our capacity to actively recruit personnel. There are four separate public school districts within a five mile radius and three private and/or charter schools within the same area who all recruit the same personnel. Because Teach For America has partnered with the Little Rock School District, we were recently notified that the Pine Bluff School District would only receive 3 total Teach For America applicants for the entire district. During the 2015-16 academic school term, no other secondary certified ELA or Math teachers applied for advertised positions in the Pine Bluff School District.

**QUEST MIDDLE SCHOOL OF PINE BLUFF  
AN OPEN-ENROLLMENT CHARTER SCHOOL  
APPROVED BY THE STATE BOARD OF EDUCATION TO OPEN FOR THE 2013-2104 SCHOOL YEAR  
WAIVERS**

<b>District LEA:</b>	35-42-700	<b>Elementary School LEA:</b>	N/A
<b>City:</b>	Pine Bluff	<b>Middle School LEA:</b>	35-42-702
<b>Opening Date:</b>	Fall 2013	<b>High School LEA:</b>	N/A
<b>Grades Approved:</b>	5-12	<b>Expiration Date:</b>	6/30/2018
<b>CAP:</b>	460	<b>Grades Served 2013-2014:</b>	5-8

**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)	Grading scale—Exemptions—Special education (to implement a more rigorous 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
6-16-102	School day hours (with school days shortened only for students in grades 9-12)
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
6-17-203	Committees on personnel policies—Members
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, Subchapter 4	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
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
6-17-1302	Definitions (as teachers are excluded from the definition of school employee)
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
6-21-303	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**

10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.1	School District Superintendent
15.2	Principals
15.3	Licensure and Renewal
16	Support Services
16.01	Guidance and Counseling
18	Gifted and Talented Education
19.3	Pertaining to alternative learning environments
19.4	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
- 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,

**PINE BLUFF LIGHTHOUSE CHARTER SCHOOL  
APPROVED WAIVERS**

<b>District LEA:</b>	35-41-700	<b>Elementary School LEA:</b>	35-41-701
<b>City:</b>	Pine Bluff	<b>Middle School LEA:</b>	35-41-702
<b>Opening Date:</b>	Fall 2011	<b>High School LEA:</b>	N/A
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	6-30-2016
<b>CAP:</b>	650	<b>Grades Served 2015-16:</b>	K-8

**Waivers from Title 6 of the Arkansas Code Annotated (Education Code)**

6-15-1004	Qualified teachers in every public school classroom
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-702	Staff development sessions
6-17-902	Definition (definition of a teacher as licensed)
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)
6-17-2403	Minimum teacher compensation schedule
6-18-1001 et seq.	Public School Student Services Act
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)

**Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

7.02.2	Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (first year only)
7.03.1	Operating Policies and Procedures (first year only)
8.01	Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support
10.02	Class Size and Teaching Load
15.01	School District Superintendent
15.03.1	Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license
15.03.2	Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned
16.02.3	Requiring a licensed library media specialist
16.02.4	Establishing minimum requirements for the school's media collection
18.01	Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department
18.02	Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability

**Waivers from Other Rules:**

ADE Rules for Gifted and Talented Program Approval Standards

**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 required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, 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 A r t .

**Board Resolution (forthcoming)**



**Pine Bluff School District  
Waiver Requests  
Arkansas State Board of Education  
April 14, 2016**

**Waivers Requested**

Pursuant to Act 1240 of 2015, codified at Ark. Code Ann. § 6-15-103, the Bryant School District administration is hereby authorized to request the following waivers from the Arkansas State Board of Education:

- a) 6-15-1004      Qualified Teachers in every public school classroom
- b) 6-17-301      Employment of certified personnel
- c) 6-17-309      Certification to teach grade or subject matter-Exceptions-Wavier
- d) 6-17-401      Teacher Licensure Requirements
- e) 6-17-702      Staff Development Sessions
- f) 6-17-902      Definition (definition of a teacher as licensed)
- g) 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)
- h) 15.03.1      Requiring all administrative, teaching, and other personnel shall hold a current, valid, Arkansas license.
- i) 15.03.2      Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned

The above waivers are requested for a five year period, through the 2020-2021 school year.

**1. How does the waiver support or complement the district's vision/strategic plan?**

Mission: The Pine Bluff School District will equip all students with the skills and knowledge to think critically, learn continuously, and become productive citizens that contribute to their community. We will accomplish this mission through a diverse, innovative, and challenging curriculum in a secure environment with a dedicated and highly qualified staff. One of the strategic goals of the district is to increase the number of Highly Qualified Staff through active recruitment of certified personnel. The waiver addresses both the Pine Bluff School District Mission and Strategic Plan by potentially increasing the number of highly qualified staff, and reducing the number of long term substitutes in the classrooms on the secondary level.

**2. What are the specific benefits to students if these waivers are granted?**

The area is serviced by the University of Arkansas at Pine Bluff and will be provided with a strong (non-teacher certified) applicant pool. As a result, the district will benefit by having a more diverse pool of applicants, many who have degrees in core specific areas, but who lack teacher certification. These individuals share strong content knowledge but did not pursue educational certification or licensure in their respective fields of study. As a district, we will no longer be forced to place students in short and long-time learning environments with substitute staff whose educational backgrounds often meet a minimum requirement of a high school diploma for short term assignments and out of area college degrees for long term assignments.

**2/b. What are the expected academic gains to the students if these waivers are granted?**

Our student should benefit by having stronger instructional application on a daily basis from career ready college graduates. The elimination of long-term substitutes who have constant turnover should benefit our student population and provide an opportunity for sound instructional planning and application.

**3. What are the specific plans to implement the waiver (e.g., if the district is asking for larger class sizes, how are you going to do this; what is the largest you want to allow)?**

The district will immediately begin to advertise the positions with the qualifications associated with the waiver. With the new requirements for employment in place, the district expects to receive a sufficient number of applications for employment in the secondary school program.

**4. Is the waiver consistent with district policy? It is important to recognize that the State Board may allow a waiver for flexibility, but whether the district can exercise it depends upon district policy. In the end, it is up to the district to effectuate the waiver.**

Yes, the superintendent has discussed the waiver application with the board and a district resolution is forthcoming. The board will take any and all actions needed to effectuate the waivers.

**5. What is the fiscal impact of the waiver? Will there be additional costs associated with this waiver, and if so, what is the source of funding? If funds are saved, what are the planned uses for the saving?**

No additional costs are expected of the district.

**6. What effects with the waiver have on current academic, fiscal or facilities distress status? Will the waiver help the district to alleviate the distress issues, or hinder the district's progress? Will the waiver cause any distress issues?**

The district academic distress status will not be impacted by the waiver. The district is not in fiscal or facility distress.

**7. Will the use of the requested waiver cause any issues with the district's compliance with the Standards of Accreditation? Will the use of the requested waivers assist the district in resolving any accreditation issues?**

If the waiver is approved, it will not cause any issues in complying with the Standards of Accreditation. The Pine Bluff School District does not have any accreditation issues.

**8. How has the charter school effectively applied this waiver, and how do you expect to implement that effectiveness into your district?**

The Quest Middle School and Lighthouse Charter School have used the waiver to hire college graduates who do not have a teacher education background or standard educational certification. We do not possess adequate data to determine how the school effectively applied all of its waivers. We do expect to hire several staff members who meet the employment guidelines currently used by Quest and Lighthouse Charter school programs.

**9. Has your school board approved the use of the requested waivers? Do you have a board resolution?**

This is pending and will be presented at the board meeting on April 28, 2016. The resolution will be provided immediately following the board meeting.

**10. Have you notified the staff that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the staff, how and when do you plan on notifying them?**

Yes, the high school notified the staff during the faculty meetings held in March and April of 2016. Individual teacher notification also occurred with administrators.

**11. Have you notified the parents and the community that you intend to request and implement these waivers? If so, what methods of notification did you use, and how often were the notifications sent out/published, etc.? If you have not notified the parents/community, how and when do you plan on notifying them?**

No. This notice will occur after the board approves the resolution. The superintendent has informally engaged stakeholders in the conversation about proposed waiver requests. A community meeting will be scheduled after the board approves the resolution.

**PINE BLUFF SCHOOL DISTRICT**

**Date of Waiver Request Submission**  
**90-Day Deadline for State Board of Education Action**

**April 12, 2016**  
**July 11, 2016**

<b>2015-2016 Enrollment</b>	
<b>2 or More Races</b>	<b>28</b>
<b>Asian</b>	<b>16</b>
<b>Black</b>	<b>3,857</b>
<b>Hispanic</b>	<b>35</b>
<b>Native American/ Native Alaskan</b>	<b>6</b>
<b>Native Hawaiian/ Pacific Islander</b>	<b>3</b>
<b>White</b>	<b>71</b>
<b>TOTAL</b>	<b>4,016</b>

## 2015 ESEA DISTRICT REPORT

**District:** PINE BLUFF SCHOOL DISTRICT  
**LEA:** 3505000  
**Enrollment:** 4240

**Superintendent:** LINDA WATSON  
**Attendance** 94.25  
**Poverty Rate:** 86.39

**Address:** 512 SOUTH PINE  
**Address:** PINE BLUFF, AR 71601  
**Phone:** (870) 543-4203

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
-------------------------------	-------------------------------

### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	2550	2570	99.22	2497	2526	98.85
Targeted Achievement Gap Group	2285	2303	99.22	2244	2268	98.94
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	2440	2458	99.27	2392	2419	98.88
Hispanic	20	21	95.24	19	19	100.00
White	60	61	98.36	58	60	96.67
Economically Disadvantaged	2261	2274	99.43	2219	2241	99.02
English Language Learners	11	11	100.00	11	11	100.00
Students with Disabilities	328	342	95.91	321	327	98.17

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	518	2355	22.00	22.73
Targeted Achievement Gap Group	414	2115	19.57	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	489	2261	21.63	10.77
Hispanic	6	18	33.33	18.35
White	17	48	35.42	26.04
Economically Disadvantaged	412	2091	19.70	17.63
English Language Learners	3	11	27.27	7.64
Students with Disabilities	24	315	7.62	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	207	2285	9.06	13.95
Targeted Achievement Gap Group	176	2059	8.55	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	197	2194	8.98	5.87
Hispanic	2	18	11.11	12.10
White	6	47	12.77	17.14
Economically Disadvantaged	174	2037	8.54	11.02
English Language Learners	0	11	0.00	6.23
Students with Disabilities	25	304	8.22	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	229	310	73.87	75.00	94.00
Targeted Achievement Gap Group	170	239	71.13	71.47	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	704	937	75.13	75.00	94.00
Targeted Achievement Gap Group	501	683	73.35	71.47	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	209	285	73.33	74.24	
Hispanic	n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	93.94	
Economically Disadvantaged	165	230	71.74	71.34	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	34	44	77.27	66.67	

## 2015 ESEA DISTRICT REPORT

**District:** PINE BLUFF SCHOOL DISTRICT  
**LEA:** 3505000  
**Enrollment:** 4240

**Superintendent:** LINDA WATSON  
**Attendance** 94.25  
**Poverty Rate:** 86.39

**Address:** 512 SOUTH PINE  
**Address:** PINE BLUFF, AR 71601  
**Phone:** (870) 543-4203

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	100
Number of enrolled students with completed EOY only:	95

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

**I. AGREEMENT REGARDING ALLOCATION OF ALTERNATIVE LEARNING ENVIRONMENT FUNDING FOR 2016-2017**

A. The Pulaski County Special School District (PCSSD) and the Jacksonville North Pulaski School District (JNPSD) agree to the following allocation of Alternative Learning Environment (ALE) funding described in Ark. Code Annotated § 6-20-2305 (b) (2) (A) for the 2016-2017 school year: The total prior year ALE Full-Time Equivalents (FTEs) for quarters 1-4 for PCSSD shall be allocated between PCSSD and JNPSD based on the residency of the students. All students included in the prior year ALE FTES for quarters 1 through 4 who, as of the end of the 2015-2016 school year, reside within the boundaries of JNPSD shall be considered ALE FTEs of JNPSD and JNPSD shall receive the state ALE funding for those students at the statutory rate of \$4,560 per ALE FTE. PCSSD shall receive the ALE funding for the remainder of the prior year ALE FTEs for quarters 1 through 4.

**II. AGREEMENT REGARDING 2014-2015 STUDENT COUNTS USED BY ARKANSAS DEPARTMENT OF EDUCATION TO CALCULATE 2016-2017 DECLINING ENROLLMENT FUNDING**

A. The Pulaski County Special School District (PCSSD) and the Jacksonville North Pulaski School District (JNPSD) agree to allocate the 2014-2015 average daily membership (ADM) (quarters 1-3) needed to calculate “Declining Enrollment Funding” described in Ark. Code Annotated §6-20-2305 (a) (3) in the same manner as agreed to by both districts, and approved by the State Board of Education, for 2015-2016 student counts. That agreement for 2015-2016 student counts is described in section 9[H] of the **Agreement Between PCSSD and JNPSD Concerning the Detachment of JNPSD From PCSSD** that was signed by both parties and the Commissioner of Education July 29, 2015, and states:

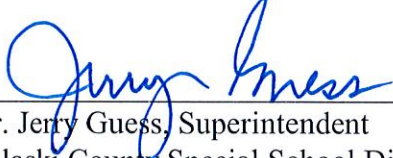
“Representatives of PCSSD and JNPSD shall allocate the actual student counts used for



funding purposes and all of those will be actual counts from 2015-2016. Allocation will be determined based on the residence of the student. ADE will be provided the allocated numbers, which will total what they have for the PCSSD 2015-2016 counts, and they will remit payments to each district based on those allocations.”

If the information currently residing in the PCSSD student data base does not contain sufficient and accurate information necessary to allocate the 2014-2015 ADM using the methodology agreed to for 2015-2016 student counts, the total 2014-2015 ADM (quarters 1-3) for PCSSD will be allocated using the same percentages used to allocate the 2015-2016 student counts.

THEREFORE, BE IT AGREED.

  
\_\_\_\_\_  
Dr. Jerry Guess, Superintendent  
Pulaski County Special School District

4/22/16  
Date

  
\_\_\_\_\_  
Tony Wood, Superintendent  
Jacksonville North Pulaski School District

4/22/16  
Date

# Notification of Charter Authorizing Panel Decision



# ARKANSAS DEPARTMENT OF EDUCATION

April 22, 2016

Johnny Key  
Commissioner

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. Belinda Shook, Superintendent  
Beebe Public Schools  
1201 West Center Street  
Beebe, AR 72012

**RE: Notice of Charter Authorizing Panel Decision  
Badger Academy, Beebe Public Schools, Amendment Request**

Dear Dr. Shook:

On April 20, 2016, the Charter Authorizing Panel met and made the decision to approve the amendment request for Badger 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 **noon on Wednesday, April 27, 2016**, in order for the request to be included in the State Board of Education agenda materials for the meeting on May 12, 2016. Email the request to [ade.charterschools@arkansas.gov](mailto: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 May 12, 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.

Please contact me by phone at (501) 682-5665 or by email at [alexandra.boyd@arkansas.gov](mailto:alexandra.boyd@arkansas.gov) with any questions.

Sincerely,

Alexandra Boyd, Director  
Public Charter Schools

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
[ArkansasEd.gov](http://ArkansasEd.gov)

# Badger Academy Summary

# BADGER ACADEMY

## CURRENT DATA

Maximum Enrollment	170
Approved Grade Levels	7-12
Grades Served 2015-2016	7-12

### 2015-2016 Enrollment by Race

Two or More Races	0
Asian	0
Black	2
Hispanic	0
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	24
<b>Total</b>	<b>26</b>

### 2015-2016 Enrollment by Grade

7th Grade	5
8th Grade	3
9th Grade	12
10th Grade	3
11th Grade	0
12th Grade	3

### 2015-2016 Student Status Counts

Migrant	0
LEP	0
Gifted & Talented	0
Special Education	3
Title I	1
Source: School Cycle 4 Report	

### 2014-2015 Attendance Rate

	Q1	Q2	Q3	Q4
ADA	20.47	23.83	21.95	31.54
ADM	28.67	29.63	24.6	31.86
%	71.40%	80.43%	89.23%	99.00%

## BACKGROUND

Authorized March 12, 2007  
Contract Expiration June 30, 2017

### Renewal Request

May 14, 2012

Charter renewed for five years  
Amendment approved to increase enrollment from 70 to 170  
Amendment approved to waive the following:  
6-16-102  
Standards for Accreditation:  
9.03.4  
9.03.4.9  
10.01.4  
10.02.5

14.03  
24.05  
24.06  
24.17

**Board Appearance**

Appeal of academic distress designation

March 10, 2016



# ARKANSAS DEPARTMENT OF EDUCATION

Johnny Key  
Commissioner

March 20, 2016

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. Belinda P. Shook  
Beebe Public Schools  
1201 West Center Street  
Beebe, Arkansas 72012

## Re: Charter Authorizing Panel-Amendment Request

Dear Dr. Shook:

I received your letter dated March 14, 2016, requesting a waiver of Section 4.02.3 of the ADE Rules Governing Public Charter Schools which sets the amendment hearing dates to the February and October authorizer meetings and Section 4.02.5 which requires amendment requests to be submitted thirty-five (35) days before the Charter Authorizing Panel meeting where the amendment request will be heard.

As you stated in your letter, your amendment request is to move the location of the Badger Academy to the high school building. This move will make it more convenient for students taking classes in the main building, eliminating transition time during lunch, and make other services more readily available. You are requesting a waiver of the rules in order for the Charter Authorizing Panel to hear this amendment request at its April meeting.

Pursuant to Section 4.02.7 of the ADE Rules Governing Public Charter Schools, I will grant a waiver of the amendment hearing dates and the 35-day requirement in order to allow this amendment request to appear on the April agenda of the Charter Authorizing Panel.

Sincerely,

Johnny Key  
Commissioner

cc: Dr. Scott Embrey - Beebe School District Assistant Superintendent  
Keith Madden – Badger Academy Principal

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

# Amendment Request





Brenda McKown, President

Clay Goff, Vice President

Harold Davis, Secretary

**Beebe Public Schools**  
1201 West Center Street  
Beebe, Arkansas 72012  
Phone 501-882-5463  
Fax 501-882-5465

Janet Hines, Member

Robert Jenkins, Member

Dr. Belinda Shook, Superintendent

Ms. Alexandria Boyd, Director  
Charter and Home Schools Office  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201

April 6, 2016

Dear Ms. Boyd:

The Beebe School District has requested a hearing, in hopes of gaining approval to move the location of Badger Academy, the Beebe School District's Conversion Charter/ ALE, from one end of the campus, to the center of the campus. The District would like to submit this letter, outlining reasons for the amendment, and ask that it be included in the Panel's agenda packet.

1. Badger Academy is currently located on the east end of the campus. Since our goal is to transition ALE students back to the mainstream, these students already participate in activities on the main campus, requiring transportation to the main buildings several times a day. Relocating the ALE to the main campus would decrease time spent in transition and increase instructional time.
2. Much of the instruction at ALE is online, with teachers facilitating. Because the internet is transmitted through a wireless system, there have been occasions when the school has experienced some issues with internet reception.
3. Establishing the ALE on the main campus will be an advantage for the ALE students and also the students on the high school campus because all students will have access to increased services and resources (electives, extracurricular, personnel.) The school district is making a concerted effort to identify at-risk students at the ninth-grade level.
4. Integrating the ALE into the mainstream will eliminate students feeling secluded.
5. More personnel will be available to provide services (administrators, counselors, teachers, clerical, etc.)

The Beebe School District is in the process of reorganizing various programs and buildings. Every decision for change has been made to improve opportunities and achievement for students. Thank you for your consideration to this request.

Sincerely,

Dr. Belinda P. Shook  
Superintendent



Brenda McKown, President

Clay Goff, Vice President

Harold Davis, Secretary

**Beebe Public Schools**  
1201 West Center Street  
Beebe, Arkansas 72012  
Phone 501-882-5463  
Fax 501-882-5465

Janet Hines, Member

Robert Jenkins, Member

Dr. Belinda Shook, Superintendent

Ms. Alexandra Boyd, Director  
Charter and Home Schools Office  
Four Capitol Mall, Mail Slot #3  
Little Rock, Arkansas 72201

March 28, 2016

Dear Ms. Boyd,

I am enclosing the following information to request an amendment for Badger Academy Conversion Charter ALE:

1. A copy of this year's budget – The total budget may increase minimally due to normal inflation, but not a substantial amount.
2. Year-to- Date Enrollment by Race and Gender
3. Year- to-Date Percent Free and Reduced Lunch
4. A map showing the current location in relation to the high school, where we are requesting to move Badger Academy.
5. We were informed that since we own both buildings, a Facilities Utilization Agreement would not be necessary.
6. A Desegregation Analysis.
7. The letter to Commissioner Key explaining the request.

Thank you for your help. Please let me know if we need to submit anything else.

Sincerely,

Dr. Belinda P. Shook  
Superintendent  
Beebe School District



ARKANSAS  
DEPARTMENT  
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

**Charter Name:** Badger Academy Conversion Charter

**LEA Number:** 7301-703      **Phone Number:** 501-882-5463      **Submission Date:** 03/28/2016

**Charter Leader:** Dr. Belinda P. Shook or Mr. Keith Madden

**Email Address:** belinda.shook@badger.k12.ar.us

**Type of Amendment Requested:** \_\_\_\_\_

☒ **Relocate existing campus**

**Current campus address**      401 W. Center  
   Beebe, AR 72012

**Proposed campus address**      1201 W. Center  
   Beebe, AR 72012

**School district in which the campus will be located**      Beebe (Same District)

☒ **Other**

We are requesting to move the location to the main campus to make services more accessible.

## FACILITIES UTILIZATION AGREEMENT

*To be completed and submitted with an amendment request  
to add a new campus or relocate an existing campus*

Lessor(Owner): \_\_\_\_\_ N/A \_\_\_\_\_

Lessee(Tenant): \_\_\_\_\_

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Address of Premises:

Square Footage: \_\_\_\_\_

Terms of Lease: \_\_\_\_\_

Rental Amount: \_\_\_\_\_

Contingency: The terms of this agreement are contingent upon

\_\_\_\_\_  
*Charter School*

receiving approval by the Authorizer to operate an open-enrollment public charter school at the premises identified.

### Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

We affirm that the facility is, or will be prior to charter occupancy, compliant with ADA/IDEA accessibility regulations, and will remain so while the charter occupies the location.

Lessee: \_\_\_\_\_

By: \_\_\_\_\_ Date \_\_\_\_\_  
*Signature*

Lessor: \_\_\_\_\_

By: \_\_\_\_\_ Date \_\_\_\_\_  
*Signature*

SELECTION CRITERIA: orgn.orgn2='703'

ACCOUNTING PERIOD: 9/16

SORTED BY: FUND,BUDGET UNIT,ACCOUNT

TOTALLED ON: FUND,BUDGET UNIT

PAGE BREAKS ON: FUND

FUND - 1275 - ALE

	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE
1275-1950-703-438-00 61110 ALE CERT SALARY	164,989.91	14,226.22	.00	115,657.85	49,332.06
1275-1950-703-438-00 61510 ALE ADDTL COMP-CERT	.00	.00	.00	1,786.85	-1,786.85
TOTAL BUDGET UNIT - ALE	164,989.91	14,226.22	.00	117,444.70	47,545.21
1275-2120-703-438-00 61110 ALE CERT SALARY	50,790.13	4,144.84	.00	33,684.77	17,105.36
1275-2120-703-438-00 61510 ALE ADDTL COMP-CERT	.00	.00	.00	500.00	-500.00
1275-2120-703-438-00 61819 ALE CERT UNUSED SICK SEP	.00	.00	.00	.00	.00
TOTAL BUDGET UNIT - ALE	50,790.13	4,144.84	.00	34,184.77	16,605.36
1275-2410-703-438-00 61110 ALE PRINCIPAL CERT SALARY	73,233.44	6,003.83	.00	48,624.39	24,609.05
1275-2410-703-438-00 61510 ALE PRINCIPAL ADDTL COMP-	.00	.00	.00	500.00	-500.00
TOTAL BUDGET UNIT - ALE PRINCIPAL	73,233.44	6,003.83	.00	49,124.39	24,109.05
TOTAL FUND - ALE	289,013.48	24,374.89	.00	200,753.86	88,259.62



# **BEEBE SCHOOL DISTRICT** **BADGER ACADEMY** **ENROLLMENT REPORT**

**Enrollment Date: Mar 22, 2016**

Enrollment Count		07	08	09	10	11	12	Race Totals
Black	Females	1						1
	Males				3			3
	<b>Gender Totals</b>	<b>1</b>			<b>3</b>			<b>4</b>
Two or More	Females		1					1
	<b>Gender Totals</b>		<b>1</b>					<b>1</b>
White	Females	1	3	4		1	3	12
	Males	1	3	6	2		1	13
	<b>Gender Totals</b>	<b>2</b>	<b>6</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>25</b>
<b>Grade Totals</b>		<b>3</b>	<b>7</b>	<b>10</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>30</b>



Imagery ©2016 Google, Map data ©2016 Google 200 ft



via W Center St, S Holly St and W California St

12 min

0.6 mile



via W Center St and Opportunity Rd

13 min

0.7 mile



via W Indiana St

15 min

0.8 mile

## Desegregation Analysis

On October 1, 2015, the enrollment for the Beebe Public School District was 3,281 students. The total minority student population of (6.87%) consists of (4.60%) African American; (0.70%) Asian, (0.70%) American Indian, (0.10%) Pacific Islander and (1.90%) Two or More Races.

Presently, there are four African American students, one Two or More Races and twenty-five White students enrolled in the Badger Academy Alternative Learning Environment. Out of the thirty students, one (3.33%) is identified as G/T, four (13.33%) as special education, and one (3.3%) homeless. In addition, out of the thirty total, twenty (66.66%) are on free and reduced lunches. District-wide, our total for free and reduced lunches is 53%. All students who attend Badger Academy possess at least two factors for being at risk for failure.

The Beebe School District and the Badger Academy Conversion Charter School adheres to guidelines established for student School Choice transfers according to statutory obligations to create and maintain a unitary system of desegregated public schools. For the 20015-16 school year, Beebe Schools received a total of 46 student transfer requests to attend or leave the district, with 40 white, 5 listed as 2 or more races and one Asian American.

The Badger Academy Conversion Charter School should have little effect on the racial composition of the Beebe School District, or other surrounding districts, in regard to a unitary system of desegregated schools.



# 2015 ESEA Report

# 2015 ESEA SCHOOL REPORT

**District:** BEEBE SCHOOL DISTRICT  
**School:** BADGER ACADEMY  
**Grade:** 7 - 12  
**Enrollment:** 25

**Superintendent:** BELINDA SHOOK **LEA:** 7302703  
**Principal:** KEITH MADDEN **Address:** 1201 W CENTER ST  
**Attendance:** 77.94 **Address:** BEEBE, AR 72012  
**Poverty Rate:** 60.00 **Phone:** (501) 882-5463

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

## PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	25	26	96.15	23	23	100.00
Targeted Achievement Gap Group	20	21	95.24	18	18	100.00
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	21	22	95.45	21	21	100.00
Economically Disadvantaged	19	20	95.00	17	17	100.00
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 -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	0	14	0.00	21.47
Targeted Achievement Gap Group	0	10	0.00	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	0	14	0.00	26.68
Economically Disadvantaged	n < 10	n < 10	n < 10	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	n < 10	n < 10	n < 10	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	1	14	7.14	12.09
Targeted Achievement Gap Group	0	10	0.00	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	1	14	7.14	16.34
Economically Disadvantaged	n < 10	n < 10	n < 10	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

## 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	n < 10	n < 10	n < 10	66.67	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	66.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	10	21	47.62	66.67	94.00
Targeted Achievement Gap Group	5	11	45.45	66.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	33.33	
Economically Disadvantaged	n < 10	n < 10	n < 10	100.00	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	33.33	

## 2015 ESEA SCHOOL REPORT

**District:** BEEBE SCHOOL DISTRICT  
**School:** BADGER ACADEMY  
**Grade:** 7 - 12  
**Enrollment:** 25

**Superintendent:** BELINDA SHOOK **LEA:** 7302703  
**Principal:** KEITH MADDEN **Address:** 1201 W CENTER ST  
**Attendance:** 77.94 **Address:** BEEBE, AR 72012  
**Poverty Rate:** 60.00 **Phone:** (501) 882-5463

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	2
Number of enrolled students with completed EOY only:	1

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

# Documentation of Charter Authorizing Panel Action

District Conversion Public Charter School Amendment Request, Badger Academy, Beebe Public Schools
--

### Motion

To approve the amendment request
----------------------------------

Barnes	Liwo	Saunders-M
Gotcher	Pfeffer-2	Smith
Lester	Rogers	

### Vote

Panel	For	Against	Abstain	Reason
Barnes				absent
Gotcher	X			This is a positive move for students and staff. I have no concerns.
Lester	X			This will improve the environment for the students.
Liwo	X			I have no concerns with the requested amendment regarding the location of Badger Academy.
Pfeffer	X			The amendment request will provide the district the opportunity to better serve ALE students and add additional supports for students and staff.
Rogers	X			I have no concerns with the request to relocate to the main campus.
Saunders	X			This would allow the district to function more efficiently and provide more opportunities for the students.
Smith	X			I have no concern regarding the request to relocate the charter to the main campus.
Coffman				chair

Submitted by: Alexandra Boyd  
Date: April 20, 2016

To: The Arkansas State Board of Education

From: The Office of Student Assessment

RE: Approval to Use PSAT as a College and Career Readiness Assessment

Act 730 of the 87th General Assembly, codified as Ark. Code Ann. § 6-15-441, created a college and career readiness planning program, including the requirement that all public school districts and charter schools administer college readiness assessments at grades 8 and 10. This program required each district to administer EXPLORE at grade 8 and select either PLAN or PSAT at grade 10.

In 2015, ACT 989 of the 90th General Assembly expanded the Arkansas College and Career Readiness Planning Program to allow public schools to use the ACT Aspire assessment as an alternative to EXPLORE at grade 8 and PLAN or PSAT at grade 10. In addition, Act 989 specifically allows the State Board of Education to designate the use of assessments other than EXPLORE, PLAN, PSAT, ACT, or the Aspire assessment system to determine college and career readiness.

Currently, each district in Arkansas is required to administer ACT Aspire at grade 10. The Arkansas Department of Education is requesting approval to continue providing districts the option to also administer PSAT/NMSQT at grade 10 using at-risk funding, as allowed by Ark. Code Ann. § 6-15-441(b)(2). PSAT/NMSQT is the only test that qualifies grade 10 students to enter the competition for scholarships from the National Merit Scholarship Corporation and is used as an identifier of students who have the potential to succeed in Advanced Placement (AP) courses. Districts that elect to administer PSAT/NMSQT under this approval must agree to administer the test at no cost to all students able to test in grade 10.

PSAT/NMSQT Participation in State Contract			
Year	Number	Each	Cost
2008-2009	2,331	\$11.05	\$25,757.55
2009-2010	5,114	\$11.05	\$56,509.70
2010-2011	7,399	\$11.05	\$81,758.95
2011-2012	8,899	\$11.05	\$98,333.95
2012-2013	10,893	\$11.90	\$129,626.70
2013-2014	9,043	\$11.90	\$107,611.70
2014-2015	8,937	\$11.90	\$106,350.30
2015-2016	10,300*	\$12.75	\$131,325.00*

\*contract estimate

# Advanced Topics and Modeling in Mathematics

## Content Standards

2016



Course Title: Advanced Topics and Modeling in Mathematics  
 Course/Unit Credit: 1  
 Course Number: 439050  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisite: Algebra I, Geometry, Algebra II

### Advanced Topics and Modeling in Mathematics

This course builds on Algebra I, Geometry, and Algebra II to explore mathematical topics and relationships beyond Algebra II. Emphasis will be placed on applying modeling as the process of choosing and using appropriate mathematics and statistics to analyze, to better understand, and to improve decisions in analyzing empirical situations. Collection and use of student-generated data should be an aspect of the course. Students will represent and process their reasoning and conclusions numerically, graphically, symbolically, and verbally. Students will be expected to use technology, including graphing calculators, computers, and data gathering equipment throughout the course. Advanced Topics and Modeling in Mathematics does not require Arkansas Department of Education approval.

Prerequisites: Algebra I, Geometry, Algebra II

Strand	Content Standard
Functions	
	1. Students will analyze and interpret functions using different representations in terms of an authentic contextual application.
	2. Students will construct and compare various types of functions and build models to represent and solve problems.
Vectors	
	3. Students will represent and model vector quantities and perform operations on vectors.
Matrix Operations	
	4. Students will perform operations on matrices and use matrices in applications.
Probability and Statistics	
	5. Students will interpret linear models, calculate expected values to solve problems, and use probability to evaluate outcomes of decisions.

Strand: Functions

Content Standard 1: Students will analyze and interpret functions using different representations in terms of an authentic contextual application.

F.1.ATMM.1	Interpret key features of graphs and tables in terms of two quantities for functions beyond the level of quadratic that model a relationship between the quantities
F.1.ATMM.2	Graph functions expressed symbolically and show key features of the graph using technology
F.1.ATMM.3	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions
F.1.ATMM.4	Graph polynomial functions, identifying <i>zeros</i> when suitable factorizations are available and showing end behavior
F.1.ATMM.5	Graph rational functions, identifying <i>zeros</i> and asymptotes when suitable factorizations are available and showing end behavior
F.1.ATMM.6	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude
F.1.ATMM.7	Interpret the parameters of functions beyond the level of linear and quadratic in terms of a context

Strand: Functions

Content Standard 2: Students will construct and compare various types of functions and build models to represent and solve problems.

F.2.ATMM.1	Model equations in two or more variables to represent relationships between quantities for functions beyond the level of linear and quadratic
F.2.ATMM.2	Represent constraints or inequalities using systems of equations and/or inequalities; interpret solutions as viable or non-viable options in a modeling context for functions beyond the level of linear and quadratic
F.2.ATMM.3	Compose functions (e.g., If $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time)
F.2.ATMM.4	Write <i>arithmetic</i> and <i>geometric sequences</i> both recursively and with an <i>explicit formula</i> ; use the sequences to model situations and translate between the two forms
F.2.ATMM.5	Understand that restricting a trigonometric function to a <i>domain</i> on which it is always increasing or always decreasing allows its inverse to be constructed
F.2.ATMM.6	Use inverse functions to solve trigonometric equations that arise in modeling context; evaluate the solutions using technology and interpret them in terms of the context

Strand: Vectors

Content Standard 3: Students will represent and model vector quantities and perform operations on vectors.

V.3.ATMM.1	Recognize <i>vector</i> quantities as having both <i>magnitude</i> and direction; represent <i>vector</i> quantities by directed line segments and use appropriate symbols for <i>vector</i> and their <i>magnitudes</i> (e.g., $\mathbf{v}$ , $ \mathbf{v} $ , $\ \mathbf{v}\ $ , $v$ )
V.3.ATMM.2	Find the <i>components of a vector</i> by subtracting the coordinates of an initial point from the coordinates of a terminal point
V.3.ATMM.3	Solve problems involving velocity and other quantities that can be represented by <i>vectors</i>
V.3.ATMM.4	Add <i>vectors</i> end-to-end, component-wise, and by the parallelogram rule; understand that the <i>magnitude</i> of a sum of two <i>vectors</i> is typically not the sum of <i>magnitudes</i>
V.3.ATMM.5	Determine the <i>magnitude</i> and direction of the sum of two given <i>vectors</i> in <i>magnitude</i> and direction form
V.3.ATMM.6	Understand <i>vector</i> subtraction; $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$ , where $-\mathbf{w}$ is the additive inverse of $\mathbf{w}$ , with the same <i>magnitude</i> as $\mathbf{w}$ pointing in the opposite direction; represent <i>vector</i> subtraction graphically by connecting the tips in the appropriate order and perform <i>vector</i> subtraction component-wise
V.3.ATMM.7	Represent scalar multiplication graphically by scaling <i>vectors</i> and possibly reversing their direction; perform scalar multiplication component-wise [e.g., as $c(v_x, v_y) = (c v_x, c v_y)$ ]
V.3.ATMM.8	Compute the <i>magnitude</i> of a scalar multiple $c\mathbf{v}$ using $\ c\mathbf{v}\  =  c v$ ; compute the direction of $c\mathbf{v}$ knowing that when the $ c v \neq 0$ , the direction $c\mathbf{v}$ is either along $\mathbf{v}$ (for $c > 0$ ) or against $\mathbf{v}$ ( $c < 0$ )

Strand: Matrix Operations

Content Standard 4: Students will perform operations on matrices and use matrices in applications.

MO.4.ATMM.1	Use matrices to represent and manipulate data (e.g., to represent payoffs or incidence relationships in a network)
MO.4.ATMM.2	Multiply matrices by scalars to produce new matrices (e.g., all the payoffs in a game are doubled)
MO.4.ATMM.3	Add, subtract, and multiply matrices of appropriate dimensions
MO.4.ATMM.4	Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties
MO.4.ATMM.5	Understand that <i>zero</i> and <i>identity matrices</i> play a role in matrix addition and multiplication similar to 0 and 1 in real numbers; the determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse
MO.4.ATMM.6	Represent a system of linear equations as a single matrix equation in a <i>vector</i> variable
MO.4.ATMM.7	Find the <i>inverse of a matrix</i> if it exists, and use it to solve systems of linear equations; utilize technology to find the <i>inverse of matrices</i> with dimensions of 3 x 3 or greater

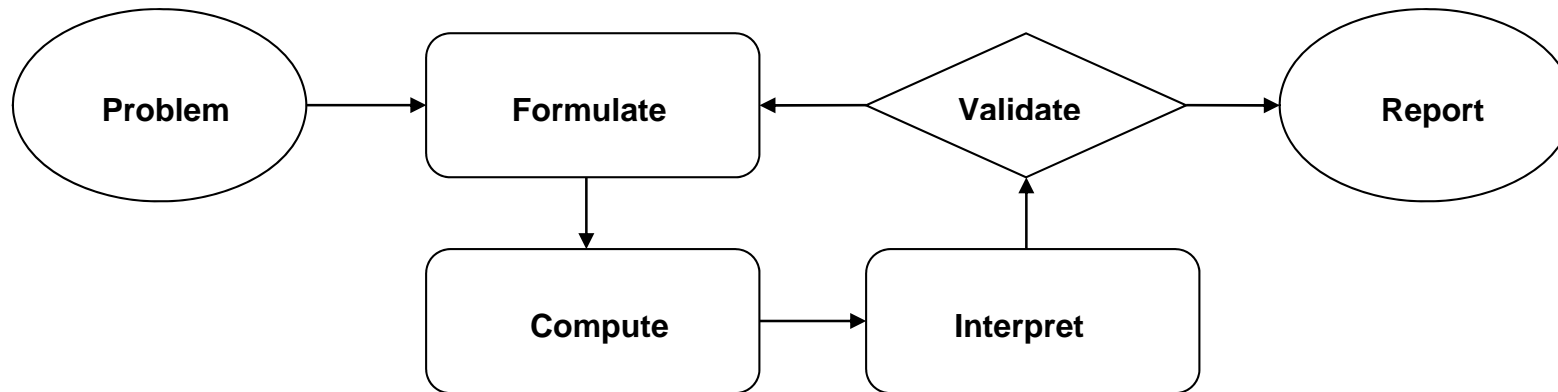
Strand: Probability and Statistics

Content Standard 5: Students will interpret linear models, calculate expected values to solve problems, and use probability to evaluate outcomes of decisions.

PS.5.ATMM.1	Define a <i>random variable</i> for a quantity of interest by assigning a numerical value to each event in a <i>sample space</i> ; graph the corresponding <i>probability distribution</i> using the same graphical displays as for data distributions
PS.5.ATMM.2	Calculate the <i>expected value</i> of a <i>random variable</i> ; interpret it as the <i>mean</i> of the <i>probability distribution</i>
PS.5.ATMM.3	Develop a <i>probability distribution</i> for a <i>random variable</i> defined for a <i>sample space</i> in which <i>theoretical probabilities</i> can be calculated; find the <i>expected value</i> (e.g., find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices; find the expected grade under various grading schemes)
PS.5.ATMM.4	Develop a <i>probability distribution</i> for a <i>random variable</i> defined for a <i>sample space</i> in which probabilities are assigned empirically; find the <i>expected value</i> (e.g., find a current data distribution on the number of TV sets per household in the United States and calculate the expected number of sets per household; how many TV sets would you expect to find in 100 randomly selected households?)
PS.5.ATMM.5	Find the expected payoff for a game of chance (e.g., find the expected winnings from a state lottery or a game at a fast-food restaurant)
PS.5.ATMM.6	Evaluate and compare strategies on the basis of <i>expected values</i> (e.g., compare a high-deductible versus a low-deductible automobile insurance policy using various but reasonable chances of having a minor or major accident)

## Mathematical Modeling Cycle

The basic modeling cycle is summarized in this diagram. It involves: (1) identifying variables in the situation and selecting those that represent essential features; (2) formulating a model by creating and selecting geometric, graphical, tabular, algebraic, or statistical representations that describe relationships between the variables; (3) analyzing and performing operations on these relationships to draw conclusions; (4) interpreting the results of the mathematics in terms of the original situation; (5) validating the conclusions by comparing them with the situation, and then either improving the model or, if it is acceptable; (6) reporting on the conclusions and the reasoning behind them. Choices, assumptions, and approximations are present throughout this cycle.



### Glossary for Advanced Topics and Modeling in Mathematics

Arithmetic Sequence	A sequence in which each term after the first is equal to the previous term added to a constant value Note: constant value in an arithmetic sequence is called the common difference
Components of a Vector	Each part of a two-dimensional vector which depicts the influence of that vector in a given direction; the combined influence of the two components is equivalent to the influence of the single two-dimensional vector; the single two-dimensional vector could be replaced by the two components
Domain	The set of values of the independent variable(s) for which a function or relation is defined
Expected Value	A quantity equal to the average result of an experiment after a large number of trials
Explicit Formula	An equation in which the dependent variable can be written explicitly in terms of the independent variable
Geometric Sequence	A sequence in which each term after the first is found by multiplying the previous term by a constant, called the common ratio, $r$
Identity Matrices	A square matrix which has a 1 for each element on the main diagonal and 0 for all other elements
Inverse of a Matrix (Inverse of Matrices)	For a square matrix $A$ , the inverse is written $A^{-1}$ ; when $A$ is multiplied by $A^{-1}$ , the result is the identity matrix; non-square matrices do not have inverses Note: not all square matrices have inverses; a square matrix which has an inverse is called invertible or nonsingular, and a square matrix without an inverse is called noninvertible or singular
Magnitude	The length of a vector
Mean	A measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list; (e.g., for the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the mean absolute deviation is 20)
Probability Distribution	The set of possible values of a random variable with a probability assigned to each
Random Variable	An assignment of a numerical value to each outcome in a sample space
Sample Space	A list of the individual outcomes that are to be considered
Theoretical Probability	Probability is a likelihood that an event will happen  $P(\text{event}) = \frac{\text{Number of favorable outcomes}}{\text{Total number of possible outcomes}}$
Vector	A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers
Zero Matrix	A matrix for which all elements are equal to 0
Zero	A value of $x$ which makes a function $f(x)$ equal 0; a zero may be real or complex



# **Algebra I**

## **Content Standards**

**2016**

Compiled using the Arkansas Mathematics Standards

Course Title: Algebra I  
Course/Unit Credit: 1  
Course Number: 430000  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12

**Course Description:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

This document was created to delineate the standards for this course in a format familiar to the educators of Arkansas. For the state-provided Algebra A/B, Algebra I, Geometry A/B, Geometry, and Algebra II documents, the language and structure of the Arkansas Mathematics Standards (AMS) have been maintained. The following information is helpful to correctly read and understand this document.

**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.” - <http://www.corestandards.org/>

Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

The standards in this document appear exactly as written in the Arkansas Mathematics Standards (AMS). Italicized portions of the standards offer clarification. The Plus Standards (+) from the Arkansas Mathematics Standards may be incorporated into the curriculum to adequately prepare students for more rigorous courses (e.g., Advanced Placement, International Baccalaureate, or concurrent credit courses).

# Algebra I

Domain	Cluster	Course Emphases
The Real Number System		
	1. Use properties of rational and irrational numbers	Additional
Quantities*		
	2. Reason quantitatively and use units to solve problems	Supporting
Seeing Structure in Expressions		
	3. Interpret the structure of expressions	Major
	4. Write expressions in equivalent forms to solve problems	Supporting
Arithmetic with Polynomials and Rational Expressions		
	5. Perform arithmetic operations on polynomials	Major
	6. Understand the relationship between zeros and factors of polynomials	Supporting
	7. Use polynomial identities to solve problems	
	8. Rewrite rational expressions	
Creating Equations*		
	9. Create equations that describe numbers or relationships	Major
Reasoning with Equations and Inequalities		
	10. Understand solving equations as a process of reasoning and explain the reasoning	Major
	11. Solve equations and inequalities in one variable	Major
	12. Solve systems of equations and inequalities graphically	Additional
	13. Solve systems of equations	Major
Interpreting Functions		
	14. Understand the concept of a function and use function notation	Major
	15. Interpret functions that arise in applications in terms of the context	Major
	16. Analyze functions using different representations	Supporting
Building Functions		
	17. Build a function that models a relationship between two quantities	Supporting
	18. Build new functions from existing functions	Additional
Linear, Quadratic, and Exponential Models*		
	19. Construct and compare linear, quadratic, and exponential models and solve problems	Supporting
	20. Interpret expressions for functions in terms of the situation they model	Supporting
Interpreting categorical and quantitative data		
	21. Summarize, represent, and interpret data on a single count or measurement variable	Additional
	22. Summarize, represent, and interpret data on two categorical and quantitative variables	Supporting
	23. Interpret linear models	Major

\* Asterisks identify potential opportunities to integrate content with the modeling practice

Domain: The Real Number System

Cluster(s): 1. Use properties of rational and irrational numbers

HSN.RN.B.3	1	<p>Explain why</p> <ul style="list-style-type: none"> <li>The sum/difference or product/quotient (where defined) of two rational numbers is rational;</li> <li>The sum/difference of a rational number and an irrational number is irrational;</li> <li>The product/quotient of a nonzero rational number and an irrational number is irrational; and</li> <li>The product/quotient of two nonzero rationals is a nonzero rational.</li> </ul>	Additional
HSN.RN.B.4	1	<ul style="list-style-type: none"> <li>Simplify radical expressions</li> <li>Perform operations (add, subtract, multiply, and divide) with radical expressions</li> <li>Rationalize denominators and/or numerators</li> </ul>	Additional

Domain: Quantities\*

Cluster(s): 2. Reason quantitatively and use units to solve problems

HSN.Q.A.1	2	<ul style="list-style-type: none"> <li>Use units as a way to understand problems and to guide the solution of multi-step problems.</li> <li>Choose and interpret units consistently in formulas.</li> <li>Choose and interpret the scale and the origin in graphs and data displays.</li> </ul>	Supporting
HSN.Q.A.2	2	<p>Define appropriate quantities for the purpose of descriptive modeling. (I.E., Use units appropriate to the problem being solved.)</p> <p>Limitation: This standard will be assessed in Algebra I by ensuring that some modeling tasks (involving Algebra I content or securely held content from grades 6-8) require the student to create a quantity of interest in the situation being described (i.e., a quantity of interest is not selected for the student by the task). For example, in a situation involving data, the student might autonomously decide that a measure of center is a key variable in a situation, and then choose to work with the mean.</p>	Supporting
HSN.Q.A.3	2	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Seeing Structure in Expressions

Cluster(s): 3. Interpret the structure of expressions

4. Write expressions in equivalent forms to solve problems

HSA.SSE.A.1	3	<p>Interpret expressions that represent a quantity in terms of its context.*</p> <ul style="list-style-type: none"> <li>Interpret parts of an expression using appropriate vocabulary, such as terms, factors, and coefficients.</li> <li>Interpret complicated expressions by viewing one or more of their parts as a single entity.</li> </ul> <p><i>For example: Interpret <math>P(1 \pm r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i></p>	Major
HSA.SSE.A.2	3	<p>Use the structure of an expression to identify ways to rewrite it.</p> <p><i>For example: See that <math>(x + 3)(x + 3)</math> is the same as <math>(x + 3)^2</math> OR <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i></p> <p>Limitation:</p> <p>i) Tasks are limited to numerical expressions and polynomial expressions in one variable.</p> <p>ii) Examples: Recognize <math>53^2 - 47^2</math> as a difference of squares and see an opportunity to rewrite it in the easier-to-evaluate form <math>(53 + 47)(53 - 47)</math>. See an opportunity to rewrite <math>a^2 + 9a + 14</math> as <math>(a + 7)(a + 2)</math>.</p>	Major
HSA.SSE.B.3	4	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <ul style="list-style-type: none"> <li>Factor a quadratic expression to reveal the zeros of the function it defines.</li> </ul> <p>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>Note: Students should be able to identify and use various forms of a quadratic expression to solve problems.</p> <ul style="list-style-type: none"> <li>Standard Form: <math>ax + bx + c</math></li> <li>Factored Form: <math>a(x - r_1)(x - r_2)</math></li> <li>Vertex Form: <math>a(x - h) + k</math></li> </ul> <p>Limitation:</p> <p>i) Tasks have a real-world context. As described in the standard, there is an interplay between the mathematical structure of the expression and the structure of the situation such that choosing and producing an equivalent form of the expression reveals something about the situation.</p> <p>ii) Tasks are limited to exponential expressions with integer exponents.</p>	Supporting

5

Algebra I  
Arkansas Mathematics Standards  
Arkansas Department of Education  
2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

Domain: Arithmetic with Polynomials and Rational Expressions

Cluster(s): 5. Perform arithmetic operations on polynomials

6. Understand the relationship between zeros and factors of polynomials

7. Use polynomial identities to solve problems

8. Rewrite rational expressions

HSA.APR.A.1	5	<ul style="list-style-type: none"> <li>Add, subtract, and multiply polynomials</li> <li>Understand that polynomials, like the integers, are <b>closed</b> under addition, subtraction, and multiplication</li> </ul> <p>Note: If <math>p</math> and <math>q</math> are polynomials <math>p + q</math>, <math>p - q</math>, and <math>pq</math> are also polynomials</p>	Major
HSA.APR.B.3	6	<ul style="list-style-type: none"> <li>Identify zeros of polynomials (linear, quadratic only) when suitable factorizations are available</li> <li>Use the zeros to construct a rough graph of the function defined by the polynomial.</li> </ul>	Supporting
HSA.APR.C.4	7	<p>Prove polynomial identities and use them to describe numerical relationships.</p> <p><i>Note: Examples of Polynomial Identities may include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li><math>(a + b)^2 = a^2 + 2ab + b^2</math> (Algebra 1)</li> <li><math>a^2 - b^2 = (a - b)(a + b)</math> (Algebra 1)</li> </ul>	Additional
HSA.APR.D.7	8	<ul style="list-style-type: none"> <li>Add, subtract, multiply, and divide by nonzero rational expressions</li> <li>Understand that rational expressions, like the integers, are closed under addition, subtraction, and multiplication</li> </ul>	Additional

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Creating Equations\*

Cluster(s): 9. Create equations that describe numbers or relationships

HSA.CED.A.1	9	<p>Create equations and inequalities in one variable and use them to solve problems.</p> <p><i>Note: Including but not limited to equations arising from:</i></p> <ul style="list-style-type: none"> <li>• <i>Linear functions</i></li> <li>• <i>Quadratic functions</i></li> <li>• <i>Exponential functions</i></li> <li>• <i>Absolute value functions</i></li> </ul>	Major
HSA.CED.A.2	9	<ul style="list-style-type: none"> <li>• Create equations in two or more variables to represent relationships between quantities</li> <li>• Graph equations, in two variables, on a coordinate plane.</li> </ul>	Major
HSA.CED.A.3	9	<ul style="list-style-type: none"> <li>• Represent and interpret constraints by equations or inequalities, and by systems of equations and/or inequalities.</li> <li>• Interpret solutions as viable or nonviable options in a modeling and/or real-world context.</li> </ul>	Major
HSA.CED.A.4	9	Rearrange literal equations using the properties of equality.	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Reasoning with Equations and Inequalities

- Cluster(s): 10. Understand solving equations as a process of reasoning and explain the reasoning  
 11. Solve equations and inequalities in one variable  
 12. Solve systems of equations and inequalities graphically  
 13. Solve systems of equations

HSA.REI.A.1	10	Assuming that equations have a solution, construct a solution and justify the reasoning used.  Note: Students are not required to use only one procedure to solve problems nor are they required to show each step of the process. Students should be able to justify their solution in their own words. (Limited to quadratics)	Major
HSA.REI.A.2	10	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.  <i>For example: The area of a square equals 49 square inches. The length of the side is 7 inches. Although -7 is a solution to the equation, <math>x^2 = 49</math>, -7 is an extraneous solution.</i>	Additional
HSA.REI.B.3	11	Solve linear equations, inequalities and absolute value equations in one variable, including equations with coefficients represented by letters.	Major
HSA.REI.B.4	11	<p>Solve quadratic equations in one variable.</p> <ul style="list-style-type: none"> <li>Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions.</li> </ul> <p>Note: This would be a good opportunity to demonstrate/explore how the quadratic formula is derived. This standard also connects to the transformations of functions and identifying key features of a graph (F-BF3). Introduce this with a leading coefficient of 1 in Algebra I. Finish mastery in Algebra II.</p> <ul style="list-style-type: none"> <li>Solve quadratic equations (as appropriate to the initial form of the equation) by:               <ul style="list-style-type: none"> <li>Inspection of a graph</li> <li>Taking square roots</li> <li>Completing the square</li> <li>Using the quadratic formula</li> <li>Factoring</li> </ul> </li> </ul> <p>Recognize complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>. (Algebra 2 only)</p> <p>Limitation:            i) Tasks do not require students to write solutions for quadratic equations that have roots with nonzero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic equation has no real solutions.</p>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------



		Note, solving a quadratic equation by factoring relies on the connection between zeros and factors of polynomials (cluster A-APR.B). Cluster A-APR.B is formally assessed in Algebra II.	
HSA.REI.C.5	12	<ul style="list-style-type: none"> <li>Solve systems of equations in two variables using substitution and elimination.</li> <li>Understand that the solution to a system of equations will be the same when using substitution and elimination.</li> </ul>	Additional
HSA.REI.C.6	12	<p>Solve systems of equations algebraically and graphically.</p> <p>Limitation:</p> <p>i) Tasks have a real-world context.</p> <p>ii) Tasks have hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).</p>	Additional
HSA.REI.C.7	12	<p>Solve systems of equations consisting of linear equations and nonlinear equations in two variables algebraically and graphically.</p> <p><i>For example: Find the points of intersection between <math>y = -3x</math> and <math>y = x^2 + 2</math>.</i></p>	
HSA.REI.D.10	13	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.	Major
HSA.REI.D.11	13	<p>Explain why the x-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>;</p> <p>Find the solutions approximately by</p> <ul style="list-style-type: none"> <li>Using technology to graph the functions</li> <li>Making tables of values</li> <li>Finding successive approximations</li> </ul> <p>Include cases (but not limited to) where <math>f(x)</math> and/or <math>g(x)</math> are</p> <ul style="list-style-type: none"> <li>Linear</li> <li>Polynomial</li> <li>Absolute value</li> <li>Exponential (Introduction in Algebra 1, Mastery in Algebra 2)</li> </ul> <p>Teacher notes: Modeling should be applied throughout this standard.</p>	Major
HSA.REI.D.12	13	Solve linear inequalities and systems of linear inequalities in two variables by graphing.	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Interpreting Functions

- Cluster(s): 14. Understand the concept of a function and use function notation  
 15. Interpret functions that arise in applications in terms of the context  
 16. Analyze functions using different representations

HSF.IF.A.1	14	<ul style="list-style-type: none"> <li>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.</li> <li>Understand that if <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>.</li> <li>Understand that the graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</li> </ul>	Major
HSF.IF.A.2	14	<p>In terms of a real-world context:</p> <ul style="list-style-type: none"> <li>Use function notation,</li> <li>Evaluate functions for inputs in their domains, and</li> <li>Interpret statements that use function notation.</li> </ul>	Major
HSF.IF.A.3	14	<p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.</p> <p><i>For example: The Fibonacci sequence is defined recursively by <math>f(0) = f(1) = 1</math>, <math>f(n + 1) = f(n) + (n - 1)</math> for <math>n \geq 1</math>.</i></p>	Major
HSF.IF.B.4	15	<p>For a function that models a relationship between two quantities:</p> <ul style="list-style-type: none"> <li>Interpret key features of graphs and tables in terms of the quantities, and</li> <li>Sketch graphs showing key features given a verbal description of the relationship.</li> </ul> <p>Note: Key features may include but not limited to: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</p> <p>Limitation:            i) Tasks have a real-world context.            ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.            Compare note (ii) with standard F-IF.7.            The function types listed here are the same as those listed in the Algebra I column for standards F-IF.6 and F-IF.9.</p>	Major
HSF.IF.B.5	15	<ul style="list-style-type: none"> <li>Relate the domain of a function to its graph.</li> <li>Relate the domain of a function to the quantitative relationship it describes.</li> </ul> <p><i>For example: If the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

HSF.IF.B.6	15	<ul style="list-style-type: none"> <li>Calculate and interpret the average rate of change of a function (presented algebraically or as a table) over a specified interval. *</li> <li>Estimate the rate of change from a graph.*</li> </ul> <p>Limitation: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.9.</p>	Major
HSF.IF.C.7	16	<p>Graph functions expressed algebraically and show key features of the graph, with and without technology.</p> <ul style="list-style-type: none"> <li>Graph linear and quadratic functions and, when applicable, show intercepts, maxima, and minima.</li> <li>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>Graph exponential functions, showing intercepts and end behavior.</li> </ul>	Supporting
HSF.IF.C.8	16	<p>Write expressions for functions in different but equivalent forms to reveal key features of the function.</p> <ul style="list-style-type: none"> <li>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values (vertex), and symmetry of the graph, and interpret these in terms of a context. Note: Connection to A.SSE.B.3b</li> </ul>	Supporting
HSF.IF.C.9	16	<p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>Limitation: i) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.6.</p>	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Building Functions

- Cluster(s): 17. Build a function that models a relationship between two quantities  
18. Build new functions from existing functions

HSF.BF.A.1	17	<p>Write a function that describes a relationship between two quantities. *</p> <ul style="list-style-type: none"> <li>From a context, determine an explicit expression, a recursive process, or steps for calculation.</li> </ul> <p>Limitation: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.</p>	Supporting
HSF.BF.B.3	18	<ul style="list-style-type: none"> <li>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (<math>k</math>, a constant both positive and negative);</li> <li>Find the value of <math>k</math> given the graphs of the transformed functions.</li> <li>Experiment with multiple transformations and illustrate an explanation of the effects on the graph with or without technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></li> </ul> <p>Limitation: i) Identifying the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative) is limited to linear and quadratic functions. ii) Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. iii) Tasks do not involve recognizing even and odd functions. The function types listed in note (ii) are the same as those listed in the Algebra I column for standards F-IF.4, F-IF.6, and F-IF.9.</p>	Additional

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Linear, Quadratic, and Exponential Models\*

Cluster(s): 19. Construct and compare linear, quadratic, and exponential models and solve problems

20. Interpret expressions for functions in terms of the situation they model

HSF.LE.A.1	19	<p>Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <ul style="list-style-type: none"> <li>• Show that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</li> <li>• Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</li> <li>• Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</li> </ul>	Supporting
HSF.LE.A.2	19	<p>Construct linear and exponential equations, including arithmetic and geometric sequences,</p> <ul style="list-style-type: none"> <li>• given a graph,</li> <li>• a description of a relationship, or</li> <li>• two input-output pairs (include reading these from a table).</li> </ul> <p>Limitation: i) Tasks are limited to constructing linear and exponential functions in simple context (not multi-step).</p>	Supporting
HSF.LE.A.3	19	<p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or any polynomial function.</p> <p>Note: The study of polynomial functions, in general, is reserved for Algebra 2. This standard leads to discussions of relative rates of growth in further coursework.</p>	Supporting
HSF.LE.B.5	20	<p>In terms of a context, interpret the parameters (rates of growth or decay, domain and range restrictions where applicable, etc.) in a function.</p> <p>Limitation: i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.</p>	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Interpreting categorical and quantitative data

- Cluster(s): 21. Summarize, represent, and interpret data on a single count or measurement variable  
 22. Summarize, represent, and interpret data on two categorical and quantitative variables  
 23. Interpret linear models

HSS.ID.A.1	21	Represent data with plots on the real number line (dot plots, histograms, and box plots).	Additional
HSS.ID.A.2	21	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Additional
HSS.ID.A.3	21	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).  <i>For example: Be able to explain the effects of extremes or outliers on the measures of center and spread.</i>	Additional
HSS.ID.B.5	22	<ul style="list-style-type: none"> <li>Summarize categorical data for two categories in two-way frequency tables.</li> <li>Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies).</li> <li>Recognize possible associations and trends in the data.</li> </ul>	Supporting
HSS.ID.B.6	22	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ul style="list-style-type: none"> <li>Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</li> </ul> <p>Note: Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. The focus of Algebra I should be on linear and exponential models while the focus of Algebra II is more on quadratic and exponential models.</p>	Supporting
HSS.ID.C.7	23	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Major
HSS.ID.C.8	23	Compute (using technology) and interpret the correlation coefficient of a linear fit.	Major
HSS.ID.C.9	2	Distinguish between correlation and causation.	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------



# **Algebra II**

## **Content Standards**

### **2016**

Compiled using the Arkansas Mathematics Standards



Course Title: Algebra II  
Course/Unit Credit: 1  
Course Number: 432000  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12  
Prerequisite: Algebra I or Algebra A/B

**Course Description:** “Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

This document was created to delineate the standards for this course in a format familiar to the educators of Arkansas. For the state-provided Algebra A/B, Algebra I, Geometry A/B, Geometry, and Algebra II documents, the language and structure of the Arkansas Mathematics Standards (AMS) have been maintained. The following information is helpful to correctly read and understand this document.

“**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.” - <http://www.corestandards.org/>

Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

The standards in this document appear exactly as written in the ASM. Italicized portions of the standards offer clarification. The Plus Standards (+) from the Arkansas Mathematics Standards may be incorporated into the curriculum to adequately prepare students for more rigorous courses (e.g., Advanced Placement, International Baccalaureate, or concurrent credit courses).

## Algebra II

Domain	Cluster	Course Emphases
The Real Number System		
	1. Extend the properties of exponents to rational exponents	Major
	2. Use properties of rational and irrational numbers	
Quantities		
	3. Reason quantitatively and use units to solve problems	Supporting
The Complex Number System		
	4. Perform arithmetic operations with complex numbers	Additional
	5. Use complex numbers in polynomial identities and equations	Additional
Vector and Matrix Quantities		
	6. Perform operations on matrices and use matrices in applications	
Seeing Structure in Expressions		
	7. Interpret the structure of expressions	Major
	8. Write expressions in equivalent forms to solve problems	Major
Arithmetic with Polynomials and Rational Expressions		
	9. Perform arithmetic operations on polynomials	
	10. Understand the relationship between zeros and factors of polynomials	Major
	11. Use polynomial identities to solve problems	Additional
	12. Rewrite rational expressions	Supporting
Creating Equations		
	13. Create equations that describe numbers or relationships	Supporting
Reasoning with Equations and Inequalities		
	14. Understand solving equations as a process of reasoning and explain the reasoning	Major
	15. Solve equations and inequalities in one variable	Supporting
	16. Solve systems of equations and inequalities graphically.	Additional
	17. Solve systems of equations	Major
Interpreting Functions		
	18. Understand the concept of a function and use function notation	Supporting
	19. Interpret functions that arise in applications in terms of the context	Major
	20. Analyze functions using different representations	Supporting
Building Functions		
	21. Build a function that models a relationship between two quantities	Major
	22. Build new functions from existing functions	Additional
Linear, Quadratic, and Exponential Models		
	23. Construct and compare linear, quadratic, and exponential models and solve problems	Supporting

## Algebra II

Domain	Cluster	Course Emphases
Interpreting Categorical and Quantitative Data		
	24. Summarize, represent, and interpret data on a single count or measurement variable	Additional
	25. Summarize, represent, and interpret data on two categorical and quantitative variables	Supporting
Making Inferences and Justifying Conclusions		
	26. Understand and evaluate random processes underlying statistical experiments	Supporting
	27. Make inferences and justify conclusions from sample surveys, experiments and observational studies	Major

Domain: The Real Number System

- Cluster(s): 1. Extend the properties of exponents to rational exponents  
2. Use properties of rational and irrational numbers

HSN.RN.A.1	1	Explain how extending the properties of integer exponents to rational exponents provides an alternative notation for radicals. For example: We define $5^{4/3}$ to be the cube root of $5^4$ because we want $(5^{4/3})^{3/4} = 5$ to hold.	Major
HSN.RN.A.2	1	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Major
HSN.RN.B.4	2	<ul style="list-style-type: none"> <li>Simplify radical expressions</li> <li>Perform operations (add, subtract, multiply, and divide) with radical expressions</li> <li>Rationalize denominators and/or numerators</li> </ul>	Supporting

Domain: Quantities

- Cluster(s): 3. Reason quantitatively and use units to solve problems

HSN.Q.A.2	3	Define appropriate quantities for the purpose of descriptive modeling. (I.E., Use units appropriate to the problem being solved.)	Supporting
-----------	---	---	------------

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: The Complex Number System

- Cluster(s): 4. Perform arithmetic operations with complex numbers  
5. Use complex numbers in polynomial identities and equations

HSN.CN.A.1	4	Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.	Additional
HSN.CN.A.2	4	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Additional
HSN.CN.A.3	4	<ul style="list-style-type: none"> <li>Find the conjugate of a complex number.</li> <li>Use conjugates to find quotients of complex numbers.</li> </ul>	Supporting
HSN.CN.C.7	5	Solve quadratic equations with real coefficients that have real or complex solutions.	Additional
HSN.CN.C.8	5	(+) Extend polynomial identities to the complex numbers. <i>For example: Rewrite <math>x^2 + 4</math> as <math>(x + 2i)(x - 2i)</math>.</i>	Additional
HSN.CN.C.9	5	<ul style="list-style-type: none"> <li>(+) Know the Fundamental Theorem of Algebra</li> <li>(+) Show that it is true for quadratic polynomials.</li> </ul>	Major

Domain: Vector and Matrix Quantities

- Cluster(s): 6. Perform operations on matrices and use matrices in applications

HSN.VM.C.6	6	(+) Use matrices to represent and manipulate data (e.g., to represent payoffs or incidence relationships in a network).	Additional
HSN.VM.C.7	6	(+) Multiply matrices by scalars to produce new matrices (e.g., as when all of the payoffs in a game are doubled).	Additional
HSN.VM.C.8	6	(+) Add, subtract, and multiply matrices of appropriate dimensions.	Additional
HSN.VM.C.9	6	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	Additional
HSN.VM.C.10	6	Understand that: <ul style="list-style-type: none"> <li>(+) The zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers.</li> <li>(+) The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.</li> </ul>	Additional
HSN.VM.C.12	6	(+) Work with $2 \times 2$ matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Additional

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Seeing Structure in Expressions

Cluster(s): 7. Interpret the structure of expressions

8. Write expressions in equivalent forms to solve problems

HSA.SSE.A.1	7	<p>Interpret expressions that represent a quantity in terms of its context.</p> <ul style="list-style-type: none"> <li>Interpret parts of an expression using appropriate vocabulary, such as terms, factors, and coefficients.</li> <li>Interpret complicated expressions by viewing one or more of their parts as a single entity.</li> </ul> <p><i>For example: Interpret <math>P(1 \pm r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i></p>	Major
HSA.SSE.A.2	7	<p>Use the structure of an expression to identify ways to rewrite it.</p> <p><i>For example: See that <math>(x + 3)(x + 3)</math> is the same as <math>(x + 3)^2</math> OR <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i></p>	Major
HSA.SSE.B.3	8	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <ul style="list-style-type: none"> <li>Factor a quadratic expression to reveal the zeros of the function it defines.</li> </ul> <p>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>Note: Students should be able to identify and use various forms of a quadratic expression to solve problems.</p> <ul style="list-style-type: none"> <li>Standard Form: <math>ax + bx + c</math></li> <li>Factored Form: <math>a(x - r_1)(x - r_2)</math></li> <li>Vertex Form: <math>a(x - h) + k</math></li> <li>Use the properties of exponents to transform expressions for exponential functions.</li> </ul> <p><i>For example: The expression <math>1.15^t</math> can be rewritten as <math>(1.15^{1/12})^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

Algebra II  
Arkansas Mathematics Standards  
Arkansas Department of Education  
2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Arithmetic with Polynomials and Rational Expressions

Cluster(s): 9. Perform arithmetic operations on polynomials

10. Understand the relationship between zeros and factors of polynomials

11. Use polynomial identities to solve problems

12. Rewrite rational expressions

HSA.APR.A.1	9	<ul style="list-style-type: none"> <li>Add, subtract, and multiply polynomials</li> <li>Understand that polynomials, like the integers, are <b>closed</b> under addition, subtraction, and multiplication</li> </ul> <p>Note: If <math>p</math> and <math>q</math> are polynomials <math>p + q</math>, <math>p - q</math>, and <math>pq</math> are also polynomials</p>	Major
HSA.APR.B.2	10	Know and apply the Factor and Remainder Theorems: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ .	Major
HSA.APR.B.3	10	<ul style="list-style-type: none"> <li>Identify zeros of polynomials when suitable factorizations are available</li> <li>Use the zeros to construct a rough graph of the function defined by the polynomial.</li> </ul> <p>Note: Algebra I is limited to the use of quadratics.</p>	Major
HSA.APR.C.4	11	<p>Prove polynomial identities and use them to describe numerical relationships.</p> <p><i>Note: Examples of Polynomial Identities may include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li><math>(a + b)^2 = a^2 + 2ab + b^2</math> (Algebra 1)</li> <li><math>a^2 - b^2 = (a - b)(a + b)</math> (Algebra 1)</li> </ul> <p><math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples (Algebra 2).</p>	Additional
HSA.APR.D.6	12	<p>Rewrite simple rational expressions in different forms; write <math>a(x)/b(x)</math> in the form <math>q(x) + r(x)/b(x)</math>, (where <math>a(x)</math> is the dividend, <math>b(x)</math> is the divisor, <math>q(x)</math> is the quotient, and <math>r(x)</math> is the remainder) are polynomials with the degree of <math>r(x)</math> less than the degree of <math>b(x)</math>, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p><i>For example:</i></p> $\frac{3x^3 - 5x^2 + 10x - 3}{3x + 1} = x^2 - 2x + 4 + \frac{-7}{3x + 1}$ <p>Note: Students should understand that this method of dividing polynomials can be used for any polynomial expression, but that synthetic division should only be used when the divisor is a first-degree polynomial. Students should also recognize that when using synthetic division with a first-degree polynomial divisor that has a leading</p>	Supporting

9

Algebra II  
Arkansas Mathematics Standards  
Arkansas Department of Education  
2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------



		coefficient other than one, (such as $3x + 1$ , where $x = -1/3$ is the “synthetic divisor” as in the example above), that the denominator of the “synthetic divisor” must be factored out of the quotient and multiplied by the divisor after the synthetic division has taken place.	
HSA.APR.D.7	12	<ul style="list-style-type: none"> <li>Add, subtract, multiply, and divide by nonzero rational expressions</li> <li>Understand that rational expressions, like the integers, are closed under addition, subtraction, and multiplication</li> </ul>	Supporting

Domain: Creating Equations

Cluster(s): 13. Create equations that describe numbers or relationships

HSA.CED.A.1	13	<p>Create equations and inequalities in one variable and use them to solve problems.</p> <p>Note: <i>Including but not limited to equations arising from:</i></p> <ul style="list-style-type: none"> <li><i>Linear functions</i></li> <li><i>Quadratic functions</i></li> <li><i>Simple rational functions</i></li> <li><i>Exponential functions</i></li> <li><i>Absolute value functions</i></li> </ul>	Supporting
-------------	----	--	------------

10

Algebra II  
Arkansas Mathematics Standards  
Arkansas Department of Education  
2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

HSA.CED.A.2	13	<ul style="list-style-type: none"> <li>• Create equations in two or more variables to represent relationships between quantities</li> <li>• Graph equations, in two variables, on a coordinate plane.</li> </ul>	Major
HSA.CED.A.3	13	<ul style="list-style-type: none"> <li>• Represent and interpret constraints by equations or inequalities, and by systems of equations and/or inequalities.</li> <li>• Interpret solutions as viable or nonviable options in a modeling and/or real-world context.</li> </ul>	Major
HSA.CED.A.4	13	Rearrange literal equations using the properties of equality	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Reasoning with Equations and Inequalities

- Cluster(s): 14. Understand solving equations as a process of reasoning and explain the reasoning  
 15. Solve equations and inequalities in one variable  
 16. Solve systems of equations and inequalities graphically.  
 17. Solve systems of equations

HSA.REI.A.1	14	Assuming that equations have a solution, construct a solution and justify the reasoning used.  Note: Students are not required to use only one procedure to solve problems nor are they required to show each step of the process. Students should be able to justify their solution in their own words.	Major
HSA.REI.A.2	14	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.  <i>For example: The area of a square equals 49 square inches. The length of the side is 7 inches. Although -7 is a solution to the equation, <math>x^2 = 49</math>, -7 is an extraneous solution.</i>	Major
HSA.REI.B.4	15	Solve quadratic equations in one variable.  <ul style="list-style-type: none"> <li>Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions.</li> </ul> <p>Note: This would be a good opportunity to demonstrate/explore how the quadratic formula is derived. This standard also connects to the transformations of functions and identifying key features of a graph (F-BF3). Introduce this with a leading coefficient of 1 in Algebra I. Finish mastery in Algebra II.</p> <ul style="list-style-type: none"> <li>Solve quadratic equations (as appropriate to the initial form of the equation) by:               <ul style="list-style-type: none"> <li>Inspection of a graph</li> <li>Taking square roots</li> <li>Completing the square                   <ul style="list-style-type: none"> <li>Using the quadratic formula</li> <li>Factoring</li> </ul> </li> </ul> </li> </ul> <p>Recognize complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>.</p>	Supporting
HSA.REI.C.5	16	<ul style="list-style-type: none"> <li>Solve systems of equations in two variables using substitution and elimination.</li> </ul>	

12

Algebra II  
 Arkansas Mathematics Standards  
 Arkansas Department of Education  
 2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

		<ul style="list-style-type: none"> <li>Understand that the solution to a system of equations will be the same when using substitution and elimination.</li> </ul>	
HSA.REI.C.6	16	Solve systems of equations algebraically and graphically.	Major
HSA.REI.C.7	16	<p>Solve systems of equations consisting of linear equations and nonlinear equations in two variables algebraically and graphically.</p> <p><i>For example: Find the points of intersection between <math>y = -3x</math> and <math>y = x^2 + 2</math>.</i></p>	Additional
HSA.REI.C.8	16	(+) Represent a system of linear equations as a single matrix equation in a vector variable.	Supporting
HSA.REI.C.9	16	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension $3 \times 3$ or greater).	Supporting
HSA.REI.D.11	17	<p>Explain why the x-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>;</p> <p>Find the solutions approximately by</p> <ul style="list-style-type: none"> <li>Using technology to graph the functions</li> <li>Making tables of values</li> <li>Finding successive approximations</li> </ul> <p>Include cases (but not limited to) where <math>f(x)</math> and/or <math>g(x)</math> are</p> <ul style="list-style-type: none"> <li>Linear</li> <li>Polynomial</li> <li>Rational</li> <li>Exponential (Introduction in Algebra 1, Mastery in Algebra 2)</li> <li>Logarithmic functions</li> </ul> <p>Teacher notes: Modeling should be applied throughout this standard.</p>	Major
HSA.REI.D.12	17	Solve linear inequalities and systems of linear inequalities in two variables by graphing.	Major

Domain: Interpreting Functions

Cluster(s): 18. Understand the concept of a function and use function notation

13

Algebra II  
Arkansas Mathematics Standards  
Arkansas Department of Education  
2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

19. Interpret functions that arise in applications in terms of the context  
 20. Analyze functions using different representations

HSF.IF.A.3	18	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.  <i>For example: The Fibonacci sequence is defined recursively by <math>f(0) = f(1) = 1</math>, <math>f(n + 1) = f(n) + (n - 1)</math> for <math>n \geq 1</math>.</i>	Supporting
HSF.IF.B.4	19	For a function that models a relationship between two quantities: <ul style="list-style-type: none"> <li>Interpret key features of graphs and tables in terms of the quantities, and</li> <li>Sketch graphs showing key features given a verbal description of the relationship.</li> </ul> Note: Key features may include but not limited to: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	Major
HSF.IF.B.6	19	<ul style="list-style-type: none"> <li>Calculate and interpret the average rate of change of a function (presented algebraically or as a table) over a specified interval.</li> <li>Estimate the rate of change from a graph.</li> </ul>	Major
HSF.IF.C.7	20	Graph functions expressed algebraically and show key features of the graph, with and without technology. <ul style="list-style-type: none"> <li>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</li> <li>(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</li> <li>Graph exponential and logarithmic functions, showing intercepts and end behavior.</li> <li>(+) Graph trigonometric functions, showing period, midline, and amplitude.</li> </ul>	Supporting
HSF.IF.C.8	20	Write expressions for functions in different but equivalent forms to reveal key features of the function. <ul style="list-style-type: none"> <li>Use the properties of exponents to interpret expressions for exponential functions.</li> </ul> Note: Connection to A.SSE.B.3c Note: Various forms of exponentials might include representing the base as $1 \pm r$ , where $r$ is the rate of growth or decay.	Supporting

Domain: Building Functions

14

Algebra II  
 Arkansas Mathematics Standards  
 Arkansas Department of Education  
 2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Cluster(s): 21. Build a function that models a relationship between two quantities  
22. Build new functions from existing functions

HSF.BF.A.1	21	<p>Write a function that describes a relationship between two quantities.</p> <ul style="list-style-type: none"> <li>From a context, determine an explicit expression, a recursive process, or steps for calculation.</li> <li>Combine standard function types using arithmetic operations. <i>(e.g., given that <math>f(x)</math> and <math>g(x)</math> are functions developed from a context, find <math>(f + g)(x)</math>, <math>(f - g)(x)</math>, <math>(fg)(x)</math>, <math>(f/g)(x)</math>, and any combination thereof, given <math>g(x) \neq 0</math>.)</i></li> <li>Compose functions.</li> </ul>	Major
HSF.BF.A.2	21	<ul style="list-style-type: none"> <li>Write arithmetic and geometric sequences both recursively and with an explicit formula, and translate between the two forms.</li> <li>Use arithmetic and geometric sequences to model situations</li> </ul>	Major
HSF.BF.B.3	22	<ul style="list-style-type: none"> <li>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (<math>k</math>, a constant both positive and negative);</li> <li>Find the value of <math>k</math> given the graphs of the transformed functions.</li> <li>Experiment with multiple transformations and illustrate an explanation of the effects on the graph with or without technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></li> </ul>	Additional
HSF.BF.B.4	22	<p>Find inverse functions.</p> <ul style="list-style-type: none"> <li>Solve an equation of the form <math>y = f(x)</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. <i>For example, <math>f(x) = 2x^2</math> or <math>(x) = (x + 1)/(x - 1)</math> for <math>x \neq 1</math>.</i></li> <li>Verify by composition that one function is the inverse of another. (Algebra II)</li> <li>Read values of an inverse function from a graph or a table, given that the function has an inverse. (Algebra II)</li> <li>(+) Produce an invertible function from a non-invertible function by restricting the domain.</li> </ul>	Additional
HSF.BF.B.5	22	<ul style="list-style-type: none"> <li>Relate the domain of a function to its graph.</li> <li>Relate the domain of a function to the quantitative relationship it describes.</li> </ul> <p><i>For example: If the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

Domain: Linear, Quadratic, and Exponential Models

Cluster(s): 23. Construct and compare linear, quadratic, and exponential models and solve problems

HSF.LE.A.2	23	Construct linear and exponential equations, including arithmetic and geometric sequences, <ul style="list-style-type: none"> <li>• given a graph,</li> <li>• a description of a relationship, or</li> <li>• two input-output pairs (include reading these from a table).</li> </ul>	Supporting
HSF.LE.A.4	23	<ul style="list-style-type: none"> <li>• Express exponential models as logarithms</li> <li>• Express logarithmic models as exponentials</li> <li>• Use properties of logarithms to simplify and evaluate logarithmic expressions (expanding and/or condensing logarithms as appropriate)</li> <li>• Evaluate logarithms with or without technology</li> </ul> <p>Note: For exponential models, express the solution to <math>ab^{ct} = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are constants and <math>b</math> is the base (Including, but not limited to: 2, 10, or <math>e</math>) as a logarithm; then evaluate the logarithm with or without technology. Connection to F.BF.B.5</p>	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Interpreting Categorical and Quantitative Data

Cluster(s): 24. Summarize, represent, and interpret data on a single count or measurement variable

25. Make inferences and justify conclusions from sample surveys, experiments and observational studies

HSS.ID.A.4	24	<ul style="list-style-type: none"> <li>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages.</li> <li>Recognize that there are data sets for which such a procedure is not appropriate.</li> <li>Use calculators and/or spreadsheets to estimate areas under the normal curve.</li> </ul> <p>Note: Limit area under the curve to the empirical rule. (68-95-99.7) to estimate the percent of a normal population that falls within 1, 2, or 3 standard deviations of the mean. Also, recognize that normal distributions are only appropriate for unimodal and symmetric shapes.</p>	Additional
HSS.ID.B.6	25	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ul style="list-style-type: none"> <li>Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</li> </ul> <p>Note: Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. The focus of Algebra I should be on linear and exponential models while the focus of Algebra II is more on quadratic and exponential models.</p>	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------



Domain: Making Inferences and Justifying Conclusions

Cluster(s): 26. Understand and evaluate random processes underlying statistical experiments

27. Make inferences and justify conclusions from sample surveys, experiments and observational studies

HSS.IC.A.1	26	Recognize statistics as a process for making inferences about population parameters based on a random sample from that population.	Supporting
HSS.IC.A.2	26	Compare theoretical and empirical probabilities using simulations (e.g. such as flipping a coin, rolling a number cube, spinning a spinner, and technology).	Supporting
HSS.IC.B.3	27	<ul style="list-style-type: none"> <li>Recognize the purposes of and differences among sample surveys, experiments, and observational studies</li> <li>Explain how randomization relates to sample surveys, experiments, and observational studies</li> </ul>	Major
HSS.IC.B.6	27	<p>Read and explain, in context, the validity of data from outside reports by</p> <ul style="list-style-type: none"> <li>Identifying the variables as quantitative or categorical.</li> <li>Describing how the data was collected.</li> <li>Indicating any potential biases or flaws.</li> <li>Identifying inferences the author of the report made from sample data.</li> </ul> <p>Note: As a strategy, students could collect reports published in the media and ask students to consider the source of the data, the design of the study, and the way the data are analyzed and displayed.</p>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------



# Algebra III

## Content Standards

2016

Course Title: Algebra III  
 Course/Unit Credit: 1  
 Course Number: 439070  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisite: Algebra I, Geometry, Algebra II

### Algebra III

This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth study of those concepts and exploration of some pre-calculus concepts. Students in Algebra III will be challenged to increase understanding of algebraic, graphical, and numerical methods to analyze, translate and solve polynomial, rational, exponential, and logarithmic functions. Modeling real world situations is an important part of this course. Sequences and series will be used to represent and analyze real world problems and mathematical situations. Algebra III will also include a study of matrices and conics. Algebra III does not require Arkansas Department of Education approval.

Prerequisites: Algebra I, Geometry, Algebra II

Strand	Content Standard
Matrix Operations	
	1. Students will perform operations with matrices and use them to solve systems of equations.
Conic Sections	
	2. Students will identify, analyze, and sketch the graphs of the conic sections and relate the equations and graphs.
Function Operations and Properties	
	3. Students will be able to find the inverse of functions and use composition of functions to prove that two functions are inverses.
Interpreting Functions	
	4. Students will be able to interpret different types of functions and key characteristics including polynomial, exponential, logarithmic, and rational functions.
Sequences and Series	
	5. Students will use sequences and series to represent and analyze mathematical situations.

Strand: Matrix Operations

Content Standard 1: Students will perform operations with matrices and use them to solve systems of equations.

MO.1.AIII.1	Use matrices to represent and manipulate data (e.g., to represent payoffs or incidence relationships in a network)
MO.1.AIII.2	Multiply matrices by scalars to produce new matrices (e.g., as when all of the payoffs in a game are doubled)
MO.1.AIII.3	Add, subtract, and multiply matrices of appropriate dimensions
MO.1.AIII.4	Understand that, unlike multiplication of numbers, <i>matrix multiplication</i> for square matrices is not a commutative operation, but still satisfies the associative and distributive properties
MO.1.AIII.5	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers; the <i>determinant</i> of a square matrix is nonzero if and only if the matrix has a multiplicative inverse
MO.1.AIII.6	Multiply a <i>vector</i> (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another <i>vector</i> ; work with matrices as <i>transformations</i> of <i>vectors</i>
MO.1.AIII.7	Work with $2 \times 2$ matrices as <i>transformations</i> of the plane; interpret the absolute value of the <i>determinant</i> in terms of area
MO.1. AIII.8	Represent a system of linear equations as a single matrix equation in a <i>vector variable</i>
MO.1. AIII.9	Find the inverse of a matrix if it exists; use the inverse to solve systems of linear equations using technology for matrices of dimension $3 \times 3$ or greater

Strand: Conic Sections

Content Standard 2: Students will identify, analyze, and sketch the graphs of the conic sections and relate the equations and graphs.

CS.2. AIII.1	Find the <i>conjugate</i> of a <i>complex number</i> , use <i>conjugates</i> to find <i>moduli</i> and quotients of <i>complex numbers</i>
CS.2. AIII.2	Derive the equations of ellipses and hyperbolas given the <i>foci</i> , using the fact that the sum or difference of distances from the <i>foci</i> is constant; find the equations for the <i>asymptotes</i> of a hyperbola
CS.2. AIII.3	Complete the square in order to generate an equivalent form of an equation for a <i>conic section</i> ; use that equivalent form to identify key characteristics of the <i>conic section</i>
CS.2. AIII.4	Identify, graph, write, and analyze equations of each type of <i>conic section</i> , using properties such as <i>symmetry</i> , intercepts, <i>foci</i> , <i>asymptotes</i> , and <i>eccentricity</i> , and using technology when appropriate
CS.2. AIII.5	Solve systems of equations and inequalities involving conics and other types of equations, with and without appropriate technology

Strand: Function Operations and Properties

Content Standard 3: Students will be able to find the inverse of functions and use composition of functions to prove that two functions are inverses.

FOP.3.AIII.1	Compose functions (e.g., if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time)
FOP.3. AIII.2	Verify, by <i>composition</i> , that one function is the inverse of another
FOP.3. AIII.3	Read values of an <i>inverse function</i> from a graph or a table, given that the function has an inverse
FOP.3. AIII.4	Produce an <i>invertible function</i> from a <i>non-invertible function</i> by restricting the domain
FOP.3. AIII.5	Combine standard function types using arithmetic operations (e.g., build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential and relate these functions to the model)
FOP.3. AIII.6	Understand the inverse relationship between exponents and <i>logarithms</i> ; use this relationship to solve problems involving <i>logarithms</i> and exponents
FOP.3.AIII.7	Graph <i>transformations</i> of functions including quadratic, absolute value, square root, cube root, cubic, and step functions; graph <i>piece-wise</i> defined functions including these <i>transformations</i>
FOP.3. AIII.8	Determine numerically, graphically, and algebraically if a function is even, odd, or neither

Strand: Interpreting Functions

Content Standard 4: Students will be able to interpret different types of functions and key characteristics including polynomial, exponential, logarithmic, and rational functions.

IF.4. AIII.1	Graph rational functions identifying zeros and <i>asymptotes</i> when suitable factorizations are available; show end behavior
IF.4. AIII.2	Analyze and interpret polynomial functions numerically, graphically, and algebraically, identifying key characteristics such as intercepts, end behavior, domain and range, relative and absolute <i>maximum</i> and <i>minimum</i> , as well as intervals over which the function increases and decreases
IF.4. AIII.3	Analyze and interpret rational functions numerically, graphically, and algebraically, identifying key characteristics such as <i>asymptotes</i> ( <i>vertical</i> , <i>horizontal</i> , and <i>slant</i> ), end behavior, point discontinuities, intercepts, and domain and range
IF.4. AIII.4	Analyze and interpret <i>exponential functions</i> numerically, graphically, and algebraically, identifying key characteristics such as <i>asymptotes</i> , end behavior, intercepts, and domain and range
IF.4. AIII.5	Analyze and interpret <i>logarithmic functions</i> numerically, graphically, and algebraically, identifying key characteristics such as <i>asymptotes</i> , end behavior, intercepts, and domain and range
IF.4. AIII.6	Build functions to model real-world applications using algebraic operations on functions and <i>composition of functions</i> , with and without appropriate technology [e.g., profit functions as well as volume and surface area ( <i>optimization</i> subject to constraints)]



Strand: Sequences and Series

Content Standard 5: Students will use sequences and series to represent and analyze mathematical situations.

SS.5. AIII.1	Write <i>arithmetic</i> and <i>geometric sequences</i> both recursively and with an explicit formula; translate between the two forms
SS.5. AIII.2	Use <i>arithmetic</i> and <i>geometric sequences</i> both recursively and with an explicit formula to model situations
SS.5. AIII.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers
SS.5. AIII.4	Use sequences and series to solve real world problems, with and without appropriate technology

### Glossary for Algebra III

Arithmetic Sequence	A sequence in which each term after the first is found by adding a constant, called the common difference $d$ , to the previous term
Asymptote(s)	Line(s) to which a graph becomes arbitrarily close as the value of $x$ or $y$ increases or decreases without bound (vertical, horizontal, slant)
Complex number(s)	Number(s) that can be written as the sum or difference of a real number and an imaginary number (e.g., $5 + 2i$ )
Composition of Functions	Suppose $f$ and $g$ are functions such that the range of $g$ is a subset of the domain of $f$ , then the composite function $f$ of $g$ can be described by the equation $[(f \circ g)(x) = f[g(x)]$
Conic section	Any figure that can be formed by slicing a double cone with a plane
Conjugate(s)	The result of writing the sum of two terms as a difference or vice-versa
Determinant	A single number obtained from a matrix that reveals a variety of the matrix's properties
Eccentricity	A number that indicates how drawn out or attenuated a conic section is; eccentricity is represented by the letter $e$ (no relation to $e = 2.718...$ )
Exponential Function	A function in which the variable(s) occurs in the exponent [e.g., $f(x) = ab^x, b > 0$ ]
Foci	Two fixed points on the interior of an ellipse used in the formal definition of the curve
Geometric Sequence	A sequence in which each term after the first is found by multiplying the previous term by a constant, called the common ratio, $r$
Horizontal Asymptote	A horizontal line to which a graph becomes arbitrarily close as the value of $x$ increases or decreases without bound
Inverse Function	Two functions $f$ and $g$ are inverse functions, if and only if, both of their <i>compositions</i> yield the identity function; $p$ for example, $[f \circ g](x) = x$ and $[g \circ f](x) = x$
Invertible function	A function that has an inverse
Logarithmic Function	A function of the form $y = \log_b x$ , where $b > 0, x > 0$ and $b \neq 1$
Logarithm(s)	The logarithm base $b$ of a number $x$ is the power to which $b$ must be raised in order to equal $x$ ; this is written $\log_b x$ (e.g., $\log_3 81$ equals 4 since $3^4 = 81$ )

### Glossary for Algebra III

Matrix multiplication	<p>Given Matrix <math>A</math> with dimensions <math>[g \times h]</math> and Matrix <math>B</math> with dimensions <math>[y \times z]</math>; the matrix multiplication of <math>AB</math> results in a matrix with dimensions of <math>[g \times z]</math> and is only possible if the number of columns in <math>A</math> is equal to the number of rows in <math>B</math> (if and only if <math>h = y</math>); matrices are multiplied as shown below:</p> $\begin{bmatrix} a & b \\ c & d \end{bmatrix} \cdot \begin{bmatrix} e & f & g \\ h & i & j \end{bmatrix} = \begin{bmatrix} ae + bh & af + bi & ag + bj \\ ce + dh & cf + di & cg + dj \end{bmatrix}$ <p>Example: <math>\begin{bmatrix} 1 &amp; 2 \\ 3 &amp; 4 \end{bmatrix} \cdot \begin{bmatrix} 5 &amp; 6 &amp; 7 \\ 8 &amp; 9 &amp; 10 \end{bmatrix} = \begin{bmatrix} 1 \cdot 5 + 2 \cdot 8 &amp; 1 \cdot 6 + 2 \cdot 9 &amp; 1 \cdot 7 + 2 \cdot 10 \\ 3 \cdot 5 + 4 \cdot 8 &amp; 3 \cdot 6 + 4 \cdot 9 &amp; 3 \cdot 7 + 4 \cdot 10 \end{bmatrix}</math></p>
Maximum	The greatest value of a function if the function has such an extreme value
Minimum	The least value of a function if the function has such an extreme value
Moduli	Distance of the complex number from the origin in a complex plane
Non-invertible function	A function that does not have an inverse
Optimization	The process by which one seeks to minimize or maximize a real function by systematically choosing the values of real or integer variables from within a domain
Piece-wise Function	A function defined by different rules for different parts of the domain
Symmetry	A figure has symmetry if the figure and its image coincide after a transformation
Transformations of graphs	Operations that alter the form of a figure (e.g., horizontal shifts, vertical shifts, horizontal stretches, vertical stretches, reflections)
Transformations of vectors	For each point $P(x, y)$ in the plane there is a corresponding position vector $\begin{bmatrix} x \\ y \end{bmatrix}$ from the origin $(0,0)$ to the point $(x, y)$ . The motion of the point $(x, y)$ under a geometric transformation (for example, a rotation or reflection) can be modeled as the multiplication of a 2 by 2 transformation matrix times the position vector $\begin{bmatrix} x \\ y \end{bmatrix}$
Vector	A quantity with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers
Vector (variable)	A vector whose components are variable. For example, if a system of linear equations is written in matrix form $Ax = b$ , where $A$ is the coefficient matrix and $b$ is the vector of the constants, $x = \begin{bmatrix} x \\ y \end{bmatrix}$ is an unknown vector variable
Vertical Asymptote	A vertical line to which a graph becomes arbitrarily close as the value of $f(x)$ increases or decreases without bound

# **Algebra I Part A**

## **Content Standards**

**2016**

Compiled using the Arkansas Mathematics Standards

Course Title: Algebra I Part A  
Course/Unit Credit: 1  
Course Number: 430100  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12

**Course Description:** “The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

This document was created to delineate the standards for this course in a format familiar to the educators of Arkansas. For the state-provided Algebra A/B, Algebra I, Geometry A/B, Geometry, and Algebra II documents, the language and structure of the Arkansas Mathematics Standards (AMS) have been maintained. The following information is helpful to correctly read and understand this document.

“**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.” - <http://www.corestandards.org/>

Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

The standards in this document appear exactly as written in the Arkansas Mathematics Standards (AMS). Italicized portions of the standards offer clarification. The Plus Standards (+) from the Arkansas Mathematics Standards may be incorporated into the curriculum to adequately prepare students for more rigorous courses (e.g., Advanced Placement, International Baccalaureate, or concurrent credit courses).

# Algebra I

Domain	Cluster	Course Emphases
The Real Number System		
	1. Use properties of rational and irrational numbers	Additional
Quantities*		
	2. Reason quantitatively and use units to solve problems	Supporting
Seeing Structure in Expressions		
	3. Interpret the structure of expressions	Major
	4. Write expressions in equivalent forms to solve problems	Supporting
Arithmetic with Polynomials and Rational Expressions		
	5. Perform arithmetic operations on polynomials	Major
	6. Understand the relationship between zeros and factors of polynomials	Supporting
	7. Use polynomial identities to solve problems	
	8. Rewrite rational expressions	
Creating Equations*		
	9. Create equations that describe numbers or relationships	Major
Reasoning with Equations and Inequalities		
	10. Understand solving equations as a process of reasoning and explain the reasoning	Major
	11. Solve equations and inequalities in one variable	Major
	12. Solve systems of equations and inequalities graphically	Additional
	13. Solve systems of equations	Major
Interpreting Functions		
	14. Understand the concept of a function and use function notation	Major
	15. Interpret functions that arise in applications in terms of the context	Major
	16. Analyze functions using different representations	Supporting
Building Functions		
	17. Build a function that models a relationship between two quantities	Supporting
	18. Build new functions from existing functions	Additional
Linear, Quadratic, and Exponential Models*		
	19. Construct and compare linear, quadratic, and exponential models and solve problems	Supporting
	20. Interpret expressions for functions in terms of the situation they model	Supporting
Interpreting categorical and quantitative data		
	21. Summarize, represent, and interpret data on a single count or measurement variable	Additional
	22. Summarize, represent, and interpret data on two categorical and quantitative variables	Supporting
	23. Interpret linear models	Major

Domain: The Real Number System

Cluster(s): 1. Use properties of rational and irrational numbers

HSN.RN.B.3	1	<p>Explain why</p> <ul style="list-style-type: none"> <li>The sum/difference or product/quotient (where defined) of two rational numbers is rational;</li> <li>The sum/difference of a rational number and an irrational number is irrational;</li> <li>The product/quotient of a nonzero rational number and an irrational number is irrational; and</li> <li>The product/quotient of two nonzero rationals is a nonzero rational.</li> </ul>	Additional
------------	---	--	------------

Domain: Quantities

Cluster(s): 2. Reason quantitatively and use units to solve problems

HSN.Q.A.1	2	<ul style="list-style-type: none"> <li>Use units as a way to understand problems and to guide the solution of multi-step problems.</li> <li>Choose and interpret units consistently in formulas.</li> <li>Choose and interpret the scale and the origin in graphs and data displays.</li> </ul>	Supporting
HSN.Q.A.2	2	<p>Define appropriate quantities for the purpose of descriptive modeling. (I.E., Use units appropriate to the problem being solved.)</p> <p>Limitation: This standard will be assessed in Algebra I by ensuring that some modeling tasks (involving Algebra I content or securely held content from grades 6-8) require the student to create a quantity of interest in the situation being described (i.e., a quantity of interest is not selected for the student by the task). For example, in a situation involving data, the student might autonomously decide that a measure of center is a key variable in a situation, and then choose to work with the mean.</p>	Supporting
HSN.Q.A.3	2	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Seeing Structure in Expressions

Cluster(s): 3. Interpret the structure of expressions

4. Write expressions in equivalent forms to solve problems

HSA.SSE.A.1	3	<p>Interpret expressions that represent a quantity in terms of its context.*</p> <ul style="list-style-type: none"> <li>Interpret parts of an expression using appropriate vocabulary, such as terms, factors, and coefficients.</li> <li>Interpret complicated expressions by viewing one or more of their parts as a single entity.</li> </ul> <p><i>For example: Interpret <math>P(1 \pm r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i></p>	Major
-------------	---	--	-------

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------



Domain: Creating Equations\*

Cluster(s): 9. Create equations that describe numbers or relationships

HSA.CED.A.1	9	<p>Create equations and inequalities in one variable and use them to solve problems.</p> <p><i>Note: Including but not limited to equations arising from:</i></p> <ul style="list-style-type: none"> <li>• <i>Linear functions</i></li> <li>• <i>Quadratic functions</i></li> <li>• <i>Exponential functions</i></li> <li>• <i>Absolute value functions</i></li> </ul>	Major
HSA.CED.A.2	9	<ul style="list-style-type: none"> <li>• Create equations in two or more variables to represent relationships between quantities</li> <li>• Graph equations, in two variables, on a coordinate plane.</li> </ul>	Major
HSA.CED.A.3	9	<ul style="list-style-type: none"> <li>• Represent and interpret constraints by equations or inequalities, and by systems of equations and/or inequalities.</li> <li>• Interpret solutions as viable or nonviable options in a modeling and/or real-world context.</li> </ul>	Major
HSA.CED.A.4	9	Rearrange literal equations using the properties of equality.	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Reasoning with Equations and Inequalities

Cluster(s): 10. Understand solving equations as a process of reasoning and explain the reasoning

11. Solve equations and inequalities in one variable

12. Solve systems of equations and inequalities graphically

13. Solve systems of equations

HSA.REI.A.1	10	Assuming that equations have a solution, construct a solution and justify the reasoning used.  Note: Students are not required to use only one procedure to solve problems nor are they required to show each step of the process. Students should be able to justify their solution in their own words. (Limited to quadratics)	Major
HSA.REI.B.3	11	Solve linear equations, inequalities and absolute value equations in one variable, including equations with coefficients represented by letters.	Major
HSA.REI.B.4	11	<p>Solve quadratic equations in one variable.</p> <ul style="list-style-type: none"> <li>Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions.</li> </ul> <p>Note: This would be a good opportunity to demonstrate/explore how the quadratic formula is derived. This standard also connects to the transformations of functions and identifying key features of a graph (F-BF3). Introduce this with a leading coefficient of 1 in Algebra I. Finish mastery in Algebra II.</p> <ul style="list-style-type: none"> <li>Solve quadratic equations (as appropriate to the initial form of the equation) by: <ul style="list-style-type: none"> <li>Inspection of a graph</li> <li>Taking square roots</li> <li>Completing the square</li> <li>Using the quadratic formula</li> <li>Factoring</li> </ul> </li> </ul> <p>Recognize complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>. (Algebra 2 only)</p> <p>Limitation: i) Tasks do not require students to write solutions for quadratic equations that have roots with nonzero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic equation has no real solutions. Note, solving a quadratic equation by factoring relies on the connection between zeros and factors of polynomials (cluster A-APR.B). Cluster A-APR.B is formally assessed in Algebra II.</p>	Major
HSA.REI.C.5	12	<ul style="list-style-type: none"> <li>Solve systems of equations in two variables using substitution and elimination.</li> <li>Understand that the solution to a system of equations will be the same when using substitution and elimination.</li> </ul>	Additional
HSA.REI.C.6	12	Solve systems of equations algebraically and graphically.	Additional

7

Algebra I Part A  
Arkansas Mathematics Standards  
Arkansas Department of Education  
2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

		ALC for A.REI.6: i) Tasks have a real-world context. ii) Tasks have hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).	
HSA.REI.D.10	13	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane.	Major
HSA.REI.D.11	13	Explain why the $x$ -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ;  Find the solutions approximately by <ul style="list-style-type: none"> <li>• Using technology to graph the functions</li> <li>• Making tables of values</li> <li>• Finding successive approximations</li> </ul> Include cases (but not limited to) where $f(x)$ and/or $g(x)$ are <ul style="list-style-type: none"> <li>• Linear</li> <li>• Polynomial</li> <li>• Absolute value</li> <li>• Exponential (Introduction in Algebra 1, Mastery in Algebra 2)</li> </ul> Teacher notes: Modeling should be applied throughout this standard.	Major
HSA.REI.D.12	13	Solve linear inequalities and systems of linear inequalities in two variables by graphing.	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Interpreting Functions

- Cluster(s): 14. Understand the concept of a function and use function notation  
 15. Interpret functions that arise in applications in terms of the context  
 16. Analyze functions using different representations

HSF.IF.A.1	14	<ul style="list-style-type: none"> <li>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.</li> <li>Understand that if <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>.</li> <li>Understand that the graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</li> </ul>	Major
HSF.IF.A.2	14	<p>In terms of a real-world context:</p> <ul style="list-style-type: none"> <li>Use function notation,</li> <li>Evaluate functions for inputs in their domains, and</li> <li>Interpret statements that use function notation.</li> </ul>	Major
HSF.IF.A.3	14	<p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.</p> <p><i>For example: The Fibonacci sequence is defined recursively by <math>f(0) = f(1) = 1</math>, <math>f(n + 1) = f(n) + (n - 1)</math> for <math>n \geq 1</math>.</i></p>	Major
HSF.IF.B.4	15	<p>For a function that models a relationship between two quantities:</p> <ul style="list-style-type: none"> <li>Interpret key features of graphs and tables in terms of the quantities, and</li> <li>Sketch graphs showing key features given a verbal description of the relationship.</li> </ul> <p>Note: Key features may include but not limited to: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</p> <p>Limitation:          i) Tasks have a real-world context.          ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.          Compare note (ii) with standard F-IF.7.          The function types listed here are the same as those listed in the Algebra I column for standards F-IF.6 and F-IF.9.</p>	Major
HSF.IF.B.5	15	<ul style="list-style-type: none"> <li>Relate the domain of a function to its graph.</li> <li>Relate the domain of a function to the quantitative relationship it describes.</li> </ul> <p><i>For example: If the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

HSF.IF.B.6	15	<ul style="list-style-type: none"> <li>Calculate and interpret the average rate of change of a function (presented algebraically or as a table) over a specified interval. *</li> <li>Estimate the rate of change from a graph.*</li> </ul> <p>Limitation:  i) Tasks have a real-world context.  ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.  The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.9.</p>	Major
HSF.IF.C.7	16	<p>Graph functions expressed algebraically and show key features of the graph, with and without technology.</p> <ul style="list-style-type: none"> <li>Graph linear and quadratic functions and, when applicable, show intercepts, maxima, and minima.</li> <li>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>Graph exponential functions, showing intercepts and end behavior.</li> </ul>	Supporting
HSF.IF.C.9	16	<p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>Limitation:  i) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.  The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.6.</p>	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Building Functions

- Cluster(s): 17. Build a function that models a relationship between two quantities  
18. Build new functions from existing functions

HSF.BF.A.1	17	<p>Write a function that describes a relationship between two quantities. *</p> <ul style="list-style-type: none"> <li>From a context, determine an explicit expression, a recursive process, or steps for calculation.</li> </ul> <p>ALC for F.BF.1a: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.</p>	Supporting
HSF.BF.B.3	18	<ul style="list-style-type: none"> <li>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (<math>k</math>, a constant both positive and negative);</li> <li>Find the value of <math>k</math> given the graphs of the transformed functions.</li> <li>Experiment with multiple transformations and illustrate an explanation of the effects on the graph with or without technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></li> </ul> <p>ALC F.BF.3: i) Identifying the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative) is limited to linear and quadratic functions. ii) Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. iii) Tasks do not involve recognizing even and odd functions. The function types listed in note (ii) are the same as those listed in the Algebra I column for standards F-IF.4, F-IF.6, and F-IF.9.</p>	Additional

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Linear, Quadratic, and Exponential Models\*

Cluster(s): 19. Construct and compare linear, quadratic, and exponential models and solve problems

20. Interpret expressions for functions in terms of the situation they model

HSF.LE.A.1	19	<p>Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <ul style="list-style-type: none"> <li>• Show that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</li> <li>• Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</li> <li>• Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</li> </ul>	Supporting
HSF.LE.A.2	19	<p>Construct linear and exponential equations, including arithmetic and geometric sequences,</p> <ul style="list-style-type: none"> <li>• given a graph,</li> <li>• a description of a relationship, or</li> <li>• two input-output pairs (include reading these from a table).</li> </ul> <p>ALC for F.LE.2: i) Tasks are limited to constructing linear and exponential functions in simple context (not multi-step).</p>	Supporting
HSF.LE.B.5	20	<p>In terms of a context, interpret the parameters (rates of growth or decay, domain and range restrictions where applicable, etc.) in a function.</p> <p>ALC for F.LE.5: i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.</p>	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Interpreting categorical and quantitative data

- Cluster(s): 21. Summarize, represent, and interpret data on a single count or measurement variable  
 22. Summarize, represent, and interpret data on two categorical and quantitative variables  
 23. Interpret linear models

HSS.ID.A.1	21	Represent data with plots on the real number line (dot plots, histograms, and box plots).	Additional
HSS.ID.A.2	21	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Additional
HSS.ID.A.3	21	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).  <i>For example: Be able to explain the effects of extremes or outliers on the measures of center and spread.</i>	Additional
HSS.ID.B.5	22	<ul style="list-style-type: none"> <li>Summarize categorical data for two categories in two-way frequency tables.</li> <li>Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies).</li> <li>Recognize possible associations and trends in the data.</li> </ul>	Supporting
HSS.ID.B.6	22	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ul style="list-style-type: none"> <li>Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</li> </ul> <p>Note: Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. The focus of Algebra I should be on linear and exponential models while the focus of Algebra II is more on quadratic and exponential models.</p>	Supporting
HSS.ID.C.7	23	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Major
HSS.ID.C.8	23	Compute (using technology) and interpret the correlation coefficient of a linear fit.	Major
HSS.ID.C.9	2	Distinguish between correlation and causation.	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------





# **Algebra I Part B**

## **Content Standards**

**2016**

Compiled using the Arkansas Mathematics Standards

Course Title: Algebra I Part B  
Course/Unit Credit: 1  
Course Number: 430200  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12

**Course Description:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

This document was created to delineate the standards for this course in a format familiar to the educators of Arkansas. For the state-provided Algebra A/B, Algebra I, Geometry A/B, Geometry, and Algebra II documents, the language and structure of the Arkansas Mathematics Standards (AMS) have been maintained. The following information is helpful to correctly read and understand this document.

**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related." - <http://www.corestandards.org/>

Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

The standards in this document appear exactly as written in the Arkansas Mathematics Standards (AMS). Italicized portions of the standards offer clarification. The Plus Standards (+) from the Arkansas Mathematics Standards may be incorporated into the curriculum to adequately prepare students for more rigorous courses (e.g., Advanced Placement, International Baccalaureate, or concurrent credit courses).

# Algebra I

Domain	Cluster	Course Emphases
The Real Number System		
	1. Use properties of rational and irrational numbers	Additional
Quantities*		
	2. Reason quantitatively and use units to solve problems	Supporting
Seeing Structure in Expressions		
	3. Interpret the structure of expressions	Major
	4. Write expressions in equivalent forms to solve problems	Supporting
Arithmetic with Polynomials and Rational Expressions		
	5. Perform arithmetic operations on polynomials	Major
	6. Understand the relationship between zeros and factors of polynomials	Supporting
	7. Use polynomial identities to solve problems	
	8. Rewrite rational expressions	
Creating Equations*		
	9. Create equations that describe numbers or relationships	Major
Reasoning with Equations and Inequalities		
	10. Understand solving equations as a process of reasoning and explain the reasoning	Major
	11. Solve equations and inequalities in one variable	Major
	12. Solve systems of equations and inequalities graphically	Additional
	13. Solve systems of equations	Major
Interpreting Functions		
	14. Understand the concept of a function and use function notation	Major
	15. Interpret functions that arise in applications in terms of the context	Major
	16. Analyze functions using different representations	Supporting
Building Functions		
	17. Build a function that models a relationship between two quantities	Supporting
	18. Build new functions from existing functions	Additional
Linear, Quadratic, and Exponential Models*		
	19. Construct and compare linear, quadratic, and exponential models and solve problems	Supporting
	20. Interpret expressions for functions in terms of the situation they model	Supporting
Interpreting categorical and quantitative data		
	21. Summarize, represent, and interpret data on a single count or measurement variable	Additional
	22. Summarize, represent, and interpret data on two categorical and quantitative variables	Supporting
	23. Interpret linear models	Major

\* Asterisks identify potential opportunities to integrate content with the modeling practice

Domain: The Real Number System  
Cluster(s): 1. Use properties of rational and irrational numbers

HSN.RN.B.4	1	<ul style="list-style-type: none"><li>• Simplify radical expressions</li><li>• Perform operations (add, subtract, multiply, and divide) with radical expressions</li><li>• Rationalize denominators and/or numerators</li></ul>	Additional
------------	---	---	------------

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Seeing Structure in Expressions

Cluster(s): 3. Interpret the structure of expressions

4. Write expressions in equivalent forms to solve problems

HSA.SSE.A.1	3	<p>Interpret expressions that represent a quantity in terms of its context.*</p> <ul style="list-style-type: none"> <li>Interpret parts of an expression using appropriate vocabulary, such as terms, factors, and coefficients.</li> <li>Interpret complicated expressions by viewing one or more of their parts as a single entity.</li> </ul> <p><i>For example: Interpret <math>P(1 \pm r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i></p>	Major
HSA.SSE.A.2	3	<p>Use the structure of an expression to identify ways to rewrite it.</p> <p><i>For example: See that <math>(x + 3)(x + 3)</math> is the same as <math>(x + 3)^2</math> OR <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i></p> <p>Limitation:</p> <p>i) Tasks are limited to numerical expressions and polynomial expressions in one variable.</p> <p>ii) Examples: Recognize <math>53^2 - 47^2</math> as a difference of squares and see an opportunity to rewrite it in the easier-to-evaluate form <math>(53 + 47)(53 - 47)</math>. See an opportunity to rewrite <math>a^2 + 9a + 14</math> as <math>(a + 7)(a + 2)</math>.</p>	Major
HSA.SSE.B.3	4	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <ul style="list-style-type: none"> <li>Factor a quadratic expression to reveal the zeros of the function it defines.</li> </ul> <p>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>Note: Students should be able to identify and use various forms of a quadratic expression to solve problems.</p> <ul style="list-style-type: none"> <li>Standard Form: <math>ax + bx + c</math></li> <li>Factored Form: <math>a(x - r_1)(x - r_2)</math></li> <li>Vertex Form: <math>a(x - h) + k</math></li> </ul> <p>Limitation:</p> <p>i) Tasks have a real-world context. As described in the standard, there is an interplay between the mathematical structure of the expression and the structure of the situation such that choosing and producing an equivalent form of the expression reveals something about the situation.</p> <p>ii) Tasks are limited to exponential expressions with integer exponents.</p>	Supporting

5

Algebra I Part B  
Arkansas Mathematics Standards  
Arkansas Department of Education  
2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

Domain: Arithmetic with Polynomials and Rational Expressions

Cluster(s): 5. Perform arithmetic operations on polynomials

6. Understand the relationship between zeros and factors of polynomials

7. Use polynomial identities to solve problems

8. Rewrite rational expressions

HSA.APR.A.1	5	<ul style="list-style-type: none"> <li>Add, subtract, and multiply polynomials</li> <li>Understand that polynomials, like the integers, are <b>closed</b> under addition, subtraction, and multiplication</li> </ul> <p>Note: If <math>p</math> and <math>q</math> are polynomials <math>p + q</math>, <math>p - q</math>, and <math>pq</math> are also polynomials</p>	Major
HSA.APR.B.3	6	<ul style="list-style-type: none"> <li>Identify zeros of polynomials (linear, quadratic only) when suitable factorizations are available</li> <li>Use the zeros to construct a rough graph of the function defined by the polynomial.</li> </ul>	Supporting
HSA.APR.C.4	7	<p>Prove polynomial identities and use them to describe numerical relationships.</p> <p><i>Note: Examples of Polynomial Identities may include but are not limited to the following:</i></p> <ul style="list-style-type: none"> <li><math>(a + b)^2 = a^2 + 2ab + b^2</math> (Algebra 1)</li> <li><math>a^2 - b^2 = (a - b)(a + b)</math> (Algebra 1)</li> </ul>	Additional
HSA.APR.D.7	8	<ul style="list-style-type: none"> <li>Add, subtract, multiply, and divide by nonzero rational expressions</li> <li>Understand that rational expressions, like the integers, are closed under addition, subtraction, and multiplication</li> </ul>	Additional

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Creating Equations\*

Cluster(s): 9. Create equations that describe numbers or relationships

HSA.CED.A.1	9	<p>Create equations and inequalities in one variable and use them to solve problems.</p> <p><i>Note: Including but not limited to equations arising from:</i></p> <ul style="list-style-type: none"> <li>• <i>Linear functions</i></li> <li>• <i>Quadratic functions</i></li> <li>• <i>Exponential functions</i></li> <li>• <i>Absolute value functions</i></li> </ul>	Major
HSA.CED.A.2	9	<ul style="list-style-type: none"> <li>• Create equations in two or more variables to represent relationships between quantities</li> <li>• Graph equations, in two variables, on a coordinate plane.</li> </ul>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------



Domain: Reasoning with Equations and Inequalities

- Cluster(s): 10. Understand solving equations as a process of reasoning and explain the reasoning  
 11. Solve equations and inequalities in one variable  
 12. Solve systems of equations and inequalities graphically  
 13. Solve systems of equations

HSA.REI.A.1	10	Assuming that equations have a solution, construct a solution and justify the reasoning used.  Note: Students are not required to use only one procedure to solve problems nor are they required to show each step of the process. Students should be able to justify their solution in their own words. (Limited to quadratics)	Major
HSA.REI.A.2	10	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.  <i>For example: The area of a square equals 49 square inches. The length of the side is 7 inches. Although -7 is a solution to the equation, <math>x^2 = 49</math>, -7 is an extraneous solution.</i>	Additional
HSA.REI.B.4	11	Solve quadratic equations in one variable.  <ul style="list-style-type: none"> <li>Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions.</li> </ul> <p>Note: This would be a good opportunity to demonstrate/explore how the quadratic formula is derived. This standard also connects to the transformations of functions and identifying key features of a graph (F-BF3). Introduce this with a leading coefficient of 1 in Algebra I. Finish mastery in Algebra II.</p> <ul style="list-style-type: none"> <li>Solve quadratic equations (as appropriate to the initial form of the equation) by:           <ul style="list-style-type: none"> <li>Inspection of a graph</li> <li>Taking square roots</li> <li>Completing the square</li> <li>Using the quadratic formula</li> <li>Factoring</li> </ul> </li> </ul> <p>Recognize complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>. (Algebra 2 only)</p> <p>Limitation:            i) Tasks do not require students to write solutions for quadratic equations that have roots with nonzero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic equation has no real solutions.            Note, solving a quadratic equation by factoring relies on the connection between zeros and factors of polynomials (cluster A-APR.B). Cluster A-APR.B is formally assessed in Algebra II.</p>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

HSA.REI.D.11	13	<p>Explain why the <math>x</math>-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>;</p> <p>Find the solutions approximately by</p> <ul style="list-style-type: none"> <li>• Using technology to graph the functions</li> <li>• Making tables of values</li> <li>• Finding successive approximations</li> </ul> <p>Include cases (but not limited to) where <math>f(x)</math> and/or <math>g(x)</math> are</p> <ul style="list-style-type: none"> <li>• Linear</li> <li>• Polynomial</li> <li>• Absolute value</li> <li>• Exponential (Introduction in Algebra 1, Mastery in Algebra 2)</li> </ul> <p>Teacher notes: Modeling should be applied throughout this standard.</p>	Major
--------------	----	--	-------

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Interpreting Functions

- Cluster(s): 14. Understand the concept of a function and use function notation  
 15. Interpret functions that arise in applications in terms of the context  
 16. Analyze functions using different representations

HSF.IF.A.1	14	<ul style="list-style-type: none"> <li>Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range.</li> <li>Understand that if <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>.</li> <li>Understand that the graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</li> </ul>	Major
HSF.IF.A.2	14	<p>In terms of a real-world context:</p> <ul style="list-style-type: none"> <li>Use function notation,</li> <li>Evaluate functions for inputs in their domains, and</li> <li>Interpret statements that use function notation.</li> </ul>	Major
HSF.IF.A.3	14	<p>Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.</p> <p><i>For example: The Fibonacci sequence is defined recursively by <math>f(0) = f(1) = 1</math>, <math>f(n + 1) = f(n) + (n - 1)</math> for <math>n \geq 1</math>.</i></p>	Major
HSF.IF.B.4	15	<p>For a function that models a relationship between two quantities:</p> <ul style="list-style-type: none"> <li>Interpret key features of graphs and tables in terms of the quantities, and</li> <li>Sketch graphs showing key features given a verbal description of the relationship.</li> </ul> <p>Note: Key features may include but not limited to: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</p> <p>Limitation:            i) Tasks have a real-world context.            ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers.            Compare note (ii) with standard F-IF.7.            The function types listed here are the same as those listed in the Algebra I column for standards F-IF.6 and F-IF.9.</p>	Major
HSF.IF.B.5	15	<ul style="list-style-type: none"> <li>Relate the domain of a function to its graph.</li> <li>Relate the domain of a function to the quantitative relationship it describes.</li> </ul> <p><i>For example: If the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

HSF.IF.B.6	15	<ul style="list-style-type: none"> <li>Calculate and interpret the average rate of change of a function (presented algebraically or as a table) over a specified interval. *</li> <li>Estimate the rate of change from a graph.*</li> </ul> <p>Limitation: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.9.</p>	Major
HSF.IF.C.7	16	<p>Graph functions expressed algebraically and show key features of the graph, with and without technology.</p> <ul style="list-style-type: none"> <li>Graph linear and quadratic functions and, when applicable, show intercepts, maxima, and minima.</li> <li>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>Graph exponential functions, showing intercepts and end behavior.</li> </ul>	Supporting
HSF.IF.C.8	16	<p>Write expressions for functions in different but equivalent forms to reveal key features of the function.</p> <ul style="list-style-type: none"> <li>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values (vertex), and symmetry of the graph, and interpret these in terms of a context. Note: Connection to A.SSE.B.3b</li> </ul>	Supporting
HSF.IF.C.9	16	<p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p> <p>Limitation: i) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.6.</p>	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Building Functions

Cluster(s): 17. Build a function that models a relationship between two quantities

18. Build new functions from existing functions

HSF.BF.A.1	17	<p>Write a function that describes a relationship between two quantities. *</p> <ul style="list-style-type: none"> <li>From a context, determine an explicit expression, a recursive process, or steps for calculation.</li> </ul> <p>Limitation: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.</p>	Supporting
HSF.BF.B.3	18	<ul style="list-style-type: none"> <li>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (<math>k</math>, a constant both positive and negative);</li> <li>Find the value of <math>k</math> given the graphs of the transformed functions.</li> <li>Experiment with multiple transformations and illustrate an explanation of the effects on the graph with or without technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></li> </ul> <p>Limitation: i) Identifying the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative) is limited to linear and quadratic functions. ii) Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. iii) Tasks do not involve recognizing even and odd functions. The function types listed in note (ii) are the same as those listed in the Algebra I column for standards F-IF.4, F-IF.6, and F-IF.9.</p>	Additional

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Linear, Quadratic, and Exponential Models\*

Cluster(s): 19. Construct and compare linear, quadratic, and exponential models and solve problems

20. Interpret expressions for functions in terms of the situation they model

HSF.LE.A.1	19	<p>Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <ul style="list-style-type: none"> <li>• Show that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</li> <li>• Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</li> <li>• Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</li> </ul>	Supporting
HSF.LE.A.2	19	<p>Construct linear and exponential equations, including arithmetic and geometric sequences,</p> <ul style="list-style-type: none"> <li>• given a graph,</li> <li>• a description of a relationship, or</li> <li>• two input-output pairs (include reading these from a table).</li> </ul> <p>ALC for F.LE.2: i) Tasks are limited to constructing linear and exponential functions in simple context (not multi-step).</p>	Supporting
HSF.LE.A.3	19	<p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or any polynomial function.</p> <p>Note: The study of polynomial functions, in general, is reserved for Algebra 2. This standard leads to discussions of relative rates of growth in further coursework.</p>	Supporting
HSF.LE.B.5	20	<p>In terms of a context, interpret the parameters (rates of growth or decay, domain and range restrictions where applicable, etc.) in a function.</p> <p>ALC for F.LE.5: i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.</p>	Supporting

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Domain: Interpreting categorical and quantitative data

- Cluster(s): 21. Summarize, represent, and interpret data on a single count or measurement variable  
 22. Summarize, represent, and interpret data on two categorical and quantitative variables  
 23. Interpret linear models

HSS.ID.B.6	22	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ul style="list-style-type: none"> <li>Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</li> </ul> <p>Note: Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. The focus of Algebra I should be on linear and exponential models while the focus of Algebra II is more on quadratic and exponential models.</p>	Supporting
------------	----	---	------------

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------





# **Bridge to Algebra II**

## **Content Standards**

**2016**

Course Title: Bridge to Algebra II  
 Course/Unit Credit: 1  
 Course Number: 435000  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisite: Students must have successfully completed coursework for Algebra I or Algebra A & B but not Algebra II. Students may enroll concurrently with Geometry but not concurrently with Algebra II.

## Bridge to Algebra II

Bridge to Algebra II was developed with the intent to provide students who have completed Algebra I, with the additional math foundation they need to be successful in an Algebra II course.

Each student learning expectation for Bridge to Algebra II is intended to:

- reinforce linear concepts that were previously included in the Algebra I Course;
- master quadratics and exponential concepts not included within the Arkansas Department of Education Algebra I Content Standards through modeling functions and summarizing, representing, and interpreting data; or
- introduce higher order concepts to prepare students for success in Algebra II.

Bridge to Algebra II does not require Arkansas Department of Education approval.

Strand	Content Standard
Functional Relationships	
	1. Interpret the structure of expressions, write expressions in equivalent forms to solve problems, perform arithmetic operations on functions, and understand the relationship between zeros and factors of polynomials.
Representing Functions	
	2. Represent and solve equations and inequalities graphically and analyze functions using different representations.
Function Modeling	
	3. Create equations that describe numbers or relationships, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationship between two quantities, and build new functions from existing functions.
Statistics and Probability	
	4. Summarize, represent, and interpret data on a single count or a measurement variable and use probability to evaluate outcomes of decisions.

Strand: Functional Relationships

Content Standard 1: Interpret the structure of expressions, write expressions in equivalent forms to solve problems, perform arithmetic operations on functions, and understand the relationship between zeros and factors of polynomials.

FR.1.BTAII.1	<p>Interpret expressions that represent a quantity in terms of its context.*</p> <ul style="list-style-type: none"> <li>Interpret parts of an expression using appropriate vocabulary, such as terms, factors, and coefficients.</li> <li>Interpret complicated expressions by viewing one or more of their parts as a single entity.</li> </ul> <p><i>For example: Interpret <math>P(1 \pm r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</i></p>
FR.1.BTAII.2	<p>Use the structure of an expression to identify ways to rewrite it.</p> <p><i>For example: See that <math>(x + 3)(x + 3)</math> is the same as <math>(x + 3)^2</math> OR <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i></p>
FR.1.BTAII.3	<ul style="list-style-type: none"> <li>Add, subtract, and multiply polynomials</li> <li>Understand that polynomials, like the integers, are <b>closed</b> under addition, subtraction, and multiplication</li> </ul> <p>Note: If <math>p</math> and <math>q</math> are polynomials <math>p + q</math>, <math>p - q</math>, and <math>pq</math> are also polynomials</p>
FR.1.BTAII.4	<p>Use various methods to factor quadratic polynomials; understand the relationship between the factored form of a quadratic polynomial and the zeros of a function</p>
FR.1.BTAII.5	<ul style="list-style-type: none"> <li>Identify zeros of polynomials (linear, quadratic) when suitable factorizations are available</li> <li>Use the zeros to construct a rough graph of the function defined by the polynomial.</li> </ul>
FR.1.BTAII.6	<p>Solve linear equations, inequalities and absolute value equations in one variable, including equations with coefficients represented by letters.</p>
FR.1.BTAII.7	<ul style="list-style-type: none"> <li>Solve systems of equations in two variables using substitution and elimination.</li> <li>Understand that the solution to a system of equations will be the same when using substitution and elimination.</li> </ul>
FR.1.BTAII.8	<p>In terms of a context, interpret the parameters (rates of growth or decay, domain and range restrictions where applicable, etc.) in a function.</p>

Strand: Representing Functions

Content Standard 2: Represent and solve equations and inequalities graphically and analyze functions using different representations.

RF.2.BTAII.1	<p>Explain why the x-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>;</p> <p>Find the solutions approximately by</p> <ul style="list-style-type: none"> <li>• Using technology to graph the functions</li> <li>• Making tables of values</li> <li>• Finding successive approximations</li> </ul> <p>Include cases (but not limited to) where <math>f(x)</math> and/or <math>g(x)</math> are</p> <ul style="list-style-type: none"> <li>• Linear</li> <li>• Polynomial</li> <li>• Absolute value</li> <li>• Exponential</li> </ul> <p>Teacher notes: Modeling should be applied throughout this standard.</p>
RF.2.BTAII.2	<p>Graph functions expressed algebraically and show key features of the graph, with and without technology.</p> <ul style="list-style-type: none"> <li>• Graph linear and quadratic functions and, when applicable, show intercepts, maxima, and minima.</li> <li>• Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>• Graph exponential functions, showing intercepts and end behavior.</li> </ul>
RF.2.BTAII.3	<p>Explain how extending the properties of integer exponents to rational exponents provides an alternative notation for radicals.</p> <p><i>For example: We define <math>5^{4/3}</math> to be the cube root of <math>5^4</math> because we want <math>(5^{4/3})^{3/4} = 5</math> to hold.</i></p>
RF.2.BTAII.4	<p>Rewrite expressions involving radicals and rational exponents using the properties of exponents</p>
RF.2.BTAII.5	<p>Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity</p>

	<p>increasing linearly, quadratically, or any polynomial function.</p> <p>Note: The study of polynomial functions, in general, is reserved for Algebra 2. This standard leads to discussions of relative rates of growth in further coursework.</p>
RF.2.BTAII.6	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <ul style="list-style-type: none"> <li>Factor a quadratic expression to reveal the zeros of the function it defines.</li> </ul> <p>Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. Note: Students should be able to identify and use various forms of a quadratic expression to solve problems.</p> <ul style="list-style-type: none"> <li>Standard Form: <math>ax^2 + bx + c</math></li> <li>Factored Form: <math>a(x - r_1)(x - r_2)</math></li> <li>Vertex Form: <math>a(x - h)^2 + k</math></li> </ul>
RF.2.BTAII.7	<p>Solve quadratic equations in one variable.</p> <ul style="list-style-type: none"> <li>Use the method of completing the square to transform any quadratic equation in <math>x</math> into an equation of the form <math>(x - p)^2 = q</math> that has the same solutions.</li> </ul> <p>Note: This would be a good opportunity to demonstrate/explore how the quadratic formula is derived. This standard also connects to the transformations of functions and identifying key features of a graph (F-BF3). Introduce this with a leading coefficient of 1 in Algebra I. Finish mastery in Algebra II.</p> <ul style="list-style-type: none"> <li>Solve quadratic equations (as appropriate to the initial form of the equation) by: <ul style="list-style-type: none"> <li>Inspection of a graph</li> <li>Taking square roots</li> <li>Completing the square</li> <li>Using the quadratic formula</li> <li>Factoring</li> </ul> </li> </ul>
RF.2.BTAII.8	<p>Solve systems of equations consisting of linear equations and nonlinear equations in two variables algebraically and graphically.</p> <p><i>For example: Find the points of intersection between <math>y = -3x</math> and <math>y = x^2 + 2</math>.</i></p>

Strand: Function Modeling

Content Standard 3: Create equations that describe numbers or relationships, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationship between two quantities, and build new functions from existing functions.

FM.3.BTAII.1	<p>Create equations and inequalities in one variable and use them to solve problems.</p> <p>Note: <i>Including but not limited to equations arising from:</i></p> <ul style="list-style-type: none"> <li>• <i>Linear functions</i></li> <li>• <i>Quadratic functions</i></li> <li>• <i>Exponential functions</i></li> <li>• <i>Absolute value functions</i></li> </ul>
FM.3.BTAII.2	<ul style="list-style-type: none"> <li>• Create equations in two or more variables to represent relationships between quantities</li> <li>• Graph equations, in two variables, on a coordinate plane.</li> </ul>
FM.3.BTAII.3	<ul style="list-style-type: none"> <li>• Represent and interpret constraints by equations or inequalities, and by systems of equations and/or inequalities.</li> <li>• Interpret solutions as viable or nonviable options in a modeling and/or real-world context.</li> </ul>
FM.3.BTAII.4	Rearrange literal equations using the properties of equality
FM.3.BTAII.5	<p>For a function that models a relationship between two quantities:</p> <ul style="list-style-type: none"> <li>• Interpret key features of graphs and tables in terms of the quantities, and</li> <li>• Sketch graphs showing key features given a verbal description of the relationship.</li> </ul> <p>Note: Key features may include but not limited to: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</p>
FM.3.BTAII.6	<ul style="list-style-type: none"> <li>• Relate the domain of a function to its graph.</li> <li>• Relate the domain of a function to the quantitative relationship it describes.</li> </ul> <p><i>For example: If the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p>
FM.3.BTAII.7	<ul style="list-style-type: none"> <li>• Calculate and interpret the average rate of change of a function (presented algebraically or as a table) over a specified interval. *</li> <li>• Estimate the rate of change from a graph.*</li> </ul>

FM.3.BTAII.8	<p>Graph functions expressed algebraically and show key features of the graph, with and without technology.</p> <ul style="list-style-type: none"> <li>• Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>• Graph exponential functions, showing intercepts and end behavior.</li> </ul>
--------------	--

Strand: Function Modeling

Content Standard 3: Create equations that describe numbers or relationships, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationship between two quantities, and build new functions from existing functions.

FM.3.BTAII.9	<p>Write expressions for functions in different but equivalent forms to reveal key features of the function.</p> <ul style="list-style-type: none"> <li>Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values (vertex), and symmetry of the graph, and interpret these in terms of a context. Note: Connection to A.SSE.B.3b</li> </ul>
FM.3.BTAII.10	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
FM.3.BTAII.11	<p>Write a function that describes a relationship between two quantities. *</p> <ul style="list-style-type: none"> <li>From a context, determine an explicit expression, a recursive process, or steps for calculation.</li> </ul>
FM.3.BTAII.12	<ul style="list-style-type: none"> <li>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (<math>k</math>, a constant both positive and negative);</li> <li>Find the value of <math>k</math> given the graphs of the transformed functions.</li> <li>Experiment with multiple transformations and illustrate an explanation of the effects on the graph with or without technology. <i>Include recognizing even and odd functions from their graphs and algebraic representations for them.</i></li> </ul>
FM.3.BTAII.13	<ul style="list-style-type: none"> <li>Solve an equation of the form <math>y = f(x)</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. <i>For example, <math>f(x) = 2x^2</math> or <math>f(x) = (x + 1)/(x - 1)</math> for <math>x \neq 1</math>.</i></li> </ul>
FM.3.BTAII.14	Define appropriate quantities for the purpose of <i>descriptive modeling</i> (I.E., <i>Use units appropriate to the problem being solved.</i> )
FM.3.BTAII.15	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities
FM.3.BTAII.16	Solve linear inequalities and systems of linear inequalities in two variables by graphing.
FM.3.BTAII.17	Recognize that sequences are functions, sometimes defined recursively, whose <i>domain</i> is a subset of the integers [e.g., the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1, f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$ ]
FM.3.BTAII.18	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another



FM.3.BTAII.19	<p>Construct linear and exponential equations, including arithmetic and geometric sequences,</p> <ul style="list-style-type: none"> <li>• given a graph,</li> <li>• a description of a relationship, or</li> <li>• two input-output pairs (include reading these from a table).</li> </ul>
FM.3.BTAII.20	<p>Use the properties of exponents to transform expressions for exponential functions</p> <p><i>For example: The expression <math>1.15^t</math> can be rewritten as <math>(1.15^{1/12})^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p>

Strand: Statistics and Probability

Content Standard 4: Summarize, represent, and interpret data on a single count or a measurement variable and use probability to evaluate outcomes of decisions.

SP.4.BTAII.1	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets
SP.4.BTAII.2	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <ul style="list-style-type: none"><li>• Fit a function to the data; use functions fitted to data to solve problems in the context of the data.</li></ul> <p>Note: Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. The focus of Algebra I should be on linear and exponential models while the focus of Algebra II is more on quadratic and exponential models.</p>
SP.4.BTAII.3	Compute (using technology) and interpret the correlation coefficient of a linear fit.

## Glossary for Bridge to Algebra II

Arithmetic Sequence	A sequence such as 1, 5, 9, 13, 17, ... or 12, 7, 2, -3, -8, -13, -18, ... which has a constant difference between terms
Average Rate of Change	The change in the value of a quantity divided by the elapsed time; for a function, the change in the y-value divided by the change in the x-value for two distinct points on the graph
Correlation Coefficient	A measure of how nearly a scatter plot falls on a straight line; the correlation coefficient is always between -1 and +1
Descriptive Modeling	A mathematical process that describes real-world events and the relationships between factors responsible for them
Domain	The set of values of the independent variable(s) for which a function or relation is defined; typically, the set of x-values that give rise to real y-values
End Behavior	A description of the dependent variable of a function as the independent variable approaches positive or negative infinity
Even Function	A function whose graph is symmetric to the y-axis [e.g., $f(-x) = f(x)$ ]
Explicit equation	An equation that relates the inputs to the outputs
Extreme Value	The maximum or minimum output value of a function
Geometric Sequence	A sequence such as 2, 6, 18, 54, 162, ... or $3, 1, \frac{1}{3}, \frac{1}{9}, \frac{1}{27}, \frac{1}{81}, \dots$ which has a constant ratio between terms
Odd Function	The function whose graph is symmetric to the origin [e.g., $f(-x) = -f(x)$ ]
Parameters	A set of variables that define a system and determine its behavior and are varied
Piece-Wise Function	Functions using different rules for different parts of the domain
Recursive formula (process)	A recursive formula has two parts: the value(s) of the first term(s), and a recursion equation that shows how to find each term from the term(s) before it
Residuals	The vertical distance between a data point and the graph of a regression equation: the residual is positive if the data point is above the graph, the residual is negative if the data point is below the graph, and the residual is 0 only when the graph passes through the data point

# Calculus

## Content Standards

2016

Course Title: Calculus  
 Course/Unit Credit: 1  
 Course Number: 434010  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisites: Students must have successfully completed coursework for Algebra I, Geometry, and Algebra II or Pre-Calculus.

## Calculus

Calculus is a two-semester course designed to provide students with experience in the methods and applications of calculus and to develop an understanding of its concepts. This course emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, symbolically, analytically, and verbally through the use of unifying themes of derivatives, integrals, limits, application and modeling, and approximation. Calculus does not require Arkansas Department of Education approval.

Strand	Content Standard
Limits and Continuity	
	1. Students will determine the limit of a function at a value numerically, graphically, and analytically.
Derivatives	
	2. Students will use derivatives to solve problems both theoretically and in real-world context.
Integrals	
	3. Students will apply the techniques of integration to solve problems both theoretically and in contextual models that represent real-world phenomena.

Strand: Limits and Continuity

Content Standard 1: Students will determine the limit of a function at a value numerically, graphically, and analytically.

LC.1.C.1	Identify vertical asymptotes in rational and logarithmic functions by identifying locations where the function value approaches infinity; estimate <i>limits</i> numerically and graphically; calculate <i>limits</i> analytically: <ul style="list-style-type: none"> <li>• algebraic simplification</li> <li>• direct substitution</li> <li>• one-sided limits</li> <li>• rationalization</li> </ul>
LC.1.C.2	Calculate <i>infinite limits</i> and use the result to identify vertical asymptotes in rational and logarithmic functions
LC.1.C.3	Calculate <i>limits</i> at infinity and use the result to identify horizontal asymptotes in rational and exponential functions
LC.1.C.4	Calculate <i>limits</i> at infinity and use the result to identify unbounded behavior in rational, exponential, and logarithmic functions
LC.1.C.5	Identify and classify graphically, algebraically, and numerically if a discontinuity is removable or non-removable; identify the three conditions that must exist in order for a function to be continuous at $x = a$ : <ul style="list-style-type: none"> <li>• <math>f(a)</math> is defined</li> <li>• the <i>limit</i> as <math>x</math> approaches <math>a</math> of <math>f(x)</math> equals <math>f(a)</math></li> <li>• the <i>limit</i> as <math>x</math> approaches <math>a</math> of <math>f(x)</math> exists</li> </ul>
LC.1.C.6	Apply the <i>Intermediate Value Theorem</i> for <i>continuous functions</i>

Strand: Derivatives

Content Standard 2: Students will use derivatives to solve problems both theoretically and in real-world context.

D.2.C.1	Approximate the <i>derivative</i> : <ul style="list-style-type: none"> <li>graphically by finding the slope of a <i>tangent line</i> drawn to a curve at a given point</li> <li>numerically by using the <i>difference quotient</i></li> </ul>
D.2.C.2	Find the equation of the <i>tangent line</i> using the definition of <i>derivative</i>
D.2.C.3	Establish and apply the relationship between <i>differentiability</i> and continuity
D.2.C.4	Compare the characteristic of graphs of $f$ and $f'$ : <ul style="list-style-type: none"> <li>generate the graph of <math>f</math> given the graph of <math>f'</math> and vice versa</li> <li>establish the relationship between the increasing and decreasing behavior of <math>f</math> and the sign of <math>f'</math></li> <li>identify maxima and minima as points where increasing and decreasing behavior change</li> </ul>
D.2.C.5	Apply the <i>Mean Value Theorem</i> on a given interval
D.2.C.6	Compare the characteristic of graphs of $f$ , $f'$ , and $f''$ : <ul style="list-style-type: none"> <li>generate the graphs of <math>f</math> and <math>f'</math> given the graph of <math>f''</math> and vice versa</li> <li>establish the relationship between the <i>concavity</i> of <math>f</math> and the sign of <math>f''</math></li> <li>identify points of inflection as points where <i>concavity</i> changes</li> </ul>
D.2.C.7	Find <i>derivatives</i> of functions using: <ul style="list-style-type: none"> <li><i>Power rule</i></li> <li><i>Product rule</i></li> <li><i>Quotient rule</i></li> </ul>
D.2.C.8	Find <i>derivatives</i> of: <ul style="list-style-type: none"> <li>an implicitly defined equation</li> <li>composite functions using <i>chain rule</i></li> <li>exponential and logarithmic functions</li> <li>functions requiring the use of more than one differentiation rule</li> </ul>
D.2.C.9	Find the equation of: <ul style="list-style-type: none"> <li>a line tangent to the graph of a function at a point</li> <li>a normal line to the graph of a function at a point</li> </ul>
D.2.C.10	Solve application problems involving: <ul style="list-style-type: none"> <li>optimization</li> <li>related rates</li> </ul>
D.2.C.11	Interpret the <i>derivative</i> as a rate of change and varied applied contexts, including velocity, speed, and <i>acceleration</i>

Strand: Integrals

Content Standard 3: Students will apply the techniques of integration to solve problems, both theoretically and in contextual models that represent real-world phenomena.

I.3.C.1	Define the definite integral of the rate of change of a quantity over an interval interpreted as the change of the quantity over the interval $\int_a^b f'(x)dx = f(b) - f(a)$
I.3.C.2	Determine the area between two curves, and identify the definite integral as the area of the region bounded by two curves
I.3.C.3	Apply the <i>Fundamental Theorem of Calculus</i> to solve contextual models that represent real-world phenomena
I.3.C.4	Compute <i>indefinite integrals</i>
I.3.C.5	Determine the antiderivative of a function using rules of basic differentiation, and solve problems using the techniques of antidifferentiation
I.3.C.6	Estimate definite integrals by using Riemann sums and trapezoidal sums, and identify the definite integral as a <i>limit</i> of Riemann sums
I.3.C.7	Explore and apply different integration techniques



# Glossary for Calculus

Acceleration	The rate of change of velocity over time
Chain Rule	A method for finding the derivative of a composition of functions; the formula is $\frac{d}{dx}f(g(x)) = f'(g(x))g'(x)$
Concavity	If a curve is concave up (convex), the graph of the curve is bent upward, like an upright bowl. If a curve is concave down (or simply concave), then the graph of the curve is bent down, like a bridge. For a function $f(x)$ where $f(x)$ and $f'(x)$ are both differentiable, $f(x)$ is concave up if $f''(x) \geq 0$ and concave down if $f''(x) \leq 0$ . If $f''(x) = 0$ , then $x$ is an inflection point, where the graph changes direction of concavity
Continuous function(s)	A function is continuous at $x = a$ if <ol style="list-style-type: none"> <li>1. <math>\lim_{x \rightarrow a} f(x)</math> exists</li> <li>2. <math>f(a)</math> exists</li> <li>3. <math>\lim_{x \rightarrow a} f(x) = f(a)</math></li> </ol>
Derivative(s)	A function which gives the slope of a curve; that is, the slope of the line tangent to a function; the derivative of a function $f$ at a point $x$ is commonly written $f'(x)$
Difference quotient	For a function $f$ , the formula $\frac{f(x+h)-f(x)}{h}$ ; this formula computes the slope of the secant line through two points on the graph of $f$ , these are the points with $x$ -coordinates $x$ and $x+h$ ; the difference quotient is used in the definition the derivative
Differentiability	A curve that is smooth and contains no discontinuities or cusps; formally, a curve is differentiable at all values of the domain variable(s) for which the derivative exists
Fundamental Theorem of Calculus	The theorem that establishes the connection between derivatives, antiderivatives, and definite integrals Evaluation part of the FTC: If $f$ is continuous on $[a, b]$ , and $F$ is any antiderivative of $f$ , then $\int_a^b f(x)dx = F(b) - F(a)$  Antiderivative part of the FTC: If $f$ is continuous on $[a, b]$ , then $\frac{d}{dx} \int_a^x f(t)dt = f(x)$ for every $x$ in $[a, b]$
Indefinite integral(s)	The family of functions that have a given function as a common derivative; the indefinite integral of $f(x)$ is written $\int f(x)dx$ [e.g., $\int x^2 dx = \frac{1}{3}x^3 + C$ ]
Infinite limits	A limit that has an infinite result (either $\infty$ or $-\infty$ ), or a limit taken as the variable approaches $\infty$ (infinity) or $-\infty$ (negative infinity); the limit can be one-sided
Intermediate Value Theorem	If $f$ is a function that is continuous over the domain $[a, b]$ and if $m$ is a number between $f(a)$ and $f(b)$ , then there is some number $c$ between $a$ and $b$ such that $f(c) = m$
Limit(s)	The value that a function or expression approaches as the domain variable(s) approach a specific value; limits are written in the form $\lim_{x \rightarrow A} f(x)$ [e.g., the limit of $f(x) = \frac{1}{x}$ as $x$ approaches 3 is $\frac{1}{3}$ ; this is written $\lim_{x \rightarrow 3} \frac{1}{x} = \frac{1}{3}$ ]

--	--

### Glossary for Calculus

Mean Value Theorem	If function $f$ is continuous on $[a, b]$ and differentiable on $(a, b)$ , then there exists a number $c$ in $(a, b)$ such that $f'(c) = \frac{f(b)-f(a)}{b-a}$
Power Rule	A formula for finding the derivative of a power of a variable; $\frac{d}{dx}(x^n) = nx^{n-1}$
Product Rule	A formula for the derivative of the product of two functions; $\frac{d}{dx}(uv) = u \frac{dv}{dx} + v \frac{du}{dx}$ or $(uv)' = u'v + uv'$
Quotient Rule	A formula for the derivative of the quotient of two functions; $\frac{d}{dx}\left(\frac{u}{v}\right) = \frac{v \frac{du}{dx} - u \frac{dv}{dx}}{v^2}$ or $\left(\frac{u}{v}\right)' = \frac{u'v - uv'}{v^2}$
Tangent line	A line that touches a curve at a point without crossing over; formally, it is a line which intersects a differentiable curve at a point where the slope of the curve equals the slope of the line

# Computer Science and Mathematics

## Content Standards

2016

Course Title: Computer Science and Mathematics  
 Course/Unit Credit: 1  
 Course Number: 439100 – Secondary Math License/Math Credit  
 460050 – Business Teacher License/Career Focus Credit  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisite: Students must have successfully completed coursework for Algebra I (or Algebra A&B) and Geometry (or Geometry A&B). In addition, students must have successfully completed Algebra II or be concurrently enrolled in Algebra II.

### Computer Science and Mathematics

This course is designed to provide students with the opportunity to explore the uses of mathematics and computer programming as tools in creating effective solutions to complex problems. Students will develop and refine fundamental skills of computer science within a mathematical context. Computer Science and Mathematics may be counted as a fourth math credit course under Smart Core. Any reference to an algorithm or algorithms in this document includes both mathematics and computer science contexts. Throughout the course, students will use developmentally appropriate and accurate terminology when communicating about technology. Computer Science and Mathematics does not require Arkansas Department of Education approval.

Strand	Content Standards
Computational Thinking	1. Students will evaluate different data representations to solve problems.
	2. Students will connect the development cycle of algorithm construction to problem solving.
	3. Students will create and evaluate algorithms to solve problems.
Computing Practice and Programming	4. Students will evaluate the use of programming languages to solve problems and develop systems.
	5. Students will create, test, and use computer programs to solve problems.
Computers and Communication Devices	6. Students will classify electronic devices containing computational processors that execute programs.
	7. Students will analyze the relationship between hardware and software.
	8. Students will describe the major components and functions of networks.
Social and Ethical Impacts of Computing	9. Students will evaluate appropriate and inappropriate uses of technology.
	10. Students will investigate social and ethical issues relating to digital information.
	11. Students will explore security and privacy techniques.

#### Notes:

1. The examples given (e.g.,) are suggestions to guide the instructor.
2. This curriculum framework is intended to assist in district curriculum development and unit design.
3. This curriculum framework is not a progression document, nor is it intended to be a state-mandated curriculum designating how or when content is taught.

Strand: Computational Thinking

Content Standard 1: Students will evaluate different data representations to solve problems.

CT.1.CSM.1	Analyze the various mathematical bases (e.g., binary, decimal, hexadecimal) and convert between them
CT.1.CSM.2	Describe the relationship between binary and hexadecimal representations
CT.1.CSM.3	Convert information between various encoding formats (e.g., ASCII, Unicode, hexadecimal, binary)
CT.1.CSM.4	Express the relationship between matrices and arrays
CT.1.CSM.5	Compare techniques (e.g., sorting, statistics, searching) for analyzing massive data collections

Strand: Computational Thinking

Content Standard 2: Students will connect the development cycle of algorithm construction to problem solving.

CT.2.CSM.1	Describe how mathematical and statistical functions, sets, and logic are used in computation
CT.2.CSM.2	Utilize predefined mathematical functions and parameters to divide a complex problem into simpler parts, including parallel processing
CT.2.CSM.3	Interpret truth tables from basic statements using Boolean operators (AND, OR, XOR, and NOT)
CT.2.CSM.4	Explain ways in which sequence, selection, iteration, and recursion are building blocks of algorithms
CT.2.CSM.5	Evaluate concepts of different types of functions, numerically and algebraically <ul style="list-style-type: none"><li>• quadratic functions, including the analysis of the discriminant and complex numbers</li><li>• recursively defined functions, series, and sequences, including arithmetic and geometric</li><li>• exponential and logarithmic functions (including inverse relationship between exponents and logarithms)</li><li>• trigonometric functions to model physical situations (including right triangle trig, laws of sines and cosines)</li><li>• scenarios involving velocity and other quantities that can be represented by vectors</li></ul>
CT.2.CSM.6	Create systems of equations and matrices based on real-world situations
CT.2.CSM.7	Solve systems of equations and matrices by finding inverses, determinants, and other methods
CT.2.CSM.8	Analyze decisions and strategies using probability and statistical concepts

Strand: Computational Thinking

Content Standard 3: Students will create and evaluate algorithms to solve problems.

CT.3.CSM.1	Utilize modeling and simulation techniques to represent and understand natural phenomena
CT.3.CSM.2	Examine classical algorithms (e.g., discriminant in quadratic formula, matrix manipulation, searching, sorting, shortest path, minimum spanning tree)
CT.3.CSM.3	Manipulate formulas and equations and apply them to algorithm development
CT.3.CSM.4	Apply algorithm analysis and design techniques to solve problems
CT.3.CSM.5	Write algorithms to solve mathematical problems using formulas, equations, matrices, and functions
CT.3.CSM.6	Implement conditional statements that include if/then, if/then/else, case statements, and Boolean logic, in the design of algorithms
CT.3.CSM.7	Represent algorithms using flowcharts and pseudocode
CT.3.CSM.8	Combine standard function types using arithmetic operations
CT.3.CSM.9	Analyze algorithms for correctness, clarity, and efficiency

Strand: Computing Practice and Programming

Content Standard 4: Students will evaluate the use of programming languages to solve problems and develop systems.

CPP.4.CSM.1	Compare and contrast computer programming languages and paradigms (e.g., compiled and interpreted languages, procedural and object-oriented paradigms)
CPP.4.CSM.2	Diagram the program execution process
CPP.4.CSM.3	Determine the output of a given sample program without the use of a computer

Strand: Computing Practice and Programming

Content Standard 5: Students will create, test, and use computer programs to solve problems.

CPP.5.CSM.1	Implement computing applications using the following software development tools and techniques <ul style="list-style-type: none"><li>• branching (if, if-else)</li><li>• declare, define, and reference variables</li><li>• lists/arrays</li><li>• looping (for, while, do/while)</li><li>• matrices/two-dimensional arrays</li><li>• primitive data types</li><li>• recursion</li><li>• sequencing</li></ul>
CPP.5.CSM.2	Use various debugging and testing methods (e.g., debugging statements, breakpoints, memory inspection, test cases, unit testing, white box, black box, integration testing) to ensure program correctness
CPP.5.CSM.3	Cite evidence to support or refute the correctness of software solutions
CPP.5.CSM.4	Use the following Application Program Interfaces (API) and libraries to create problem solving computer programs <ul style="list-style-type: none"><li>• file input/output</li><li>• math libraries (e.g., absolute value, square root, quadratic, exponentiation, trigonometry)</li><li>• utilities (e.g., random number generators)</li></ul>



Strand: Computers and Communications Devices

Content Standard 6: Students will classify electronic devices containing computational processors that execute programs.

CCD.6.CSM.1	Recognize that computers are devices that execute programs
CCD.6.CSM.2	Identify a variety of electronic devices (e.g., cell phones, desktops, laptops, vehicles, programmable thermostats, programmable kitchen appliances) that contain computational processors
CCD.6.CSM.3	Describe unique features of computers embedded in mobile devices and vehicles
CCD.6.CSM.4	Investigate the history of computers, identifying contributors and major milestones (e.g., Alan Turing, Charles Babbage, Ada Lovelace, Grace Hopper, analytical machine, ENIAC, IBM PC)

Strand: Computers and Communications Devices

Content Standard 7: Students will analyze the relationship between hardware and software.

CCD.7.CSM.1	Demonstrate an understanding of the relationship between hardware and software
CCD.7.CSM.2	Develop criteria for purchasing or upgrading computer system hardware
CCD.7.CSM.3	Describe primary components of computer systems (e.g., input, output, processing, storage)
CCD.7.CSM.4	Explain multiple levels of hardware and software that support program execution (e.g., compilers, interpreters, operating systems, networks)
CCD.7.CSM.5	Apply strategies for identifying and solving routine hardware problems that occur during everyday computer use

Strand: Computers and Communications Devices

Content Standard 8: Students will describe the major components and functions of networks.

CCD.8.CSM.1	Describe how the Internet facilitates global communication
CCD.8.CSM.2	Describe issues that impact network functionality (e.g., latency, bandwidth, firewalls, server capability)
CCD.8.CSM.3	Describe primary hardware and software components of a network (e.g., hosts, routers, switches, links, servers, network interface cards, applications, web browsers, HTTP, TCP, IP, CSMA)

Strand: Social and Ethical Impacts of Computing

Content Standard 9. Students will evaluate appropriate and inappropriate uses of technology.

SEI.9.CSM.1	Summarize appropriate and inappropriate technological behaviors, including issues of privacy, copyright, security, legalities, and politics
SEI.9.CSM.2	Explore the ramifications of inappropriate uses of technology
SEI.9.CSM.3	Investigate the national and global economic impact of cybercrime

Strand: Social and Ethical Impacts of Computing

Content Standard 10: Students will investigate social and ethical issues relating to digital information.

SEI.10.CSM.1	Discuss accessibility issues (e.g., adaptive technology for special needs individuals, censorship, geographical locations, economically-disadvantaged populations)
SEI.10.CSM.2	Compare the reliability of various online sources
SEI.10.CSM.3	Investigate information ownership topics <ul style="list-style-type: none"><li>• access</li><li>• distribution rights</li><li>• hacking</li><li>• licensure</li><li>• open source</li><li>• public domain</li><li>• software piracy</li></ul>
SEI.10.CSM.4	Describe security and privacy issues that relate to computer networks

Strand: Social and Ethical Impacts of Computing

Content Standard 11: Students will explore security and privacy techniques.

SEI.11.CSM.1	Explain principles of network security and techniques that protect stored and transmitted data (e.g., encryption, cryptography, authentication)
SEI.11.CSM.2	Develop an algorithm that demonstrates a security technique
SEI.11.CSM.3	Debug an algorithm that demonstrates a security technique

## Contributors

The following people contributed to the development of this document:

Stephany Alhajjaj – Little Rock School District	Daniel Moix – Bryant Public School District
Virginia Cocanower – Bentonville School District	Kimberly Raup – Conway School District
Carl Frank – Arkansas School for Mathematics, Sciences, and the Arts	Cindy Robinson – Springdale School District
Jim Furniss – Riverview School District	Tom Simmons – El Dorado School District
Marion Harris – Lincoln Consolidated School District	Ashley Steed – Star City School District
Catherine Leach – Henderson State University	

# Geometry

## Content Standards

2016

Compiled using the Arkansas Mathematics Standards

Course Title: Geometry  
Course/Unit Credit: 1  
Course Number: 431000  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12  
Prerequisite: Algebra I or Algebra A/B

**Course Description:** “The fundamental purpose of the course in Geometry is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school AMS.

This document was created to delineate the standards for this course in a format familiar to the educators of Arkansas. For the state-provided Algebra A/B, Algebra I, Geometry A/B, Geometry, and Algebra II documents, the language and structure of the Arkansas Mathematics Standards (ASM) have been maintained. The following information is helpful to correctly read and understand this document.

“**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.” - <http://www.corestandards.org/>

Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

The standards in this document appear exactly as written in the ASM. Italicized portions of the standards offer clarification. The Plus Standards (+) from the Arkansas Mathematics Standards may be incorporated into the curriculum to adequately prepare students for more rigorous courses (e.g., Advanced Placement, International Baccalaureate, or concurrent credit courses).

## Geometry

Domain	Cluster	Course Emphases
Congruence	1. Investigate transformations in the plane	Supporting
	2. Understand congruence in terms of rigid motions	Major
	3. Apply and prove geometric theorems	Major
	4. Make geometric constructions	Supporting
	5. Logic and Reasoning	
Similarity, Right Triangles, and Trigonometry	6. Understand similarity in terms of similarity transformations	Major
	7. Apply and prove theorems involving similarity	Major
	8. Define trigonometric ratios and solve problems involving right triangles	Major
	9. Apply trigonometric to general triangles	
Circles	10. Understand and apply theorems about circles	Additional
	11. Find arc lengths and areas of sectors of circles	Additional
Expressing Geometric Properties with Equations	12. Translate between the geometric description and the equation of a conic section	Additional
	13. Use coordinates to prove simple geometric theorems algebraically	Major
Geometric measurement and dimension	14. Explain volume formulas and use them to solve problems	Additional
	15. Visualize relationships between two-dimensional and three-dimensional objects	Additional
Modeling with Geometry	16. Apply geometric concepts in modeling situations	Major

*Asterisks identify potential opportunities to integrate content with the modeling practice*



# Geometry

Domain: Congruence

- Cluster(s):
1. Investigate transformations in the plane
  2. Understand congruence in terms of rigid motions
  3. Apply and prove geometric theorems
  4. Make geometric constructions
  5. Logic and Reasoning

HSG.CO.A.1	1	Based on the undefined notions of point, line, plane, distance along a line, and distance around a circular arc, define: <ul style="list-style-type: none"> <li>• Angle</li> <li>• Line segment</li> <li>• Circle</li> <li>• Perpendicular lines</li> <li>• Parallel lines</li> </ul>	Supporting
HSG.CO.A.2	1	<ul style="list-style-type: none"> <li>• Represent transformations in the plane (<i>e.g. using transparencies, tracing paper, geometry software, etc.</i>).</li> <li>• Describe transformations as functions that take points in the plane as inputs and give other points as outputs.</li> <li>• Compare transformations that preserve distance and angle to those that do not. (<i>e.g., translation versus dilation</i>).</li> </ul>	Supporting
HSG.CO.A.3	1	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and/or reflections that carry it onto itself.	Supporting
HSG.CO.A.4	1	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Supporting
HSG.CO.A.5	1	<ul style="list-style-type: none"> <li>• Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure, (<i>e.g., using graph paper, tracing paper, miras, geometry software, etc.</i>).</li> <li>• Specify a sequence of transformations that will carry a given figure onto another.</li> </ul>	Supporting
HSG.CO.B.6	2	<ul style="list-style-type: none"> <li>• Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure</li> <li>• Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</li> </ul>	Major
HSG.CO.B.7	2	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Major
HSG.CO.B.8	2	<p>Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. Investigate congruence in terms of rigid motion to develop the criteria for triangle congruence (ASA, SAS, AAS, SSS, and HL)</p> <p><i>Note: The emphasis in this standard should be placed on investigation</i></p>	Major

4

## Geometry Arkansas Mathematics Standards Arkansas Department of Education 2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

# Geometry

HSG.CO.C.9	3	<p>Apply and prove theorems about lines and angles.</p> <p><i>Theorems include but are not limited to: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i></p> <p>Note: Proofs are not an isolated topic and therefore should be integrated throughout the course.</p>	Major
HSG.CO.C.10	3	<p>Apply and prove theorems about triangles.</p> <p><i>Theorems include but are not limited to: measures of interior angles of a triangle sum to <math>180^\circ</math>; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i></p> <p>Note: Proofs are not an isolated topic and therefore should be integrated throughout the course.</p>	Major
HSG.CO.C.11	3	<p>Apply and prove theorems about quadrilaterals.</p> <p><i>Theorems include but are not limited to relationships among the sides, angles, and diagonals of quadrilaterals and the following theorems concerning parallelograms: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i></p> <p>Note: Proofs are not an isolated topic and therefore should be integrated throughout the course.</p>	Major
HSG.CO.D.12	4	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).</p> <p><i>Constructions may include but are not limited to: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i></p> <p>Note: Constructions are not an isolated topic and therefore should be integrated throughout the course.</p>	Supporting
HSG.CO.D.13	4	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Note: Constructions are not an isolated topic and therefore should be integrated throughout the course.</p>	Supporting
HSG.CO.E.14	5	<p>Apply inductive reasoning and deductive reasoning for making predictions based on real world situations using:</p> <ul style="list-style-type: none"> <li>Conditional Statements (inverse, converse, and contrapositive)</li> <li>Venn Diagrams</li> </ul>	Supporting

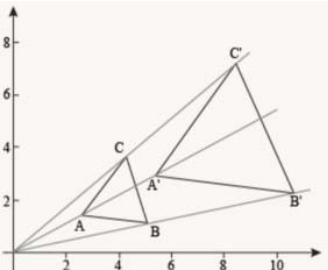
Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Note: This is not intended to be an isolated topic but instead to support concepts throughout the course.

Domain: Similarity, Right Triangles, and Trigonometry

- Cluster(s):
- 6. Understand similarity in terms of similarity transformations
  - 7. Apply and prove theorems involving similarity
  - 8. Define trigonometric ratios and solve problems involving right triangles
  - 9. Apply trigonometry to general triangles

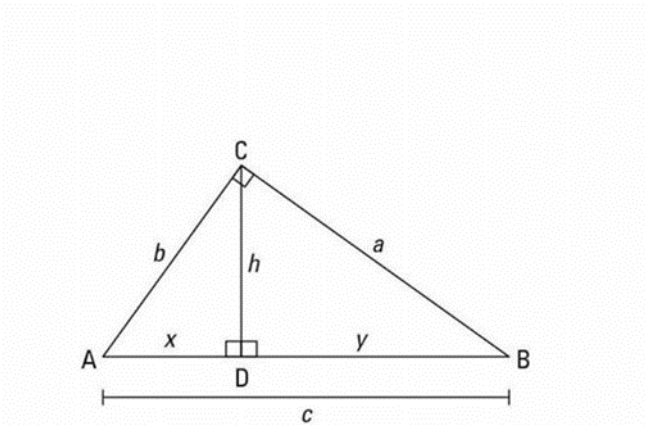
HSG.SRT.A.1	6	<p>Verify experimentally the properties of dilations given by a center and a scale factor.</p> <ul style="list-style-type: none"> <li>A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</li> <li>The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</li> </ul>  <p><a href="http://www.shmoop.com/common-core-standards/ccss-hs-g-srt-1a.html">http://www.shmoop.com/common-core-standards/ccss-hs-g-srt-1a.html</a></p>	Major
HSG.SRT.A.2	6	<p>Given two figures:</p> <ul style="list-style-type: none"> <li>Use the definition of similarity in terms of similarity transformations to determine if they are similar</li> <li>Explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</li> </ul>	Major
HSG.SRT.A.3	6	Use the properties of similarity transformations to establish the AA, SAS~, SSS~ criteria for two triangles to be similar.	Major
HSG.SRT.B.4	7	Use triangle similarity to apply and prove theorems about triangles.	Major

6

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

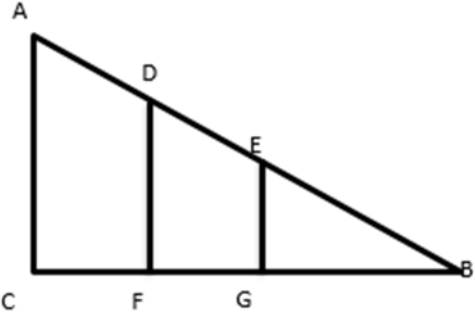
Geometry

		<p><i>Theorems include but are not limited to: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i></p>  $\frac{x}{b} = \frac{b}{c}, \quad \frac{y}{a} = \frac{a}{c}$ $x = \frac{b^2}{c}, \quad c - x = \frac{a^2}{c}$ $x + (c - x) = c$ $\frac{a^2}{c} + \frac{b^2}{c} = c$ $a^2 + b^2 = c^2$	
HSG.SRT.B.5	7	<ul style="list-style-type: none"> <li>• Use congruence (SSS, SAS, ASA, AAS, and HL) and similarity (AA, SSS~, SAS~) criteria for triangles to solve problems</li> <li>• Use congruence and similarity criteria to prove relationships in geometric figures.</li> </ul>	Major

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

Geometry

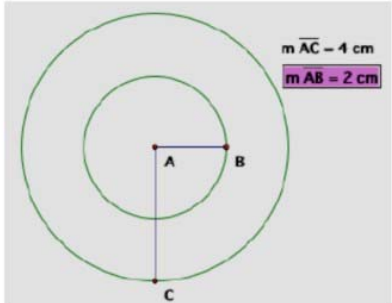
HSG.SRT.C.6	8	<p>Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p> <p><i>For example: Trigonometric ratios are related to the acute angles of a triangle, not the right angle. The values of the trigonometric ratio depend only on the angle. Consider the following three similar triangles (why are they similar)?</i></p> 	Major
HSG.SRT.C.7	8	Explain and use the relationship between the sine and cosine of complementary angles.	Major
HSG.SRT.C.8	8	<p>Use trigonometric ratios, special right triangles, and/or the Pythagorean Theorem to find unknown measurements of right triangles in applied problems.</p> <p>Note: Examples should Including, but are not limited to angles of elevation, angles of depression, navigation, and surveying.</p>	Major
HSG.SRT.D.9	9	(+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Additional
HSG.SRT.D.10	9	(+) Prove the Laws of Sines and Cosines and use them to solve problems.	Additional
HSG.SRT.D.11	9	<p>(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles</p> <p>Note: Examples should include, but are not limited to surveying problems and problems related to resultant forces.</p>	Additional

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

Domain: Circles

Cluster(s): 10. Understand and apply theorems about circles  
11. Find arc lengths and areas of sectors of circles

HSG.C.A.1	10	<p>Prove that all circles are similar.</p>  <p><math>m \overline{AC} = 4 \text{ cm}</math> <math>m \overline{AB} = 2 \text{ cm}</math></p> <p><a href="http://www.azed.gov/azcommoncore/files/2012/11/high-school-ccss-flip-book-usd-259-2012.pdf">http://www.azed.gov/azcommoncore/files/2012/11/high-school-ccss-flip-book-usd-259-2012.pdf</a></p>	Additional
HSG.C.A.2	10	<p>Identify, describe, and use relationships among angles, radii, segments, lines, arcs, and chords as related to circles.</p> <p>Note: Examples include but are not limited to the following: the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; angles inscribed in a semi-circle are right angles; the radius of a circle is perpendicular to a tangent line of the circle at the point of tangency.</p>	Additional
HSG.C.A.3	10	<ul style="list-style-type: none"> <li>Construct the inscribed and circumscribed circles of a triangle.</li> <li>Prove properties of angles for a quadrilateral inscribed in a circle.</li> </ul>	Additional
HSG.C.B.5	11	<ul style="list-style-type: none"> <li>Derive using similarity that the length of the arc intercepted by an angle is proportional to the radius.</li> <li>Derive and use the formula for the area of a sector.</li> <li>Understand the radian measure of the angle as a unit of measure.</li> </ul> <p>Note: Connected to F.TF.1 (+)</p>	Additional

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------

# Geometry

Domain: Expressing Geometric Properties with Equations

Cluster(s): 12. Translate between the geometric description and the equation of a conic section

13. Use coordinates to prove simple geometric theorems algebraically

HSG.GPE.A.1	12	<ul style="list-style-type: none"> <li>Derive the equation of a circle of given center and radius using the Pythagorean Theorem</li> <li>Complete the square to find the center and radius of a circle given by an equation.</li> </ul> <p>Note: Students should also be able to identify the center and radius when given the equation of a circle and write the equation given a center and radius.</p>	Additional
HSG.GPE.A.2	12	(+)Derive the equation of a parabola given a focus and directrix.	Major
HSG.GPE.A.3	12	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	Additional
HSG.GPE.B.4	13	<p>Use coordinates to prove simple geometric theorems algebraically.</p> <p><i>For example: Prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point <math>(1, \sqrt{3})</math> lies on the circle centered at the origin and containing the point <math>(0, 2)</math>.</i></p>	Supporting
HSG.GPE.B.5	13	<ul style="list-style-type: none"> <li>Prove the slope criteria for parallel and perpendicular lines.</li> <li>Use the slope criteria for parallel and perpendicular lines to solve geometric problems.</li> </ul> <p>Note: Examples should include but are not limited to finding the equation of a line parallel or perpendicular to a given line that passes through a given point.</p>	Major
HSG.GPE.B.6	13	<p>Find the midpoint between two given points; and find the endpoint of a line segment given the midpoint and one endpoint.</p> <p>Note: An extension of this standard would be to find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p>	Major
HSG.GPE.B.7	13	<p>Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.</p> <p>Note: Examples should include, but are not limited using the distance formula and area of composite figures.</p>	Major

10

Geometry  
Arkansas Mathematics Standards  
Arkansas Department of Education  
2016

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------------	----------------	--------------	----------------------------------



## Geometry

Domain: Geometric measurement and dimension

Cluster(s): 14. Explain volume formulas and use them to solve problems

15. Visualize relationships between two-dimensional and three-dimensional objects

HSG.GMD.A.1	14	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.  <i>For example: Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i>	Additional
HSG.GMD.A.2	14	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	Additional
HSG.GMD.A.3	14	<ul style="list-style-type: none"> <li>Use volume formulas for cylinders, pyramids, cones, spheres, and to solve problems which may involve composite figures</li> <li>Compute the effect on volume of changing one or more dimension(s).</li> </ul> <i>For example: How is the volume affected by doubling, tripling, or halving a dimension?</i>	Supporting
HSG.GMD.B.4	15	<ul style="list-style-type: none"> <li>Identify the shapes of two-dimensional cross-sections of three-dimensional objects</li> <li>Identify three-dimensional objects generated by rotations of two-dimensional objects.</li> </ul>	Additional

Domain: Modeling with Geometry

Cluster(s): 16. Apply geometric concepts in modeling situations

HSG.MG.A.1	16	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	Major
HSG.MG.A.2	16	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	Major
HSG.MG.A.3	16	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	Major

App

Key:

ASM Domain and Standard #	ASM Cluster	ASM Standard	Course Emphases (Category)
---------------------------	-------------	--------------	----------------------------



# Geometry A

## Content Standards

### 2016

Compiled using the Arkansas Mathematics Standards

Course Title: Geometry A  
Course/Unit Credit: 1  
Course Number: 431100  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12  
Prerequisite: Algebra I or Algebra A/B

**Course Description:** “The fundamental purpose of the course in Geometry is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school AMS.

This document was created to delineate the standards for this course in a format familiar to the educators of Arkansas. For the state-provided Algebra A/B, Algebra I, Geometry A/B, Geometry, and Algebra II documents, the language and structure of the Arkansas Mathematics Standards (AMS) have been maintained. The following information is helpful to correctly read and understand this document.

“**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.” - <http://www.corestandards.org/>

“Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B. . . . These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.” - <http://www.corestandards.org/>

The standards in this document appear exactly as written in the AMS. Italicized portions of the standards offer clarification. The Plus Standards (+) from the Arkansas Mathematics Standards may be incorporated into the curriculum to adequately prepare students for more rigorous courses (e.g., Advanced Placement, International Baccalaureate, or concurrent credit courses).

## Geometry A

Domain	Cluster	Course Emphases
Congruence	1. Investigate transformations in the plane	Supporting
	2. Understand congruence in terms of rigid motions	Major
	3. Apply and prove geometric theorems	Major
	4. Make geometric constructions	Supporting
	5. Logic and Reasoning	
Similarity, Right Triangles, and Trigonometry		
	6. Understand similarity in terms of similarity transformations	Major
Circles		
	7. Understand and apply theorems about circles	Additional
Expressing Geometric Properties with Equations		
	8. Translate between the geometric description and the equation of a conic section	Additional
	9. Use coordinates to prove simple geometric theorems algebraically	Major
Modeling with Geometry		
	10. Apply geometric concepts in modeling situations	Major

# Geometry A

Domain: Congruence

- Cluster(s):
1. Investigate transformations in the plane
  2. Understand congruence in terms of rigid motions
  3. Apply and prove geometric theorems
  4. Make geometric constructions
  5. Logic and Reasoning

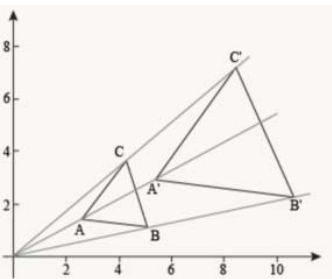
HSG.CO.A.1	1	Based on the undefined notions of point, line, plane, distance along a line, and distance around a circular arc, define: <ul style="list-style-type: none"> <li>• Angle</li> <li>• Line segment</li> <li>• Circle</li> <li>• Perpendicular lines</li> <li>• Parallel lines</li> </ul>	Supporting
HSG.CO.A.2	1	<ul style="list-style-type: none"> <li>• Represent transformations in the plane (<i>e.g. using transparencies, tracing paper, geometry software, etc.</i>).</li> <li>• Describe transformations as functions that take points in the plane as inputs and give other points as outputs.</li> <li>• *Compare transformations that preserve distance and angle to those that do not. (<i>e.g., translation versus dilation</i>).</li> </ul>	Supporting
HSG.CO.A.3	1	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and/or reflections that carry it onto itself	Supporting
HSG.CO.A.4	1	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Supporting
HSG.CO.A.5	1	<ul style="list-style-type: none"> <li>• Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure, (<i>e.g., using graph paper, tracing paper, miras, geometry software, etc.</i>).</li> <li>• Specify a sequence of transformations that will carry a given figure onto another.</li> </ul>	Supporting
HSG.CO.B.6	2	<ul style="list-style-type: none"> <li>• Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure</li> <li>• Given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</li> </ul>	Major
HSG.CO.B.7	2	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Major
HSG.CO.B.8	2	<p>Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. Investigate congruence in terms of rigid motion to develop the criteria for triangle congruence (ASA, SAS, AAS, SSS, and HL)</p> <p><i>Note: The emphasis in this standard should be placed on investigation</i></p>	Major

Geometry A

HSG.CO.C.9	3	<p>Apply and prove theorems about lines and angles.</p> <p><i>Theorems include but are not limited to: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i></p> <p>Note: Proofs are not an isolated topic and therefore should be integrated throughout the course.</p>	Major
HSG.CO.C.10	3	<p>Apply and prove theorems about triangles.</p> <p><i>Theorems include but are not limited to: measures of interior angles of a triangle sum to <math>180^\circ</math>; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i></p> <p>Note: Proofs are not an isolated topic and therefore should be integrated throughout the course.</p>	Major
HSG.CO.C.11	3	<p>Apply and prove theorems about quadrilaterals.</p> <p><i>Theorems include but are not limited to relationships among the sides, angles, and diagonals of quadrilaterals and the following theorems concerning parallelograms: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i></p> <p>Note: Proofs are not an isolated topic and therefore should be integrated throughout the course.</p>	Major
HSG.CO.D.12	4	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).</p> <p><i>Constructions may include but are not limited to: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i></p> <p>Note: Constructions are not an isolated topic and therefore should be integrated throughout the course.</p>	Supporting
HSG.CO.E.14	5	<p>Apply inductive reasoning and deductive reasoning for making predictions based on real world situations using:</p> <ul style="list-style-type: none"> <li>• Conditional Statements (inverse, converse, and contrapositive)</li> <li>• Venn Diagrams</li> </ul> <p>Note: This is not intended to be an isolated topic but instead to support concepts throughout the course.</p>	Supporting

Domain: Similarity, Right Triangles, and Trigonometry

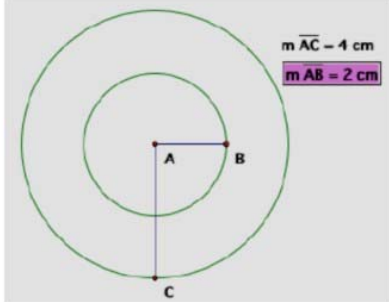
Cluster(s): 6. Understand similarity in terms of similarity transformations

HSG.SRT.A.1	6	<p>Verify experimentally the properties of dilations given by a center and a scale factor.</p> <ol style="list-style-type: none"> <li>A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</li> <li>The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</li> </ol>  <p>c. <a href="http://www.shmoop.com/common-core-standards/ccss-hs-g-srt-1a.html">http://www.shmoop.com/common-core-standards/ccss-hs-g-srt-1a.html</a></p>	Major
HSG.SRT.A.2	6	<p>Given two figures:</p> <ul style="list-style-type: none"> <li>Use the definition of similarity in terms of similarity transformations to determine if they are similar</li> <li>Explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides</li> </ul>	Major
HSG.SRT.A.3	6	<p>Use the properties of similarity transformations to establish the AA, SAS~, SSS~ criteria for two triangles to be similar.</p>	Major



Domain: Circles

Cluster(s): 7. Understand and apply theorems about circles

HSG.C.A.1	7	<p>Prove that all circles are similar.</p>  <p><a href="http://www.azed.gov/azcommoncore/files/2012/11/high-school-ccss-flip-book-usd-259-2012.pdf">http://www.azed.gov/azcommoncore/files/2012/11/high-school-ccss-flip-book-usd-259-2012.pdf</a></p>	Additional
HSG.C.A.2	7	<p>Identify, describe, and use relationships among angles, radii, segments, lines, arcs, and chords as related to circles.</p> <p>Note: Examples include but are not limited to the following: the relationship between central, inscribed, and circumscribed angles and their intercepted arcs; angles inscribed in a semi-circle are right angles; the radius of a circle is perpendicular to a tangent line of the circle at the point of tangency.</p>	Additional

# Geometry A

Domain: Expressing Geometric Properties with Equations

Cluster(s): 8. Translate between the geometric description and the equation of a conic section

9. Use coordinates to prove simple geometric theorems algebraically

HSG.GPE.A.1	8	<ul style="list-style-type: none"> <li>Derive the equation of a circle of given center and radius using the Pythagorean Theorem</li> <li>Complete the square to find the center and radius of a circle given by an equation.</li> </ul> <p>Note: Students should also be able to identify the center and radius when given the equation of a circle and write the equation given a center and radius.</p>	Additional
HSG.GPE.B.4	9	<p>Use coordinates to prove simple geometric theorems algebraically.</p> <p><i>For example: Prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point <math>(1, \sqrt{3})</math> lies on the circle centered at the origin and containing the point <math>(0, 2)</math>.</i></p>	Major
HSG.GPE.B.5	9	<ul style="list-style-type: none"> <li>Prove the slope criteria for parallel and perpendicular lines.</li> <li>Use the slope criteria for parallel and perpendicular lines to solve geometric problems.</li> </ul> <p>Note: Examples should include but are not limited to finding the equation of a line parallel or perpendicular to a given line that passes through a given point.</p>	Major
HSG.GPE.B.6	9	<p>Find the midpoint between two given points; and find the endpoint of a line segment given the midpoint and one endpoint.</p> <p>Note: An extension of this standard would be to find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p>	Major
HSG.GPE.B.7	9	<p>Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.</p> <p>Note: Examples should include, but are not limited using the distance formula and area of composite figures.</p>	Major

## Geometry A

Domain: Modeling with Geometry

Cluster(s): 10. Apply geometric concepts in modeling situations

HSG.MG.A.1	10	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	Major
HSG.MG.A.3	10	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	Major

# Geometry B

## Curriculum Framework

2016

Compiled using the Arkansas Mathematics Standards

Course Title: Geometry B  
Course/Unit Credit: 1  
Course Number: 431200  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12  
Prerequisite: Algebra I and Geometry A or Algebra A/B and Geometry A

**Course Description:** “The fundamental purpose of the course in Geometry is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school AMS.

This document was created to delineate the standards for this course in a format familiar to the educators of Arkansas. For the state-provided Algebra A/B, Algebra I, Geometry A/B, Geometry, and Algebra II documents, the language and structure of the Arkansas Mathematics Standards (AMS) have been maintained. The following information is helpful to correctly read and understand this document.

“**Standards** define what students should understand and be able to do.

**Clusters** are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

**Domains** are larger groups of related standards. Standards from different domains may sometimes be closely related.” - <http://www.corestandards.org/>

“Standards do not dictate curriculum or teaching methods. For example, just because topic A appears before topic B in the standards for a given grade, it does not necessarily mean that topic A must be taught before topic B. A teacher might prefer to teach topic B before topic A, or might choose to highlight connections by teaching topic A and topic B at the same time. Or, a teacher might prefer to teach a topic of his or her own choosing that leads, as a byproduct, to students reaching the standards for topics A and B.

The standards in this document appear exactly as written in the AMS. Italicized portions of the standards offer clarification. The Plus Standards (+) from the Arkansas Mathematics Standards may be incorporated into the curriculum to adequately prepare students for more rigorous courses (e.g., Advanced Placement, International Baccalaureate, or concurrent credit courses).

## Geometry B

Domain	Cluster	Course Emphases
Congruence	1. Apply and prove geometric theorems	Major
	2. Make geometric constructions	Supporting
Similarity, Right Triangles, and Trigonometry	3. Apply and prove theorems using similarity	Major
	4. Define trigonometric ratios and solve problems involving right triangles	Major
	5. Apply trigonometry to general triangles	
Circles	6. Understand and apply theorems about circles	Additional
	7. Find arc lengths and areas of sectors of circles	Additional
Expressing Geometric Properties with Equations	8. Use coordinates to prove simple geometric theorems algebraically	Major
Geometric measurement and dimension	9. Explain volume formulas and use them to solve problems	Additional
	10. Visualize relationships between two-dimensional and three-dimensional objects	Additional
Modeling with Geometry	11. Apply geometric concepts in modeling situations	Major

# Geometry B

Domain: Congruence

- Cluster(s): 1. Prove geometric theorems  
2. Make geometric constructions

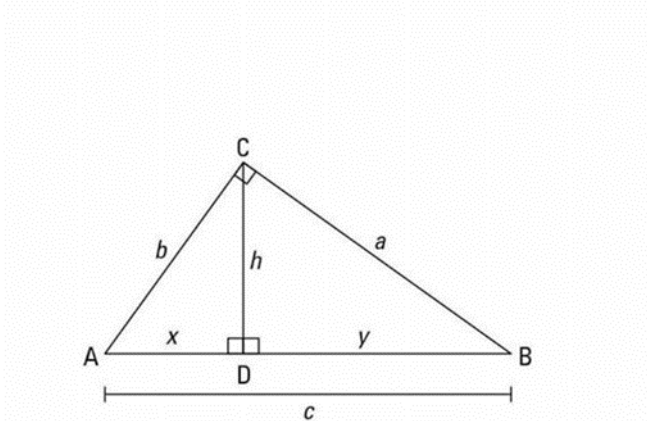
HSG.CO.C.9	1	<p>Apply and prove theorems about lines and angles.</p> <p><i>Theorems include but are not limited to: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</i></p> <p>Note: Proofs are not an isolated topic and therefore should be integrated throughout the course.</p>	Supporting
HSG.CO.C.10	1	<p>Apply and prove theorems about triangles.</p> <p><i>Theorems include but are not limited to: measures of interior angles of a triangle sum to <math>180^\circ</math>; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</i></p> <p>Note: Proofs are not an isolated topic and therefore should be integrated throughout the course.</p>	Supporting
HSG.CO.C.11	1	<p>Apply and prove theorems about quadrilaterals.</p> <p><i>Theorems include but are not limited to relationships among the sides, angles, and diagonals of quadrilaterals and the following theorems concerning parallelograms: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</i></p> <p>Note: Proofs are not an isolated topic and therefore should be integrated throughout the course.</p>	Supporting
HSG.CO.D.12	1	<p>Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).</p> <p><i>Constructions may include but are not limited to: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</i></p> <p>Note: Constructions are not an isolated topic and therefore should be integrated throughout the course.</p>	Supporting
HSG.CO.D.13	2	<p>Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.</p> <p>Note: Constructions are not an isolated topic and therefore should be integrated throughout the course.</p>	Supporting

Domain: Similarity, Right Triangles, and Trigonometry

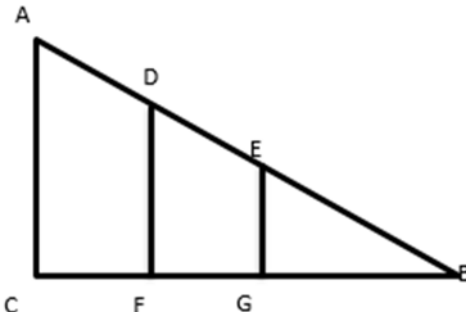
Cluster(s): 3. Apply and prove theorems involving similarity

4. Define trigonometric ratios and solve problems involving right triangles

5. Apply trigonometry to general triangles

HSG.SRT.B.4	3	<p>Use triangle similarity to apply and prove theorems about triangles.  <i>Theorems include but are not limited to: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.</i></p>  $\frac{x}{b} = \frac{b}{c}, \quad \frac{y}{a} = \frac{a}{c}$ $x = \frac{b^2}{c}, \quad y = \frac{a^2}{c}$ $x + y = c$ $\frac{b^2}{c} + \frac{a^2}{c} = c$ $a^2 + b^2 = c^2$	Major
HSG.SRT.B.5	3	<ul style="list-style-type: none"> <li>• Use congruence (SSS, SAS, ASA, AAS, and HL) and similarity (AA, SSS~, SAS~) criteria for triangles to solve problems</li> <li>• Use congruence and similarity criteria to prove relationships in geometric figures.</li> </ul>	Major



HSG.SRT.C.6	4	<p>Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p> <p><i>For example: Trigonometric ratios are related to the acute angles of a triangle, not the right angle. The values of the trigonometric ratio depend only on the angle. Consider the following three similar triangles (why are they similar)?</i></p> 	Major
HSG.SRT.C.7	4	Explain and use the relationship between the sine and cosine of complementary angles.	Major
HSG.SRT.C.8	4	<p>Use trigonometric ratios, special right triangles, and/or the Pythagorean Theorem to find unknown measurements of right triangles in applied problems.*</p> <p><i>Note: Examples should Including, but are not limited to angles of elevation, angles of depression, navigation, and surveying.</i></p>	Major
HSG.SRT.D.9	5	(+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	
HSG.SRT.D.10	5	(+) Prove the Laws of Sines and Cosines and use them to solve problems.	
HSG.SRT.D.11	5	<p>(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles</p> <p><i>Note: Examples should include, but are not limited to surveying problems and problems related to resultant forces.</i></p>	

Domain: Circles

Cluster(s): 6. Understand and apply theorems about circles  
7. Find arc lengths and areas of sectors of circles

HSG.C.A.3	6	<ul style="list-style-type: none"> <li>Construct the inscribed and circumscribed circles of a triangle.</li> <li>Prove properties of angles for a quadrilateral inscribed in a circle.</li> </ul>	Additional
HSG.C.B.5	7	<ul style="list-style-type: none"> <li>Derive using similarity that the length of the arc intercepted by an angle is proportional to the radius.</li> <li>Derive and use the formula for the area of a sector.</li> <li>Understand the radian measure of the angle as a unit of measure.</li> </ul> <p>Note: Connected to F.TF.1 (+)</p>	Additional

Domain: Expressing Geometric Properties with Equations

Cluster(s): 8. Use coordinates to prove simple geometric theorems algebraically

HSG.GPE.B.4	8	Use coordinates to prove simple geometric theorems algebraically.  <i>For example: Prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point <math>(1, \sqrt{3})</math> lies on the circle centered at the origin and containing the point <math>(0, 2)</math>.</i>	Supporting
HSG.GPE.B.6	8	Find the midpoint between two given points; and find the endpoint of a line segment given the midpoint and one endpoint.  Note: An extension of this standard would be to find the point on a directed line segment between two given points that partitions the segment in a given ratio	Supporting
HSG.GPE.B.7	8	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.  Note: Examples should include, but are not limited using the distance formula and area of composite figures.	Supporting

Domain: Geometric measurement and dimension

Cluster(s): 9. Explain volume formulas and use them to solve problems

10. Visualize relationships between two-dimensional and three-dimensional objects

HSG.GMD.A.1	9	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.  <i>For example: Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i>	Additional
HSG.GMD.A.2	9	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	
HSG.GMD.A.3	9	<ul style="list-style-type: none"> <li>• Use volume formulas for cylinders, pyramids, cones, spheres, and to solve problems which may involve composite figures</li> <li>• Compute the effect on volume of changing one or more dimension(s).</li> </ul> <i>For example: How is the volume affected by doubling, tripling, or halving a dimension?</i>	Additional
HSG.GMD.B.4	10	<ul style="list-style-type: none"> <li>• Identify the shapes of two-dimensional cross-sections of three-dimensional objects</li> <li>• Identify three-dimensional objects generated by rotations of two-dimensional objects.</li> </ul>	Additional

# Geometry B

Domain: Modeling with Geometry

Cluster(s): 11. Apply geometric concepts in modeling situations

HSG.MG.A.1	11	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).	Major
HSG.MG.A.2	11	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	Major
HSG.MG.A.3	11	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).	Major

# Mathematical Applications and Algorithms

## Content Standards

2016

Course Title: Mathematical Applications and Algorithms  
 Course/Unit Credit: 1  
 Course Number: 439080  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisite: Algebra I, Algebra II

### Mathematical Applications and Algorithms

This course is designed to provide students with experiences in using the computer to solve problems that can be set up as mathematical models. Students should have experience working with computer spreadsheets. Students will develop and refine skills in logic, organization, and precise expression, thereby enhancing learning in other disciplines. Programming will be introduced in the context of mathematical concepts and problem solving. Students will define a problem; develop, refine, and implement a plan; and test and revise the solution. Students will use manipulatives, graphing calculators, and computer spread sheet applications to develop and attach meaning to abstract ideas. Mathematical Applications and Algorithms does not require Arkansas Department of Education approval.

Prerequisite: Algebra I, Algebra II

Strand	Standard
Functions	
	1. The student will graphically, numerically, and algebraically evaluate concepts of different types of functions; include recursively defined functions, series, and sequences; and apply them to programming applications.
Equations and Formulas	
	2. The student will manipulate formulas and equations and apply them to programming applications.
Systems of Equations and Matrices	
	3. The student will create, manipulate, and solve systems of equations and matrices and apply them to programming arrays.
Problem Solving	
	4. The student will develop and apply logical reasoning skills to solve real-world problems through the development of mathematical models.
Program Design	
	5. The student will design a step-by-step plan to solve a given problem.
Program Implementation	
	6. The student will create, edit, and execute programs using a programmable calculator and/or computer spreadsheet application program.
Data Manipulation and Testing	
	7. The student will manipulate data to adjust and test programs designed using a programmable calculator and/or computer spreadsheet application.

Strand: Functions

Content Standard 1: The student will graphically, numerically, and algebraically evaluate concepts of different types of functions; include recursively defined functions, series, and sequences; and apply them to programming applications.

F.1.MAA.1	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers [e.g., the <i>Fibonacci sequence</i> is defined recursively by $f(0) = f(1) = 1$ , $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$ ]
F.1.MAA.2	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases: <ul style="list-style-type: none"> <li>graph exponential and logarithmic functions showing intercepts, end behavior, and trigonometric functions, showing period, midline, and <i>amplitude</i></li> <li>graph linear and quadratic functions and show intercepts, maxima, and minima</li> <li>graph rational functions identifying zeros and asymptotes when suitable factorizations are available and showing end behavior</li> </ul>
F.1.MAA.3	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function
F.1.MAA.4	Compare properties of two functions each represented in a different way: algebraically, graphically, numerically in tables, or by verbal descriptions (e.g., given a graph of one quadratic function and an algebraic expression for another, determine which has the larger maximum)
F.1.MAA.5	Write a function that describes a relationship between two quantities: <ul style="list-style-type: none"> <li>compose functions [e.g., if <math>T(y)</math> is the temperature in the atmosphere as a function of height, and <math>h(t)</math> is the height of a weather balloon as a function of time, then <math>T(h(t))</math> is the temperature at the location of the weather balloon as a function of time]</li> <li>combine standard function types using arithmetic operations (e.g., build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential and relate these functions to the model)</li> <li>determine an explicit expression, a recursive <i>process</i>, or steps for calculation from a context</li> </ul>
F.1.MAA.6	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms
F.1.MAA.7	Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed
F.1.MAA.8	Use inverse functions to solve trigonometric equations that arise in modeling contexts, evaluate the solutions using technology, and interpret them in terms of the context
F.1.MAA.9	Know there is a <i>complex number</i> $i$ such that $i^2 = -1$ , and every <i>complex number</i> has the form $a + bi$ with $a$ and $b$ real
F.1.MAA.10	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply <i>complex numbers</i>
F.1.MAA.11	Find the conjugate of a complex number; use conjugates to find moduli and quotients of <i>complex numbers</i>



Strand: Equations and Formulas

Content Standard 2: The student will manipulate formulas and equations and apply them to programming applications.

EF.2.MAA.1	Represent <i>constraints</i> by equations or inequalities and by systems of equations and/or inequalities (two and three variable systems); interpret solutions as viable or nonviable options in a modeling context (e.g., represent inequalities describing nutritional and cost <i>constraints</i> on combinations of different foods)
EF.2.MAA.2	Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations (e.g., rearrange Ohm's law $V = IR$ to highlight resistance $R$ )
EF.2.MAA.3	Give an informal argument for the formulas for the circumference of a circle, area of a circle, and volume of a cylinder, pyramid, and cone; use dissection arguments, <i>Cavalieri's principle</i> , and informal limit arguments
EF.2.MAA.4	Give an informal argument using <i>Cavalieri's principle</i> for the formulas for the volume of a sphere and other solid figures
EF.2.MAA.5	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems

Strand: Systems of Equations and Matrices

Content Standard 3: The student will create, manipulate, and solve systems of equations and matrices and apply them to programming arrays.

SEM.3.MAA.1	Represent a system of linear equations as a single matrix equation in a vector variable
SEM.3.MAA.2	Find the inverse of a matrix if it exists and use it to solve systems of linear equations; use technology for matrices of dimension $3 \times 3$ or greater
SEM.3.MAA.3	Use matrices to represent and manipulate data (e.g., to represent payoffs or incidence relationships in a network)
SEM.3.MAA.4	Multiply matrices by scalars to produce new matrices (e.g., as when all of the payoffs in a game are doubled)
SEM.3.MAA.5	Add, subtract, and multiply matrices of appropriate dimensions
SEM.3.MAA.6	Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation but still satisfies the associative and distributive properties
SEM.3.MAA.7	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers; the <i>determinant</i> of a square matrix is nonzero if and only if the matrix has a multiplicative inverse
SEM.3.MAA.8	Work with $2 \times 2$ matrices as transformations of the plane and interpret the absolute value of the <i>determinant</i> in terms of area

Strand: Problem Solving

Content Standard 4: The student will develop and apply logical reasoning skills to solve real-world problems through the development of mathematical models.

PS.4.MAA.1	Analyze and interpret graphs, charts, and tables in the design and implementation of a computer <i>program</i>
PS.4.MAA.2	Write an <i>algorithm</i> to solve mathematical problems using formulas, equations, and functions
PS.4.MAA.3	Analyze and interpret truth tables from basic statements using <i>Boolean</i> operators (AND, OR, XOR, and NOT)
PS.4.MAA.4	Write an <i>algorithm</i> from a mathematical model

Strand: Program Design

Content Standard 5: The student will design a step-by-step plan to solve a given problem.

PD.5.MAA.1	Translate a mathematical expression into a computer statement which involves writing assignment statements and using the order of operations
PD.5.MAA.2	Implement conditional statements that include if/then, if/then/else, case statements, and <i>Boolean logic</i>
PD.5.MAA.3	Define and differentiate Decision (selection) and Sequence ( <i>process</i> )
PD.5.MAA.4	Represent an <i>algorithm</i> representation as a <i>flowchart</i> and in <i>pseudocode</i>
PD.5.MAA.5	Use <i>flowchart</i> terminology such as terminals (starts and stops), <i>subroutines</i> , and connectors
PD.5.MAA.6	Develop recursive relationships from mathematical models (e.g., arithmetic and geometric sequences)
PD.5.MAA.7	Define and use variable <i>data types</i> (e.g., integers, real, character)

Strand: Program Implementation

Content Standard 6: The student will create, edit, and execute programs using a programmable calculator and/or computer spreadsheet application program.

PI.6.MAA.1	Create, edit, and execute a <i>program</i> utilizing an <i>array</i> in a programmable calculator and spreadsheet application
PI.6.MAA.2	Create, edit, and execute <i>programs</i> using recursions and <i>loops</i> in a programmable calculator and spreadsheet application
PI.6.MAA.3	Create, edit, and execute <i>programs</i> to calculate mathematical formulas (e.g., quadratic formula, volume of a simple solid)
PI.6.MAA.4	Develop functional <i>programs</i> from <i>algorithms</i> developed from the mathematical models
PI.6.MAA.5	Create <i>programs</i> using various display modes including tables and graphs
PI.6.MAA.6	Locate, categorize, and implement programming commands
PI.6.MAA.7	Use <i>subroutines</i> to reduce keystrokes and memory use
PI.6.MAA.8	Use a spreadsheet application to <i>sort</i> data using various methods (e.g., <i>bubble</i> , <i>quick</i> , <i>shell</i> )

Strand: Data Manipulation and Testing

Content Standard 7: The student will manipulate data to adjust and test programs designed using a programmable calculator and/or computer spreadsheet application.

DMT.7.MAA.1	Compare results from mathematical formulas to their <i>program</i> equivalent
DMT.7.MAA.2	Identify and eliminate error messages using troubleshooting techniques ( <i>debug</i> )
DMT.7.MAA.3	Understand and differentiate the different error types (e.g., <i>syntax</i> , <i>runtime</i> , <i>logic</i> )
DMT.7.MAA.4	Design and investigate best-case or worst-case scenarios of a <i>program</i>
DMT.7.MAA.5	Name a range, one cell or a group of cells; use the name to select cells
DMT.7.MAA.6	Estimate best-case or worst-case scenarios using a spreadsheet application scenario tool

## Glossary for Mathematical Applications and Algorithms

Algorithm	A formula or set of steps for solving a particular problem
Amplitude	Half the difference between the minimum and maximum values of the range; only periodic functions with a bounded range have an amplitude
Array	A series of elements of the same data type placed in contiguous memory locations that can be individually referenced by a unique identifier
Boolean logic	<i>Boolean</i> logic is a form of algebra in which all values are reduced to either true or false
Bubble sort	Sort by comparing each adjacent pair of items in a list, swapping the items if necessary, and repeating the pass through until no swaps are done
Cavalieri's principle	A method of finding the volume of any solid for which cross-sections by parallel planes have equal areas
Complex number(s)	Number(s) that can be written as the sum or difference of a real number and an imaginary number [e.g., $3 - 2i$ or $-1 + \sqrt{5}i$ ]
Constraint(s)	Condition(s) or proposition(s) that must be maintained as true
Data type(s)	Specifies and limits the kind of data that may be entered into a field
Debug	Find and remove programming errors (runtime, syntax, and logic)
Determinant	A single number obtained from a matrix that reveals a variety of the matrix's properties
Fibonacci sequence	The sequence of numbers 1, 1, 2, 3, 5, 8, 13, 21, 34, ... for which the next term is found by adding the previous two terms
Flowchart	A graphic structured representation of the major steps in a process
Logic	A mathematical treatment of formal logic whereby a system of symbols (AND, OR, and NOT) is used to represent quantities and relationships
Loop	A single execution of a set of instructions that are repeated until a certain condition is met
Process	An instance of a running program
Program	An organized list of instructions that, when executed, causes the computer to behave in a predetermined manner
Pseudocode	An English language version of an algorithm that will ultimately be translated into real computer code
Quick sort	Selection of an element (which becomes a pivot) from the array, partitions the remaining elements into greater and less than the pivot, and recursively sorts the partitions
Runtime	The period of time during which a program is executing
Shell sort	A sorting algorithm developed by Donald Shell that compares items of the list that lie far apart; it is also known as the diminishing increment sort
Sort	Arrange items in a predetermined order
Subroutine	A short program segment that performs a specific function and is available for general use by other programs and routines
Syntax	The rules for how symbols and words can be combined within a particular programming language

# **Pre-Calculus**

## **Content Standards**

**2016**



Course Title: Pre-Calculus  
 Course/Unit Credit: 1  
 Course Number: 433000  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisites: Algebra I, Geometry, Algebra II

### Pre-Calculus

Pre-Calculus will emphasize a study of trigonometric functions and identities as well as applications of right triangle trigonometry and circular functions. Students will use symbolic reasoning and analytical methods to represent mathematical situations, express generalizations, and study mathematical concepts and the relationships among them. Students will use functions and equations as tools for expressing generalizations. Pre-Calculus does not require Arkansas Department of Education approval.

Strand	Content Standard
Number and Quantity	
	1. Students will use complex numbers and determine how polar and rectangular coordinates are related.
	2. Students will perform operations with vectors and use those skills to solve problems.
Trigonometry	
	3. Students will develop and apply the definitions of the six trigonometric functions and use the definitions to solve problems and verify identities.
	4. Students will solve trigonometric equations and sketch the graph of periodic trigonometric functions.
Conic Sections	
	5. Students will identify, analyze, and sketch the graphs of the conic sections and relate their equations and graphs.
Functions	
	6. Students will be able to find the inverse of functions and use composition of functions to prove that two functions are inverses.
	7. Students will be able to interpret different types of functions and their key characteristics including polynomial, exponential, logarithmic, power, trigonometric, rational, and other types of functions.

Strand: Number and Quantity

Content Standard 1: Students will use complex numbers and determine how polar and rectangular coordinates are related.

NQ.1.PC.1	<ul style="list-style-type: none"> <li>Find the conjugate of a complex number.</li> <li>Use conjugates to find quotients of complex numbers.</li> <li>(+)Use conjugates to find moduli.</li> </ul>
NQ.1.PC.2	<ul style="list-style-type: none"> <li>(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers)</li> <li>(+) Explain why the rectangular and polar forms of a given complex number represent the same number.</li> </ul>
NQ.1.PC.3	<ul style="list-style-type: none"> <li>(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane;</li> <li>(+) Use properties of geometrical representation for computation.</li> </ul> <p><i>For example: <math>(-1 + i\sqrt{3})^3 = 8</math> because <math>(-1 + \sqrt{3} i)</math> has modulus 2 and argument <math>120^\circ</math>.</i></p>
NQ.1.PC.4	(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.

Strand: Number and Quantity

Content Standard 2: Students will perform operations with vectors and use those skills to solve problems.

NQ.2.PC.1	<ul style="list-style-type: none"> <li>(+) Recognize vector quantities as having both magnitude and direction.</li> <li>(+) Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., <math>\mathbf{v}</math>, <math> \mathbf{v} </math>, <math>\ \mathbf{v}\ </math>, <math>v</math>).</li> </ul>
NQ.2.PC.2	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
NQ.2.PC.3	Solve problems involving velocity and other quantities that can be represented by <i>vectors</i>
NQ.2.PC.4	<p>(+) Add and subtract vectors.</p> <ul style="list-style-type: none"> <li>Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.</li> <li>Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.</li> <li>Understand vector subtraction <math>\mathbf{v} - \mathbf{w}</math> as <math>\mathbf{v} + (-\mathbf{w})</math>, where <math>-\mathbf{w}</math> is the additive inverse of <math>\mathbf{w}</math>, with the same magnitude as <math>\mathbf{w}</math> and pointing in the opposite direction.</li> <li>Represent vector subtraction graphically by connecting the tips in the appropriate order</li> <li>Perform vector subtraction component-wise.</li> </ul>
NQ.2.PC.5	<p>(+) Multiply a vector by a scalar.</p> <ul style="list-style-type: none"> <li>Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction;</li> <li>Perform scalar multiplication component-wise, e.g., as <math>c(v_x, v_y) = (cv_x, cv_y)</math>.</li> <li>Compute the magnitude of a scalar multiple <math>c\mathbf{v}</math> using <math>\ c\mathbf{v}\  =  c \mathbf{v} </math>.</li> <li>Compute the direction of <math>c\mathbf{v}</math> knowing that when <math> c \mathbf{v}  \neq 0</math>, the direction of <math>c\mathbf{v}</math> is either along <math>\mathbf{v}</math> (for <math>c &gt; 0</math>) or against <math>\mathbf{v}</math> (for <math>c &lt; 0</math>).</li> </ul>
NQ.2.PC.6	<ul style="list-style-type: none"> <li>(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector.</li> <li>(+) Work with matrices as transformations of vectors.</li> </ul>

Strand: Trigonometry

Content Standard 3: Students will develop and apply the definitions of the six trigonometric functions and use the definitions to solve problems and verify identities.

T.3.PC.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
T.3.PC.2	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed around the unit circle.
T.3.PC.3	<ul style="list-style-type: none"> <li>(+) Use special right triangles to determine geometrically the exact values of sine, cosine, tangent for <math>\frac{\pi}{3}</math>, <math>\frac{\pi}{4}</math>, <math>\frac{\pi}{6}</math>, and <math>\frac{\pi}{2}</math></li> <li>(+) Use the unit circle to express the values of sine, cosine, and tangent for <math>\pi - x</math>, <math>\pi + x</math>, and <math>2\pi - x</math> in terms of their exact values for <math>x</math>, where <math>x</math> is any real number.</li> </ul>
T.3.PC.4	<ul style="list-style-type: none"> <li>(+) Develop the Pythagorean identity, <math>\sin^2(\theta) + \cos^2(\theta) = 1</math>.</li> <li>(+) Given <math>\sin(\theta)</math>, <math>\cos(\theta)</math>, or <math>\tan(\theta)</math> and the quadrant of the angle, use the Pythagorean identity to find the remaining trigonometric functions.</li> </ul>
T.3.PC.5	(+) Develop the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.
T.3.PC.6	Derive the formula $A = \left(\frac{1}{2}\right)ab \sin C$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side
T.3.PC.7	Prove the <i>Law of Sines</i> and the <i>Law of Cosines</i> and use them to solve problems
T.3.PC.8	<p>(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles</p> <p>Note: Examples should include, but are not limited to surveying problems and problems related to resultant forces.</p>
T.3.PC.9	Define and use reciprocal functions, cosecant, secant, and cotangent to solve problems

Strand: Trigonometry

Content Standard 4: Students will solve trigonometric equations and sketch the graph of periodic trigonometric functions.

T.4.PC.1	Use the unit circle to explain symmetry (odd and even) and periodicity of <i>trigonometric functions</i>
T.4.PC.2	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*
T.4.PC.3	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.  Note: Recognizing that the domain requires restriction because the function is not one-to-one, is acceptable for algebra 2. Whereas knowledge of how to restrict the domain and find the inverse is usually reserved for a fourth year mathematics course.
T.4.PC.4	(+) Use inverse functions to: <ul style="list-style-type: none"><li>• Solve trigonometric equations that arise in modeling context(s)*;</li><li>• Evaluate the solutions of trigonometric equations, with or without technology, and</li><li>• Interpret the solutions of trigonometric equations in terms of the context(s).*</li></ul>
T.4.PC.5	Recognize that some trigonometric equations have infinitely many solutions and be able to state a general formula to represent the infinite solutions

Strand: Conic Sections

Content Standard 5: Students will identify, analyze, and sketch the graphs of the conic sections and relate their equations and graphs.

CS.5.PC.1	<ul style="list-style-type: none"> <li>Derive the equation of a circle of given center and radius using the Pythagorean Theorem</li> <li>Complete the square to find the center and radius of a circle given by an equation.</li> </ul> <p>Note: Students should also be able to identify the center and radius when given the equation of a circle and write the equation given a center and radius.</p>
CS.5.PC.2	(+)Derive the equation of a parabola given a focus and directrix.
CS.5.PC.3	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.
CS.5.PC.4	Find the equations for the <i>asymptotes</i> of a hyperbola
CS.5.PC.5	Complete the square in order to generate an equivalent form of an equation for a conic section; use that equivalent form to identify key characteristics of the conic section
CS.5.PC.6	Identify, graph, write, and analyze equations of each type of conic section, using properties such as symmetry, intercepts, foci, <i>asymptotes</i> , and <i>eccentricity</i> , and using technology when appropriate
CS.5.PC.7	Solve systems of equations and inequalities involving conics and other types of equations, with and without appropriate technology

Strand: Functions

Content Standard 6: Students will be able to find the inverse of functions and use composition of functions to prove that two functions are inverses.

F.6.PC.1	<p>Write a function that describes a relationship between two quantities. *</p> <ul style="list-style-type: none"> <li>• From a context, determine an explicit expression, a recursive process, or steps for calculation.</li> <li>• Combine standard function types using arithmetic operations. (e.g., given that <math>f(x)</math> and <math>g(x)</math> are functions developed from a context, find <math>(f + g)(x)</math>, <math>(f - g)(x)</math>, <math>(fg)(x)</math>, <math>(f/g)(x)</math>, and any combination thereof, given <math>g(x) \neq 0</math>.)</li> <li>• Compose functions.</li> </ul>
F.6.PC.2	<p>Find inverse functions.</p> <ul style="list-style-type: none"> <li>• Solve an equation of the form <math>y = f(x)</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. For example, <math>f(x) = 2x^2</math> or <math>f(x) = (x + 1)/(x - 1)</math> for <math>x \neq 1</math>.</li> <li>• Verify by composition that one function is the inverse of another.</li> <li>• Read values of an inverse function from a graph or a table, given that the function has an inverse.</li> <li>• (+) Produce an invertible function from a non-invertible function by restricting the domain.</li> </ul>
F.6.PC.3	<ul style="list-style-type: none"> <li>• Understand the inverse relationship between exponents and logarithms.</li> <li>• Use the inverse relationship between exponents and logarithms to solve problems.</li> </ul>

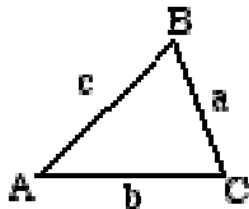
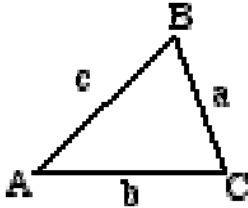
Strand: Functions

Content Standard 7: Students will be able to interpret different types of functions and their key characteristics including polynomial, exponential, logarithmic, power, trigonometric, rational, and other types of functions.

F.7.PC.1	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example: The Fibonacci sequence is defined recursively by <math>(0) = (1) = 1</math>, <math>f(n + 1) = f(n) + (n - 1)</math> for <math>n \geq 1</math>.</i>
F.7.PC.2	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example: Calculate mortgage payments.</i>
F.7.PC.3	(+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined for example by Pascal's Triangle. Note: The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.
F.7.PC.4	For a function that models a relationship between two quantities: <ul style="list-style-type: none"> <li>Interpret key features of graphs and tables in terms of the quantities, and</li> <li>Sketch graphs showing key features given a verbal description of the relationship.</li> </ul> Note: Key features may include but not limited to: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
F.7.PC.5	<ul style="list-style-type: none"> <li>Calculate and interpret the average rate of change of a function (presented algebraically or as a table) over a specified interval. *</li> <li>Estimate the rate of change from a graph.*</li> </ul>
F.7.PC.6	Graph functions expressed algebraically and show key features of the graph, with and without technology. <ul style="list-style-type: none"> <li>Graph linear and quadratic functions and, when applicable, show intercepts, maxima, and minima.</li> <li>Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</li> <li>Graph power and polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</li> <li>(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</li> <li>Graph exponential and logarithmic functions, showing intercepts and end behavior.</li> <li>(+) Graph trigonometric functions, showing period, midline, and amplitude.</li> </ul>
F.7.PC.7	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
F.7.PC.8	Build functions to model real-world applications using algebraic operations on functions and composition, with and without appropriate technology (e.g., profit functions as well as volume and surface area, optimization subject to constraints)



# Glossary for Pre-Calculus

Amplitude	Half the difference between the minimum and maximum values of the range; only periodic functions with a bounded range have an amplitude
Asymptote(s)	Line(s) to which a graph becomes arbitrarily close as the value of $x$ or $y$ increases or decreases without bound (e.g., vertical, horizontal, slant)
Eccentricity	A number that indicates how drawn out or attenuated a conic section is; eccentricity is represented by the letter $e$ (no relation to $e = 2.718...$ )
Exponential Function(s)	Function(s) in which the variable(s) occurs in the exponent [e.g., $f(x) = ab^x, b > 0$ ]
Inverse Function(s)	Two functions $f$ and $g$ are inverse functions, if and only if both their compositions yield the identity function {e.g., $[f \circ g](x) = x$ and $[g \circ f](x) = x$ }
Law of Cosines	<p>An equation relating the cosine of an interior angle and the lengths of the sides of a triangle; the Pythagorean theorem is a corollary of the Law of Cosines</p> $c^2 = a^2 + b^2 - 2ab\cos C$ $b^2 = a^2 + c^2 - 2ac\cos B$ $a^2 = b^2 + c^2 - 2bc\cos A$ 
Law of Sines	<p>Equations relating the sines of the interior angles of a triangle and the corresponding opposite sides</p> $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$ 
Logarithmic Functions	Function of the form $y = \log_b x$ , where $b > 0$ , $x > 0$ and $b \neq 1$
Modulus (pl. Moduli)	For complex number(s) in polar form $z = r(\cos \theta + i \sin \theta)$ the modulus is $r$
Phase Shift	Horizontal shift for a periodic function
Point Discontinuities	A point at which the graph of a relation or function is not connected

# Glossary for Pre-Calculus

Polar Form(s) of a Complex Number	The polar form(s) or trigonometric form(s) of the complex number $z = a + bi$ is $z = r(\cos \theta + i \sin \theta)$ where $a = r \cos \theta$ , $b = r \sin \theta$ , $r = \sqrt{a^2 + b^2}$ , and $\tan \theta = b/a$
Scalar	Any real number, or any quantity that can be measured using a single real number; temperature, length, and mass are all scalars; a scalar is said to have magnitude but no direction
Trigonometric Function(s)	The six functions are sine, cosine, tangent, cosecant, secant, and cotangent
Vector(s)	Quantity or quantities with magnitude and direction in the plane or in space, defined by an ordered pair or triple of real numbers

**Statistics**

**Content Standards**

**2016**

Course Title: Statistics  
 Course/Unit Credit: 1  
 Course Number: 439090  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisite: Algebra I, Algebra II

### Linear Systems and Statistics

Statistics is a two-semester course designed for students who have successfully completed Algebra II and expect to further their studies in business, social sciences, or education. Statistics builds on knowledge of probability, randomness, and variability to provide students with an understanding of experimental design, estimation, hypothesis testing, and effective communication of experimental results. Statistical information collected and analyzed by students is used to investigate ways of collecting, displaying, and analyzing data. Statistics does not require Arkansas Department of Education approval.

Prerequisites: Algebra I, Algebra II

Strand	Content Standard
Making Inferences and Justifying Conclusions	
	1. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
Conditional Probability and the Rules of Probability	
	2. Understand independence and conditional probability and use them to interpret data.
	3. Use the rules of probability to compute probabilities of compound events..
Using Probability to Make Decisions	
	4. Calculate expected values and use them to solve problems.
	5. Use probability to evaluate outcomes of decisions.

Strand: Making Inferences and Justifying Conclusions

Content Standard 1: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

IC.1.S.1	<ul style="list-style-type: none"><li>• Use data from a sample survey to estimate a population mean or proportion.</li><li>• Develop a margin of error through the use of simulation models for random sampling.</li></ul>
IC.1.S.2	<ul style="list-style-type: none"><li>• Use data from a randomized experiment to compare two treatments.</li><li>• Use simulations to decide if differences between parameters are significant.</li></ul>

Strand: Conditional Probability and the Rules of Probability

Content Standard 2: Understand independence and conditional probability and use them to interpret data.

CP.2.S.1	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").
CP.2.S.2	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
CP.2.S.3	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
CP.2.S.4	<ul style="list-style-type: none"><li>• Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified.</li><li>• Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.<ul style="list-style-type: none"><li>◦ For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English.</li></ul></li></ul> <p>Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</p>
CP.2.S.5	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

Strand: Conditional Probability and the Rules of Probability

Content Standard 3: Use the rules of probability to compute probabilities of compound events..

CP.3.S.1	Find the conditional probability of A given B.
CP.3.S.2	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.
CP.3.S.3	(+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$ , and interpret the answer in terms of the model.
CP.3.S.4	Use permutations and combinations to compute probabilities of compound events and solve problems.
CP.3.S.5	Use visual representations in counting (e.g. combinations, permutations, etc.) including but not limited to: <ul style="list-style-type: none"><li>• Venn Diagrams</li></ul> Tree Diagrams

Strand: Using Probability to Make Decisions

Content Standard 4: Calculate expected values and use them to solve problems.

MD.4.S.1	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
MD.4.S.2	<ul style="list-style-type: none"> <li>(+) Calculate the expected value of a random variable.</li> </ul> (+) Interpret the expected value of a random variable as the mean of the probability distribution.
MD.4.S.3	<ul style="list-style-type: none"> <li>(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated.</li> <li>(+) Find the expected value.</li> </ul> <p><i>For example: Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i></p>
MD.4.S.4	<ul style="list-style-type: none"> <li>(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically.</li> <li>(+) Find the expected value.</li> </ul> <p><i>For example: Find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</i></p>



Strand: Using Probability to Make Decisions

Content Standard 5: Use probability to evaluate outcomes of decisions.

MD.5.S.1	<p>W(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.</p> <ul style="list-style-type: none"><li>• Find the expected payoff for a game of chance.</li></ul> <p><i>For example: Find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. In a Statistics course</i></p> <ul style="list-style-type: none"><li>• Evaluate and compare strategies on the basis of expected values.</li></ul> <p><i>For example: Compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</i></p>
MD.5.S.2	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
MD.5.S.3	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

**ARKANSAS DEPARTMENT OF EDUCATION AND ARKANSAS STATE BOARD OF  
NURSING RULES GOVERNING THE ADMINISTRATION OF INSULIN AND  
GLUCAGON TO ARKANSAS PUBLIC SCHOOL STUDENTS ~~SUFFERING FROM~~  
DIAGNOSED WITH DIABETES**

**February 2014** \_\_\_\_\_

**1.00 REGULATORY AUTHORITY**

- 1.01 These rules shall be known as the Arkansas Department of Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin and Glucagon to Arkansas Public School Students ~~Suffering from~~ Diagnosed With Diabetes.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-18-711, 17-87-103 and 25-15-201 et seq.
- 1.03 These rules are enacted pursuant to the Arkansas State Board of Nursing's authority under Ark. Code Ann. §§ 6-18-711, 17-87-203, 17-87-103 and 25-15-201 et seq.

**2.00 PURPOSE**

- 2.01 The purpose of these rules is to set forth protocols and procedures for the administration of insulin and glucagon by trained volunteer school personnel to Arkansas public school students ~~who suffer from~~ diagnosed with diabetes.

**3.00 DEFINITIONS**

- 3.01 "Diabetes" – ~~a medical condition diagnosed by a licensed healthcare practitioner in which blood glucose levels are above normal~~ a group of metabolic disorders characterized by hyperglycemia resulting from defects in insulin secretion, insulin action, or both.
- 3.02 "Emergency Situation" – circumstance in which students with low blood glucose cannot be treated with a glucose-containing substance by mouth because the student ~~is unconscious~~ has an altered mental status, or is having a seizure or has high blood glucose requiring emergency administration of insulin to prevent complications.

- 3.03 “Glucagon” – an injectable hormone prescribed by a licensed healthcare practitioner that ~~raises the level~~ stimulates the release of glucose in the blood. Glucagon is dispensed as a “Glucagon Emergency Kit” or a “Glucagon Emergency Kit for Low Blood Sugar.”
- 3.04 “Insulin” – a hormone that regulates the metabolism of glucose and other nutrients. It is generally given by injection or through a subcutaneous insulin delivery system. It is prescribed by a licensed healthcare practitioner, e.g. Medical Doctor, Doctor of Osteopathy, Advanced Practice Registered Nurse with prescriptive authority, or a Registered Nurse Practitioner or Physician Assistant who works under physician-approved protocols.
- 3.045 “Licensed Healthcare Practitioner” – includes, but is not limited to, Medical Doctors, Doctor of Osteopathy, Advanced Practice Registered Nurse with prescriptive authority, and, Registered Nurse Practitioners, or Physician Assistants ~~with prescriptive authority~~ or who work under physician-approved protocols.
- 3.056 “Licensed School Nurse Employed by a School District” – those nurses employed by an Arkansas public school district or open-enrollment public charter school who hold the following licenses or certificate:
- 3.056.1 Registered Nurse (RN);
  - 3.056.2 Advanced Practice Registered Nurse (APRN); or
  - 3.056.3 ~~Diabetic~~ Diabetes Nurse Educators.
  - 3.056.4 This definition does not include License Practical Nurses (LPNs). LPNs may assist in the provision of training under these rules. However, training under these rules must be performed by Registered Nurses, Advance Practice Registered Nurses or ~~Diabetic~~ Diabetes Nurse Educators.
- 3.07 “Non-scheduled dose of insulin” – an additional *or corrective* dose of insulin to treat hyperglycemia or to cover a rise in blood glucose levels.
- 3.068 “Other Healthcare Professional” – includes the following:
- 3.068.1 Registered Nurse (RN);

3.068.2 Advanced Practice Registered Nurse (APRN);

3.068.3 ~~Diabetic~~ Diabetes Nurse Educators;

3.068.4 Medical Doctors (MD);

3.068.5 Registered Nurse Practitioners;

3.068.6 Doctors of Osteopathy; ~~and~~

3.068.7 Physician Assistants~~;~~

3.08.8 Pharmacist; and

3.08.9 Certified Diabetes Educator.

3.09 “Scheduled dose of insulin” – a dose of insulin administered at regular times during the school day.

3.0710 “Trained Volunteer School Personnel” – Licensed or classified personnel employed by an Arkansas public school district or open-enrollment public charter school who volunteer and successfully complete training for the administration of insulin and/or glucagon to students ~~suffering from~~ diagnosed with diabetes.

#### **4.00 GENERAL REQUIREMENTS**

4.01 Upon written request of a parent or guardian of a student with diabetes and written authorization by the treating physician of the student, a student, in the classroom, in a designated area at the school, on school grounds, or at a school-related activity may:

4.01.1 Perform blood glucose checks;

4.01.2 Administer insulin through the insulin delivery system the student uses;

4.01.3 Treat hypoglycemia and hyperglycemia; and

4.01.4 Possess on his or her person the necessary supplies and equipment to perform diabetes monitoring and treatment functions.

- 4.02 A student shall have access to a private area to perform diabetes monitoring and treatment functions upon request of the parent or guardian of a student, as outlined in the student's health plan.
- 4.03 A school district shall strive to achieve the following staffing ratios for students with diabetes at each public school of at least:
- 4.03.1 One (1) care provider (volunteer school personnel) for a public school with one (1) full-time licensed registered nurse; and
- 4.03.2 Three (3) care providers (volunteer school personnel) for a public school without one (1) full-time licensed registered nurse.
- 4.04 The school district may recruit and identify public school personnel to serve as care providers (volunteer school personnel) to administer insulin and/or glucagon when a licensed registered nurse is not available. A school district shall not require or pressure a parent or guardian of a student with diabetes to provide diabetes care at school or a school-related activity.
- 4.045 Trained volunteer school personnel designated as care providers in a plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq., as it existed on July 1, 2013, health plan that covers diabetes management and is based on the orders of a treating physician and who have been trained by a licensed registered nurse employed by a school district or other healthcare professional, may, in emergency situations, administer insulin and/or glucagon to students who suffer from diagnosed with diabetes.
- 4.026 The training listed in Sections 4.045 and 6.00 of these rules shall be conducted at least annually, regardless of whether a volunteer has previously completed training. Nothing in these rules prohibits training from being conducted more often than annually.
- 4.037 No trained volunteer school personnel designated as care providers pursuant to these rules may administer insulin and/or glucagon to a student who suffers from diagnosed with diabetes unless the parent or guardian of the student first signs a written authorization allowing the administration of insulin and/or glucagon to the student by a trained volunteer school personnel designated as a care provider. The trained volunteer school personnel designated as a care provider shall be incorporated into the health plan of a student.

- 4.08 The trained volunteer shall be released from other duties during a scheduled dose of insulin for the time designated in the student's health plan.
- 4.09 During glucagon or non-scheduled insulin administration, other qualified staff shall assume the regular duties of the trained volunteer. Once other qualified staff have relieved the trained volunteer from his/her regular duties, the trained volunteer shall remain released until a parent, guardian, or medical personnel has arrived.
- ~~4.04~~10 When a school nurse is available and on site during an emergency situation, the school nurse shall administer insulin and/or glucagon to the student, when necessary. Volunteer school personnel who are designated as care providers and trained to administer insulin and/or glucagon shall provide insulin and/or glucagon injections only in the absence or unavailability of a school nurse.
- ~~4.05~~11 The training outlined in these rules is intended to be provided to volunteer school personnel. No school personnel shall be required, pressured or otherwise subjected to duress in such a manner as to compel their participation in training. Prior to receiving training, volunteers must sign a written acknowledgement indicating their desire to volunteer.

## **5.00 PROTECTION FROM LIABILITY**

A school district, school district employee, or an agent of a school district, including a healthcare professional who trained volunteer school personnel designated as care providers and care providers, shall not be liable for any damages resulting from his or her actions or inactions under these rules or under Ark. Code Ann. § 17-87-103.

## **6.00 TRAINING OF VOLUNTEERS**

- 6.01 Training under these rules shall include, at a minimum, the following components:
- 6.01.1 Overview of diabetes;
  - 6.01.2 Blood glucose monitoring;
  - 6.01.13What insulin and glucagon ~~is~~ are and how insulin and glucagon works;
  - 6.01.24When, how and by whom insulin and/or glucagon may be prescribed;

6.01.35 The requirements of Arkansas law pertaining to the administration of insulin and/or glucagon injections to Arkansas public school students suffering from diagnosed with diabetes;

6.01.6 How to calculate carbohydrate intake (insulin training only);

6.01.7 How to calculate appropriate insulin dosage based on carbohydrate intake (insulin training only);

6.01.48 When insulin and/or glucagon should be administered, how insulin and/or glucagon should be prepared, the dosage and side effects of insulin and/or glucagon, and follow-up care after insulin and/or glucagon is administered;

6.01.59 How insulin and/or glucagon should be stored, including identifying the expiration date and need for replacement;

6.01.610 The role of the school nurse in the administration of insulin and/or glucagon and the delegation of the administration of insulin and/or glucagon; and

6.01.711 The signs of *hyperglycemia and hypoglycemia* in students with diabetes, including techniques and practices used to prevent the need for emergency insulin and glucagon.

6.02 Visual and audio aids may be used during the training required under these rules, but at least one individual listed in Sections 3.056 and 3.068 of these rules must be physically present to provide the training.

6.03 Before a volunteer may be deemed to have successfully completed the training required under these rules, a person listed in Sections 3.056 and 3.068 must sign a certification indicating that the volunteer has successfully completed all aspects of training and that the volunteer has successfully demonstrated ~~mastery~~ proficiency of procedures involving the administration of insulin and/or glucagon. No person listed in Sections 3.056 and 3.068 shall sign such a certification unless such person, in his or her professional judgment, believes that a volunteer has successfully completed all aspects of training and that the volunteer has successfully demonstrated mastery of procedures involving the administration of insulin and/or glucagon.

6.04 The Arkansas State Board of Nursing and the Arkansas Department of Education, in collaboration with the Arkansas School Nurses Association and diabetic education experts, shall identify and approve education programs that meet the requirements of Section 6.01 of these rules. Training under these rules shall be given according to the education programs approved under this section.

6.04.1 The Arkansas State Board of Nursing and the Arkansas Department of Education shall maintain and publish a list of approved education programs that meet the requirements of Section 6.01 of these rules. The list of approved education programs may be published on the websites of the Arkansas State Board of Nursing and the Arkansas Department of Education.

6.04.2 The Arkansas State Board of Nursing and the Arkansas Department of Education, in collaboration with the Arkansas School Nurses Association and diabetic education experts, shall at least annually review the requirements associated with the administration of glucagon and shall, if necessary, recommend for adoption by the Arkansas State Board of Nursing and the Arkansas State Board of Education any revisions to these rules.

## 7.00 RECORDS

7.01 Records of volunteer training shall be kept on file at each school.

7.02 For each student diagnosed with diabetes who attends the school, the school district shall maintain a copy of the health plan developed under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq., as it existed on July 1, 2013, a list of volunteer school personnel who are designated as care providers and trained to administer insulin and/or glucagon, and a copy of the parent's or guardian's signed authorization. The list of volunteer school personnel who are designated as care providers and trained to administer insulin and/or glucagon and a copy of the parent's or guardian's signed authorization shall ~~also~~ be updated yearly and attached to the student's Individualized Health Plan (IHP).

7.03 The list of volunteer school personnel who are designated as care providers and trained to administer insulin and/or glucagon shall only include the names of such personnel who successfully complete the required training as set forth in Section 6.00 of these rules. The list of volunteer school personnel trained to administer



insulin and/or glucagon for each school should be published and made known to all school personnel.

- 7.04 The principal of each school, in conjunction with each school nurse, shall properly maintain all such records.

MARK-UP

03/17/2016	Lucas Harder, Arkansas School Boards Association	<b>Comment:</b> I only have one comment on the rules. 6.01.610 should read: “6.01.610 The role of the school nurse in the administration of insulin and/or glucagon and the delegation of the administration of insulin and/or glucagon; and”	<b>Response:</b> Comment considered. Correction made.
03/22/2016	Rebecca Miller-Rice, BLR	<b>Comment:</b> Section 3.07 – In order to mirror Section II(C)(1) of the ASBN Rules, should the definition read: “an additional <i>or corrective</i> dose of insulin....”?	<b>Response:</b> Comment considered. Correction made.
		<b>Comment:</b> Section 4.09 – Should “trained volunteers” as used in the third line read “trained volunteer” to coincide with his/her and the subsequent “trained volunteer” in the latter part of the sentence?	<b>Response:</b> Comment considered. Correction made.
		<b>Comment:</b> Section 6.01.10 – Should “insulin and/or” be added where highlighted and italicized as follows to mirror ASBN Section V(A)(10): “The role of the school nurse in the administration of <u>insulin and/or</u> glucagon and the delegation of the administration of <i>insulin and/or</i> glucagon; and”?	<b>Response:</b> Comment considered. Correction made.
		<b>Comment:</b> Section 6.01.11 – Should “hyperglycemia and” be added where highlighted and italicized as follows to mirror ASBN Section V(A)(11): “The signs of <i>hyperglycemia and</i> hypoglycemia in students with diabetes, including techniques and practices used to prevent the need for <u>emergency insulin and</u> glucagon.”?	<b>Response:</b> Comment considered. Correction made.
03/22/2016	Connie Feters, American Diabetes Association	<b>Comment:</b> The only comment that I have is that if they are like they are here (referring to the paper copy of the rules), it appears that the State Board of Nursing did take into account the recommendations that we had and the American Diabetes Association, who I represent, are very	<b>Response:</b> Comment considered. No changes made.

		happy.	
03/28/2016	Teresa Bond, RN Prairie Grove High School Nurse	<p><b>Comment:</b> I think you have certainly wasted a huge amount of time writing these new rules and regulations. No responsible physician or RN is going to be comfortable with this new directive from you. Thankfully the endocrinologist in my immediate area thinks this is unsafe and won't approve it for his patients who are my students.</p> <p>I take the care of my diabetic students very personally and am not willing to train a "volunteer" to be in charge of their insulin needs. Are you aware that in a hospital environment two nurses must double check insulin dosing prior to it being administered? That means two nurses have to put their eyes on the medication before it is injected to the patient. The reason for that is a patient can <b>die</b> if given the wrong dose. And you think it's okay to train a "volunteer"? How about adequately staffing your schools with nurses instead of always trying to find some cheaper way to do things? I am only interested in being responsible for my own decisions regarding diabetic health at school. It's <b>my</b> license that is at risk. I'm not willing to do this, so I won't.</p>	<p><b>Response:</b> Comment Considered. No changes made.</p>

**SUMMARY OF PROPOSED CHANGES TO THE ARKANSAS DEPARTMENT  
OF EDUCATION AND ARKANSAS STATE BOARD OF NURSING RULES  
GOVERNING THE ADMINISTRATION OF INSULIN AND GLUCAGON TO  
ARKANSAS PUBLIC SCHOOL STUDENTS DIAGNOSED WITH DIABETES**

***\*\*Note: all changes made keep these rules in line with the Arkansas State Board of Nursing rules governing the administration of glucagon and insulin that were modified as a result of statute and going through the public comment process.***

Rule Title	Rule title updated to reflect the rules apply to the administration of insulin and glucagon
Section 1.01	Rule title updated to reflect the rules apply to the administration of insulin and glucagon.
Section 1.02	Updated to show rules amended pursuant to new statute.
Section 1.03	Updated to show rules amended pursuant to new statute.
Section 2.01	Updated to reflect application to insulin, as well as, glucagon.
Section 3.01	Clarifies the type of diabetes that children in public schools may experience.
Section 3.02	Clarifies the definition of an emergency situation.
Section 3.03	Clarifies the definition of glucagon.
Section 3.04	Adds the definition of insulin to the rules.
Section 3.05	Clarifies the definition of a Licensed Healthcare Practitioner.
Section 3.06	Clarifies the definition of a Licensed School Nurse Employed by a School District.
Section 3.07	Adds the definition of “non-scheduled dose of insulin.”
Section 3.08	Clarifies the definition of Other Healthcare Professional.
Section 3.09	Adds the definition of “scheduled dose of insulin.”
Section 3.10	Clarifies the definition of Trained Volunteer School Personnel.
Section 4.01	Section added in compliance with § 6-18-711 which identifies the parameters in which a trained volunteer may administer insulin.

- Section 4.02      Section added in compliance with § 6-18-711, which provides for a student to have access to a private area to perform diabetes monitoring.
- Section 4.03      Section added in compliance with § 17-87-103, which outlines minimum staffing levels for the school.
- Section 4.04      Section added in compliance with § 17-87-103 which outlines school district recruitment of volunteer school personnel for the administration of insulin/glucagon when a nurse is not available.

Remaining Sections of 4.00 renumbered

- Section 4.05      Clarifies when trained volunteer school personnel may administer insulin/glucagon.
- Section 4.06      Internal references updated.
- Section 4.07      Clarifies that parent/guardian authorization must be obtained before trained volunteer school personnel may administer insulin/glucagon.
- Section 4.08      Adds the requirement that trained volunteer school personnel be released of other duties during scheduled insulin administration.
- Section 4.09      Adds the requirement that other qualified staff assume the regular duties of trained volunteer school personnel during non-scheduled insulin administration and that volunteer shall remain released until a parent/guardian or medical personnel has arrived.
- Section 4.10      Updated to reflect application to insulin, as well as, glucagon.
- Section 5.00      Updated to include protection from liability applies to care providers.
- Section 6.01      Updated to include the training required for volunteers to administer insulin.
- Section 6.02      Internal references updated.
- Section 6.03      Internal references updated and application to insulin included. Changes the requirement for volunteers to administer insulin/glucagon from mastery to proficiency.
- Section 7.02      Updated to reflect changes in § 17-87-103 regarding maintenance of student health plans. Updated to reflect application to insulin, as well as, glucagon
- Section 7.03      Updated to reflect application to insulin, as well as, glucagon

**Changes made as a result of the public comment period:**

Section 3.07 Updated to reflect application to insulin, as well as, glucagon.

Section 4.09 Grammatical correction.

Section 6.01.10 Updated to reflect application to insulin, as well as, glucagon.

Section 6.01.11 Updated to include hyperglycemia, as well as, hypoglycemia.

Proposed Arkansas Department of Education  
**Emergency** Rules Governing the Arkansas Qualified Teacher Requirements

**Summary**

The Emergency Rules Governing the Arkansas Qualified Teacher Requirements are new rules. The rules apply to educators teaching core content courses who are in one of the following categories: 1) employed by a charter school or a school district that has a waiver of licensure; 2) a special education teacher teaching one (1) or more core content areas; or 3) an alternative learning environment teacher teaching one (1) or more core content areas.

**Purpose:**

The purpose in promulgating these emergency rules is to ensure that Arkansas has qualified teachers teaching core content courses for all students where licensure is waived, and for students in special education or alternative learning environments.

The United States Congress passed the Every Student Succeeds Act in December 2015, which removed the requirement that core content courses be taught by teachers who are licensed, degreed, and certified in content knowledge as highly qualified teachers. Because Arkansas's rules for HQT were dependent on the No Child Left Behind Act, they are now essentially moot.

It is anticipated that upon the final approval of the permanent rules, the Department will repeal the Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001.

The rules will provide greater flexibility than the current HQT. Unlike the current HQT, these rules:

- **Under Section 3.00** have more flexible options for qualifying as AQT, such as a bachelor's or advanced degree in the content area, a minimum of 18 hours in the content area within a bachelor's or advanced degree; National Board certification in the content area; or a bachelor's or advanced degree plus "successful, relevant work experience" in the teaching area. A teacher can still qualify using the AR Housse matrix;
- **Under Sections 3.01, 3.03, 3.04**, impact only a limited group of teachers. ADE licensure ensures that teachers have the education, content area knowledge, so these rules need only apply to charter schools and school districts where licensure has been waived, as well as special education and alternative learning environment teachers; and
- **Under Section 3.05** allow school districts to maintain AQT documentation locally without ADE approval of the AQT status. Districts will indicate on eSchool whether an educator falls under these rules, and the documentation will be available for review.

**Section 4.00** explains the emergency for the promulgation of these rules.

**ARKANSAS DEPARTMENT OF EDUCATION**  
**EMERGENCY RULES GOVERNING THE**  
**ARKANSAS QUALIFIED TEACHER REQUIREMENTS**  
**May 12, 2016**

**1.00 REGULATORY AUTHORITY; PURPOSE; APPLICABILITY**

- 1.01 These rules shall be known as the Arkansas Department of Education Emergency Rules Governing the Arkansas Qualified Teacher Requirements.
- 1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-15-1004 6-17-309, and 25-15-201 et seq.
- 1.03 These rules apply when:
- 1.03.1 An educational entity is contracting with an individual for a teaching position in a core academic subject area for which licensure is otherwise required but the educational entity has obtained a legal waiver from licensure requirements (as defined herein); or
- 1.03.2 The individual teaches one (1) or more subjects in special education or in an alternative learning environment.
- 1.04 These rules do not permit a waiver from the requirements for licensure in special education.
- 1.05 Upon final approval of the permanent Rules Governing Arkansas Qualified Teacher Requirements, the permanent rules will replace the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001.

**2.00 DEFINITIONS**

- 2.01 “ARHOUSSE” means the Arkansas High Objective Uniform State Standard of Evaluation matrix attached as Appendices A-C to these rules.
- 2.02 “Core academic subject area” means English Language Arts, Mathematics, Science, Social Studies, Early Childhood (Elementary), Music, Art, and Foreign Language.
- 2.03 “Educational entity” means an entity that is identified by the Department of Education as a local education agency.
- 2.04 “Legal Waiver” means that the educational entity is:
- 2.04.1 A charter school that has obtained a waiver from the applicable requirement under a law allowing the waiver through the charter application process; or
- 2.04.2 A school district that has obtained a waiver from licensure under applicable law.



2.05 “Successful, relevant work experience” means employment in a specific field or occupation for at least one (1) year that required the educator to demonstrate knowledge and skills in the content area to be taught, as supported by two (2) professional letters of recommendation from the educator’s employers or supervisors in the related industry or occupation.

### **3.00 ARKANSAS QUALIFIED TEACHER REQUIREMENTS**

3.01 A teacher teaching in a core academic subject area at an educational entity that has received a legal waiver of licensure shall meet the requirements of an Arkansas Qualified Teacher.

3.02 Eligibility Requirements. To meet Arkansas Qualified Teacher requirements, the educator must have either:

3.02.1 Previously met highly qualified teacher status under the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001; or

3.02.2 Obtained a bachelor’s degree or an advanced degree and meets one (1) of the following requirements:

3.02.2.1 The bachelor’s degree or advanced degree is in the content area in which the educator will teach;

3.02.2.2 The bachelor’s degree or advanced degree contains a minimum of eighteen (18) college credit hours in the content area in which the educator will teach;

3.02.2.3 The educator has successfully completed a content area assessment approved by the State Board of Education for the content area in which the educator will teach;

3.02.2.4 The educator is a National Board Certified Teacher for the content area in which the educator will teach; or

3.02.2.5 The bachelor’s degree or advanced degree is in any major and the educator has documented successful, relevant work experience in the teaching area;

3.03 An educator teaching one (1) or more subjects in special education shall hold an Arkansas teaching license in special education and either:

3.03.1 Meet one other eligibility requirement under 3.02; or

3.03.2 Demonstrate content knowledge in each of the areas he or she teaches using the ARHOUSSE matrix (see Appendices A-C).

3.04 An educator teaching one (1) or more subjects in an alternative learning environment shall hold an Arkansas teaching license and either:

3.04.1 Meet one other eligibility requirement under 3.02; or

3.04.2 Demonstrate content knowledge in each of the areas he or she teaches using the ARHOUSSE matrix (see Appendices A-C).

3.05 Educational Entity Responsibilities

3.05.1 The educational entity shall determine that the educator meets the eligibility requirements for the content area in which the educator will teach.

3.05.2 The school district shall indicate in eSchool that the educator is an Arkansas Qualified Teacher, and shall maintain records of the educator's eligibility and content areas taught. The records shall be made available for Department of Education review.

3.06 The ARHOUSSE matrix attached as Appendices A, B, and C to these rules will be reviewed after the 2016-2017 school year, and revised as necessary to align with the state's plan filed with the United States Department of Education under the Every Student Succeeds Act.

#### **4.0 EMERGENCY AND EFFECTIVE DATES**

4.01 Whereas, the United States Congress passed the Every Student Succeeds Act (ESSA) in December 2015, which removed the requirement that core content courses be taught by teachers who are licensed, degreed, and certified in content knowledge as highly qualified teachers and effectively nullified the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001; and

Whereas, the repealed federal highly qualified teacher provisions allowed public charter schools to waive the licensure requirement but still required them to staff with teachers who were degreed and certified in content knowledge (i.e. highly qualified) for core content courses. Existing charter school charter agreements acknowledge this requirement, but because the highly qualified requirements have been nullified by ESSA, unless these rules are in effect immediately, the state has no authority to require charter school teachers in core content areas to be highly qualified; and

Whereas, the Arkansas Department of Education has diligently sought federal guidance on the implications and implementation of ESSA, but has not received that guidance. In the

absence of federal guidance the ADE has worked with many educational stakeholders to determine the best path for transition since the adoption of ESSA; and

Whereas, the 90<sup>th</sup> General Assembly enacted Act 1240 (codified as Ark. Code Ann. § 6-15-103), allowing school districts to request the same waivers as granted to a charter school within the school district where students of the school district attend, including waivers of licensure with no provision for review or monitoring. As those waivers are granted by the State Board under the law, these school districts have no accountability for the quality of teachers in core content areas. Unless these rules are in effect immediately, the state has no authority to require public school teachers in core content areas who are employed in a school district that has received a waiver under Act 1240 to be highly qualified; and

Whereas, special education teachers are still required under ESSA and the IDEA to be highly qualified in core content areas. In March 2016 the Arkansas Department of Education was required to assure the United States Department of Education, Office of Special Education Programs that either Arkansas special education teachers would be 100% licensed (with no waivers or provisional licensing) or the state would continue to require them to be highly qualified for content courses. The state continues to experience a decline in the teacher pipeline for special education, resulting in an 18% shortage of fully-licensed special education teachers. It would be a severe burden on the state's educational system to require that only fully-licensed special education teachers could teach in core content special education classes. As a result of the shortage of special education teachers, the ADE elected to assure the federal government that it would maintain the highly qualified provisions (ADE is permitted to revise the original provisions). Because the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001 have been nullified by ESSA, unless these rules are in effect immediately the state has no authority to require special education teachers to be highly qualified. Therefore the state risks the loss of federal special education funding, which will present imminent peril to the public educational health, safety and welfare of the school children in Arkansas; and

Whereas, alternative learning education teachers teaching core content courses are required to be highly qualified under the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds. Again, because the ADE Rules Governing Highly Qualified Teachers and promulgated pursuant to the No Child Left Behind Act of 2001 have been nullified by ESSA, unless these rules are in effect immediately, the state has no authority to continue to require alternative learning education teachers to be highly qualified; and

Whereas, the State Board of Education and the Arkansas Department of Education are proposing these rule changes for the purpose of continuing to provide qualified educators in Arkansas public schools in the vacuum created by ESSA so that charter schools and school

districts will be able to hire qualified teachers in May 2016, when by law they are required to renew teaching contracts and are staffing for the next school year; and

Whereas, as a result of the current state rules promulgation process, if these rules are not adopted as emergency rules, school districts may hire teachers that, after the start of the school year, are determined are not qualified; and

Whereas, the State Board of Education finds that imminent peril exists to the public educational health, safety and welfare of the school children in Arkansas due to the need for qualified and effective licensed educators in public schools;

Therefore the State Board of Education and the Arkansas Department of Education promulgate these rules as Emergency Rules Governing the Arkansas Qualified Teacher Requirements pursuant to authority of Ark. Code Ann. § 25-15-204 in order to implement the changes needed for the proper licensure of public school teachers, administrators, and other licensed school personnel.

4.02 These Emergency Rules shall go into effect on May 12, 2016.

4.03 These Emergency Rules shall expire on the earlier of the effective date of permanent rules or September 10, 2016.

Arkansas Department of Education  
**Highly Qualified Teacher Designation Form (SINGLE SUBJECT)**

A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area. This form may be used by any Arkansas teacher for whichever HQT status is being sought.

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of HQT status being sought.**

- ☐ Early Childhood/Elementary-K-6
- ☐ Middle Childhood/Grades 4-8
- ☐ Secondary/Grades 7-12

**If applicable choose the subject area.**

- ☐ English
- ☐ Reading or Language Arts
- ☐ Mathematics
- ☐ Science: (Specify subject \_\_\_\_\_)
- ☐ Art
- ☐ Social Studies: (Specify subject \_\_\_\_\_)
- ☐ Music
- ☐ Foreign Language: (Specify language \_\_\_\_\_)

**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**

- ☐ INITIAL ☐ NTLP PROVISIONAL ☐ PROFESSIONAL TEACHING PERMIT OR PPTL
- ☐ STANDARD ☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Check A or B or C, and provide the appropriate information and documentation.)**

**3.A.** ☐ I passed the Praxis Content Knowledge assessment, or licensure content test in other state.

Assessment \_\_\_\_\_ Passing Score \_\_\_\_\_ Date taken \_\_\_\_\_

**OR**

**3.B.** ☐ I am a Middle School or Secondary teacher and I have a major, or coursework equivalent to a major (24 credit hours), or graduate degree, or National Board Certification in the area. (Explain)

**OR**

**3.C.** ☐ I am a Veteran teacher and I have accumulated >100 points in this area on the ARHOUSSE criteria survey. Score = \_\_\_\_\_ (Attach a copy of the ARHOUSSE form.)

**4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)?** Yes \_\_\_\_\_ No \_\_\_\_\_

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified **in this area at this time**. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**ARHOUSSE - Arkansas High Objective Uniform State Standard of Evaluation**

To demonstrate subject area content knowledge a teacher must accumulate at least 100 points in the selected area.  
**This may be done by any teacher for whichever HQT status is being sought.**

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

**NOTE: CONTENT KNOWLEDGE ONLY**

**Choose level of HQT status being sought. If applicable choose the content area.**

☐ Early Childhood/Elementary, K-6

☐ Middle Childhood, Grades 4-8

☐ Secondary, Grades 7-12

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject \_\_\_\_\_)

☐ Art

☐ Social Studies: (Specify subject \_\_\_\_\_)

☐ Music

☐ Foreign Language: (Specify language \_\_\_\_\_)

The following evidence must be in the **content area indicated above.**

**Points**

National Teacher Exam Content Area Assessment(s) for this content area (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe)	50 points	
NBPTS Certification for this content area (including Elementary)	100 pts	
Content test taken for licensure in another state (describe)	100 pts	
Years of teaching experience in this subject area within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
<b>Content-based</b> Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____ _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____	# of years served 10 pts per year (30 pts max)	
Documented Committee service in <b>local (LEA)</b> curriculum development <b>in this content area</b> in the last five years Describe: _____	# of activities _____ 5 pts per activity (25 pts max)	
Documented Committee service in <b>state or national</b> curriculum development <b>in this content area</b> in the last five years Describe: _____	# of activities _____ 10 pts per activity (30 pts max)	

## AR HOUSSE p. 2

Textbook adoption committee service <b>in this content area</b> over the last five years Describe: _____ _____ _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____ _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____ _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended in this content area in the last five years Describe: _____ _____ _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor <b>in this content area</b>	# of years served _____ 10 pts per year (30 pts max)	
Participation in Arkansas Leadership Academy Individual or Team Institute	20 pts per academy	
Participation in ELLA Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, Curriculum Training, or some similar activity – Year Long (describe) _____	1 point per hour up to 20 points per year	
	<b>Total</b>	

\_\_\_\_\_  
Teacher's signature\_\_\_\_\_  
Date\_\_\_\_\_  
School District Administrator\_\_\_\_\_  
School District Administrator's signature\_\_\_\_\_  
Date

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Appendix B**  
**Arkansas Department of Education**  
**Highly Qualified Teacher Designation Form (MULTI-SUBJECT, for Middle Childhood grades)**

**A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject Housse form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments or Special Education, who teach two or more subjects and seek Highly Qualified Teacher status as a Multi-Subject HQT.**

Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of HQT status being sought.**

☐ Middle Childhood/Grades 4-8

**Indicate Instructional Class**

☐ Alternative Learning Environment

☐ Special Education

**Choose the content areas.**

☐ English

☐ Reading or Language Arts

☐ Mathematics

☐ Science: (Specify subject \_\_\_\_\_)

☐ Art

☐ Social Studies: (Specify subject \_\_\_\_\_)

☐ Music

☐ Foreign Language: (Specify language \_\_\_\_\_)

**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**

☐ INITIAL

☐ NTLP PROVISIONAL

☐ PROFESSIONAL TEACHING PERMIT OR PPTL

☐ STANDARD

☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE AS A MULTI-SUBJECT TEACHER? (Check A or B, and provide the appropriate information and documentation.)**

**3.A.** ☐ I passed the Praxis II: Middle School Content Knowledge (#0146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment, or Multi-Subject licensure content test in other state.

Assessment \_\_\_\_\_

Passing Score \_\_\_\_\_

Date taken \_\_\_\_\_

**OR**

**3.B.** ☐ I am a Veteran teacher and I have accumulated >100 points on the **Multi-Subject ARHOUSE** criteria survey with a minimum of 50 points in each content area. (Attach a copy of the Multi-Subject ARHOUSE form.)

**4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)?** Yes \_\_\_\_\_ No \_\_\_\_\_

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified in these areas at this time. As appropriate, and in conjunction with the school/district administrator the teacher is to develop, maintain and adhere to a written plan for becoming Highly Qualified in this area by the end of this school year.

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**



**Multi-Subject Arkansas' High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)  
for Middle Childhood grades**

To establish Highly Qualified status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 50 points is required per content area taught.

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

<b>Indicate level of HQT status being sought.</b> <input type="radio"/> Middle Childhood/Grades 4-8	<b>Indicate the content areas to be considered for this HQT designation.</b> <input type="radio"/> English <input type="radio"/> Reading / Language Arts <input type="radio"/> Math <input type="radio"/> Science: (subject _____) <input type="radio"/> Art <input type="radio"/> Social Studies: (subject _____) <input type="radio"/> Music <input type="radio"/> Foreign Language: (subject _____)
<b>Indicate Instructional Class</b> <input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education	

The following would demonstrate content knowledge for Multi-Subject HQT criteria in full.

**Points**

Praxis II: Middle School Content Knowledge (#0146), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment	100 points	
Multi-Subject content test taken for licensure in another state (describe)	100 points	

To demonstrate content knowledge by individual subject, the following evidence must be in the content areas indicated above.

A teacher must accumulate a minimum of 50 points in each core content subject area that they are teaching.

<b>Content Area 1: _____</b>  College/University Coursework in the content area(s): List coursework _____ _____ _____	# credit hours: X 3 points
NBTS Certification for this content area	100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____	Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____	10 pts per yr 25 points maximum
Must be a minimum of 50 points	<b>CONTENT AREA 1 Total Points: _____</b>

<b>Content Area 2:</b> _____ College/University Coursework in the content area(s): List coursework _____ _____ _____		# credit hours: X 3 points
NBTS Certification for this content area		100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____		Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____		10 pts per yr 25 points maximum
Must be a minimum of 50 points <b>CONTENT AREA 2 Total Points:</b> _____		
<b>Content Area 3:</b> _____ College/University Coursework in the content area(s): List coursework _____ _____ _____		# credit hours: X 3 points
NBTS Certification for this content area		100 points
Content Based Professional Development or Content Knowledge Activities: (Please use the AR HOUSSE to see examples of appropriate activities, committee service, textbook adoption, presentations, conferences, articles written, etc.) Describe Activity and use Point Value from Single Subject AR-HOUSSE form: _____ _____ _____		Prof. Dev. Points 1 pt/hr up to 8 pts/year 40 pts max
Teaching Experience in this content area: Describe: _____ _____		10 pts per yr 25 points maximum
Must be a minimum of 50 points <b>CONTENT AREA 3 Total Points:</b> _____		

**Duplicate form as needed to add additional content areas.**

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Arkansas Department of Education**  
**Highly Qualified Teacher Designation Form (MULTI-SUBJECT, for Secondary grades)**

**A highly qualified teacher (HQT) must have at least a bachelor's degree; must be appropriately licensed to teach; and must demonstrate content knowledge in the subject area(s). The Multi-Subject HOUSSE form (to designate content knowledge) may ONLY be used by teachers in Alternative Learning Environments or Special Education, who teach two or more subjects and seek Highly Qualified Teacher status as a Multi-Subject HQT.**

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

**Choose level of HQT status being sought.**☐ Secondary/Grades 7-12**Indicate Instructional Class**☐ Alternative Learning Environment☐ Special Education**Choose the content areas.**☐ English☐ Reading or Language Arts☐ Mathematics☐ Science: (Specify subject \_\_\_\_\_)☐ Art☐ Social Studies: (Specify subject \_\_\_\_\_)☐ Music☐ Foreign Language: (Specify language \_\_\_\_\_)**1) BACHELOR'S DEGREE (Provide the appropriate information and documentation.)**

Degree \_\_\_\_\_ Date Awarded \_\_\_\_\_ Institution \_\_\_\_\_

**2) ARKANSAS TEACHING LICENSE (Check one and provide the appropriate information.)**☐ INITIAL☐ NTLP PROVISIONAL☐ PROFESSIONAL TEACHING PERMIT OR PPTL☐ STANDARD☐ RECIPROCITY PROVISIONAL (all requirements completed except AR History course)

Area \_\_\_\_\_ Level \_\_\_\_\_ Expiration date: \_\_\_\_\_

**3) DEMONSTRATION OF CONTENT KNOWLEDGE IN THE SUBJECT OR AREA? (Provide the appropriate information and documentation.)**☐ I am an Alternative Learning Environment teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.☐ I am a Special Education teacher and I have accumulated >100 points in each of the designated areas on the Secondary-grades Multi-Subject ARHOUSSE criteria survey.**4) Are you HQT (i.e., do you have all of 1, 2, and 3 above)? Yes \_\_\_\_\_ No \_\_\_\_\_**

If you do not meet **all three criteria** (1, 2, & 3 above) you cannot be designated as highly qualified in this area at this time. **IN CONJUNCTION WITH YOUR SCHOOL/DISTRICT ADMINISTRATOR YOU ARE TO DEVELOP, MAINTAIN AND ADHERE TO A WRITTEN PLAN FOR BECOMING HIGHLY QUALIFIED IN THESE AREAS BY THE END OF THIS SCHOOL YEAR.**

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School or District Administrator's name \_\_\_\_\_

School or District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**

**Multi-Subject Arkansas High Objective Uniform State Standard of Evaluation (MS-ARHOUSSE)  
for Secondary grades**

To establish Highly Qualified status as a Multi-Subject teacher a teacher must be teaching in one of the Instructional Classes listed below, and be teaching two or more of the content areas listed below. To demonstrate content knowledge via Multi-Subject ARHOUSSE a minimum of 100 points is required per content area taught.

Teacher Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_ School District \_\_\_\_\_

<b>Indicate level of HQT status being sought.</b>	<b>Indicate the content areas to be considered for this HQT designation.</b>	
<input type="radio"/> Secondary/Grades 7-12	<input type="radio"/> English	<input type="radio"/> Reading / Language Arts
<b>Indicate Instructional Class</b> <input type="radio"/> Alternative Learning Environment <input type="radio"/> Special Education	<input type="radio"/> Math	<input type="radio"/> Science: (subject _____)
	<input type="radio"/> Art	<input type="radio"/> Social Studies: (subject _____)
	<input type="radio"/> Music	<input type="radio"/> Foreign Language: (subject _____)

**NOTE: CONTENT KNOWLEDGE ONLY  
USE MULTIPLE SHEETS AS NECESSARY**

Subject (from page 1) \_\_\_\_\_

The following evidence must be in the **content area indicated above.****Points**

Praxis II Middle School: Content Knowledge test (#0146) ), Praxis II: Middle School Multiple Subjects (#5141), or other appropriate state-mandated content-area assessment <b>if the subject area above is Math, Science, English or Social Studies</b>	25 points	
National Teacher Exam Content Area Assessment(s) <b>for this content area</b> (e.g., Praxis # 010) or other non-Praxis non-licensure Content test (Describe.) CLEP Exams in content area	50 points	
NBPTS Certification <b>in this content area</b>	100 pts	
Content test <b>in this area</b> taken for licensure in another state. (Describe)	100 pts	
Years of teaching experience <b>in this subject area</b> within the last ten years (10 pts/year)	# of years _____ (50 pts max)	
<b>Content-based</b> Professional Development - according to the school's Prof. Dev. Plan (1 pt/hr up to 8 pts/year)	# of years _____ (40 pts max)	

The following, if used, must **NOT HAVE BEEN USED ABOVE** under Professional Development.

College/University Coursework in the content area List coursework _____ _____	# credit hours _____ 3 pts per credit hour	
Served in an administrative capacity in the content area, e.g., Dept. chair, ACSIP chair, Lead teacher, etc. Describe: _____ _____	# of years served _____ 10 pts per year (30 pts max)	
Documented Committee service in <b>local (LEA)</b> or Education Service Co-operatives curriculum development <b>in this content area</b> in the last five years Describe: _____ _____	# of activities _____ 5 pts per activity (25 pts max)	

MS-HOUSSE Subject area (from page 1) \_\_\_\_\_

Documented Committee service in <b>state or national</b> curriculum development in <b>this content area</b> in the last five years Describe: _____ _____	# of activities _____ 10 pts per activity (30 pts max)	
Textbook adoption committee service <b>in this content area</b> over the last five years Describe: _____ _____	# of committees _____ 15 pts per committee (30 pts max)	
Papers published in refereed journals in this content area in the last five years Describe: _____ _____	# of papers _____ 10 pts per paper (30 pts max)	
Presentations made at content-area or specialty-area association conferences in the last five years Describe: _____ _____	# of pres'ns _____ 10 pts per pres'n (30 pts max)	
Conferences attended on line or teleconferences, webcast professional development, CIV workshops, project based authentic learning lessons developed in this content area in the last five years Describe: _____ _____	# of conferences _____ 5 pts per conference (15 pts max)	
Service as a Pathwise Mentor or Subject Area Mentor Participant, Peer review of content specific experience <b>in this content area</b> . _____	# yrs served _____ 10 pts per year (30 pts max)	
Participation in a content-specific Arkansas Leadership Academy Individual or Team Institute, or other content specific experience training, etc. _____ _____	20 pts per academy	
Participation in SIM, etc. Curriculum Training – Year Long	20 pts per year	
Participation in Arkansas Mathematics and Science Professional Development Institute – Year Long, Participation in Core Content Competency Based Assessment Circles, Formative Assessment Training and application throughout the year in content area, etc. _____	20 pts per year	
Participation in Effective Literacy, Literacy Lab, Reading First, IDEAs Portal, Web Quest, Teacher-2-Teacher Initiatives, Academic Academies, or similar curriculum training – Year Long (Describe.) _____	1 point per hour up to 20 points per year	
	<b>Total</b>	

Sec. MS-HOUSSE page 2 of 2

Teacher's signature \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's name \_\_\_\_\_

Date \_\_\_\_\_

School District Administrator's signature \_\_\_\_\_

Date \_\_\_\_\_

**TEACHERS ARE TO ATTACH ALL APPROPRIATE DOCUMENTATION. COPIES OF ALL ARE TO BE MAINTAINED BY THE TEACHER AND KEPT ON FILE IN THE SCHOOL DISTRICT.**