



## **AGENDA**

### **STATE BOARD OF EDUCATION**

February 11, 2016

Arkansas Department of Education

ADE Auditorium

10:00 AM

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### **Consent Agenda**

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

*Presenter: Deborah Coffman*

#### **C-2 Minutes - January 15, 2016**

*Presenter: Deborah Coffman*

#### **C-3 Review of Loan and Bond Applications**

*The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Application –3 Voted Bonds.*

*With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package:*

*Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education.*

*Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.*

*Presenter: Cindy Hollowell and Amy Woody*

#### **C-4 Newly Employed, Promotions and Separations**

*The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. The information is needed to measure the effectiveness of the agency's recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require the agency to compile statistical information about applicants for employment.*

*Presenter: Greg Rogers and Clemetta Hood*

**C-5      Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann.§6-17-309**

*Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 20 school districts covering a total of 28 waivers. There were also requests for long-term substitutes from 34 school districts requesting a total of 43 waivers for long-term substitutes. These requests have been reviewed, and have either approved or denied by Department staff, and are consistent with program guidelines.*

**Presenter:** Darrick Williams

**C-6      Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Kellie LaMonica**

*Kellie LaMonica is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Ms. LaMonica has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$2,500.00. Based on extenuating circumstances, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding.*

**Presenter:** Cheryl Reinhart

**C-7      Consideration of the Department of Education Recommendation for Waiver from Repayment of NBPTS Program Funding – Mary Gibson**

*Mary Gibson is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. Based on extenuating circumstances, the Department recommends that the State Board waive the requirement for repayment of NBPTS Program funding paid on Ms. Gibson's behalf in the amount of \$2,670.00.*

**Presenter:** Cheryl Reinhart

**C-8      Consideration of Recommendation of the Department of Education for Suspension of License for Failure to Reimburse NBPTS Program Funding – Michelle McCoy**

*Michelle McCoy is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. The Department recommends suspension of her license until she completes her obligation to repay NBPTS Program funding in the amount of \$2,587.75. Ms. McCoy did not request a waiver from repayment.*

**Presenter:** Cheryl Reinhart

**C-9      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-039 - James Mathis Raper**

*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 suspension of license for three (3) years; assess a \$100.00 fine; require Mr. Raper to obtain a letter from a licensed counselor or psychologist stating that he is fit to return to the classroom; require Mr. Raper to successfully complete an alcohol rehabilitation treatment program with monitored progress and quarterly reports submitted to the PLSB office; and require Mr. Raper to reimburse the ADE for the cost of the court reporter as he did not appear at his requested evidentiary hearing. Mr. Raper did not respond within the required thirty-day period.

**Presenter:** Jennifer Liwo

**C-10      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-166 - Kim Rochelle Holland**

*Violation of Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order probation of two (2) years, assess a \$75.00 fine; require two (2) hours of training through the ADE on state testing assessment training, with an emphasis on ELDA training; and a written reflection on how the training will impact Educator Holland's practice. Training to be completed by December 31, 2016. Ms. Holland accepted on January 10, 2016.*

**Presenter:** Jennifer Liwo

**C-11      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-179 - Barbara Lee Hildebrand**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand and assess a \$50.00 fine. Ms. Hildebrand accepted the recommendation on December 17, 2015.*

**Presenter:** Jennifer Liwo

**C-12      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-193 - Michael David Allison**

*Violation of Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written reprimand and assess a \$50.00 fine. Mr. Allison accepted the recommendation on December 21, 2015.*

**Presenter:** Jennifer Liwo

**C-13      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-001 - Heather Leigh Peters**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2: An educator maintains competence regarding his or her*

*professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board Ethics Subcommittee recommends that the State Board order a written warning. Ms. Peters accepted the recommendation on December 15, 2015.*

**Presenter:** Jennifer Liwo

**C-14      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #16-030 - Melinda Lea Frizzell**

*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 probation for two (2) years; assess a \$75.00 fine; require completion of diversity training through ArkansasIDEAS and require a written reflection on how the training will impact Ms. Frizzell's leadership in her classroom. Ms. Frizzell accepted the recommendations on December 28, 2015.*

**Presenter:** Jennifer Liwo

**C-15      Consideration for Public Comment: 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**

*Act 854 of 2015 amended Ark. Code Ann. § 6-15-2017 to provide for public schools to be eligible for the Arkansas School Recognition Program based on high student performance and high student academic growth. Changes to this section of the rules are necessary to implement this change. ADE staff respectfully requests the State Board release this rule for public comment.*

**Presenter:** Kendra Clay

**C-16      Consideration for Public Comment: 2016 Open Enrollment Charter School Application**

*The 2016 Open Enrollment Charter School Application includes additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2016 application cycle.*

**Presenter:** Jennifer Davis

**C-17      Consideration for Public Comment: 2016 District Conversion Charter School Application**

*The 2016 District Conversion Charter School Application includes additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2016 application cycle.*

**Presenter:** Jennifer Davis

**C-18      Consideration for Public Comment: Arkansas Department of Education Rules Governing Distance and Digital Learning**

*Act 1159 of 2015 revised Arkansas laws pertaining to distance learning. In revising these rules for distance learning, Department staff has combined the current ADE Rules Governing Distance Learning and the current ADE Rules Governing the Digital Learning Act of 2013. Department staff respectfully requests that the State Board approve the proposed rules for public comment.*

**Presenter:** Cory Biggs



**C-19      Consideration of Helena-West Helena Community Advisory Board Membership**

*The Helena-West Helena School District was rezoned. Nominations were accepted from area legislators. Commissioner Key requests approval of Helena-West Helena Community Advisory Board membership effective immediately.*

*Presenter: Commissioner Key*

**Action Agenda**

**A-1      Consideration of the Little Rock School District Report of Progress**

*The LRSD will provide a monthly progress report to the State Board.*

*Presenter: Baker Kurrus, Superintendent*

**A-2      Consideration of the Dollarway School District Report of Progress**

*The State Board of Education requested a bi-monthly report regarding the progress of the Dollarway School District in its effort to return to local control.*

*Presenter: Barbara Warren, Superintendent of Dollarway School District, and Andrew Tolbert, Superintendent of the Office of Intensive Report*

**A-3      Consideration of Request for Waiver from Repayment of NBPTS Program Funding- Cynthia Walker**

*Cynthia Walker is a licensed educator who received funding under the Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification Program, but did not complete certification. The Department recommends suspension of her license until she completes her obligation to repay the NBPTS Program funding. Ms. Walker has requested a waiver from her obligation to repay NBPTS Program funding in the amount of \$2,665.00.*

*Presenter: Cheryl Reinhart*

**A-4      Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing Ethical Guidelines**

*Act 846 of 2015 revised Arkansas laws pertaining to the ethical guidelines and prohibitions for educational administrators, employers, and board members, changing the requirements for contracting with interested party of board members and employers from \$5,000 to \$10,000. On December 10, 2015, the Board approved these rules for public comment. A public comment hearing was held on January 4, 2016. No public comments were received. Governor's approval was received on January 4, 2016. Arkansas Department of Education staff respectfully requests that the State Board of Education give final approval for these rules pending Legislative Council approval.*

*Presenter: Jennifer Davis*

**A-5      Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing Education Service Cooperatives**

*Act 846 of 2015 revised Arkansas laws pertaining to education service cooperative distribution of assets of a dissolved education service cooperative. On December 10, 2015, the Board approved these rules for public comment. A public comment hearing was held on January 4, 2016. Public comments were received, but no*

substantive changes were made. The Governor's approval was received on January 4, 2016. Arkansas Department of Education staff respectfully requests that the State Board of Education give final approval for these rules pending Legislative Council approval.

**Presenter:** Jennifer Davis

**A-6      Consideration for Final Approval: ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**

*The ADE proposes revisions to these rules to bring them in compliance with Acts 44, 993, 1087, and 1177 of 2015. The State Board released these rules for public comment on December 10, 2015. A public hearing was held on January 4, 2016. The public comment period expired on January 12, 2016. As a result of public comment, the rules were revised to add Sections 7.06 and 7.07, which mirror the language in Act 993 of 2015 allowing teachers to voluntarily teach more students per day than permitted under the Standards for Accreditation for extra compensation. Department staff respectfully requests the State Board give final approval to the rules pending Legislative Council review.*

**Presenter:** Kendra Clay

**A-7      Consideration for Emergency 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**

*Act 854 of 2015 amended Ark. Code Ann. § 6-15-2017 to provide for public schools to be eligible for the Arkansas School Recognition Program based on high student performance and high student academic growth. Changes to this section of the rules are necessary to implement this change. ADE staff respectfully request the State Board give emergency approval to this rule.*

**Presenter:** Kendra Clay

**A-8      Consideration for Emergency Adoption: 2016 Open Enrollment Charter School Application**

*The 2016 Open Enrollment Charter School Application includes additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2016 application cycle.*

**Presenter:** Jennifer Davis

**A-9      Consideration for Emergency Adoption: 2016 District Conversion Charter School Application**

*The 2016 District Conversion Charter School Application includes additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2016 application cycle.*

**Presenter:** Jennifer Davis

**A-10      Consideration for Emergency Approval: Arkansas Department of Education Rules Governing The Public School Rating System on Annual School Report Cards**

*Arkansas Code Annotated §§ 6-15-2105 and 6-15-2106 require that each public school receive annually a letter grade score of "A" through "F." The law sets forth a default method for grade assignment, but further*

*authorizes the State Board of Education to approve an alternate method. The method set forth in these rules was developed by the University of Arkansas Office of Innovation for Education, in consultation with the Arkansas Department of Education. The Department respectfully requests the State Board give emergency approval to these rules.*

**Presenter:** Kendra Clay

## **Reports**

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

**Presenter:** Toyce Newton

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

**Presenter:** Johnny Key

### **Report-3 Appointments to Nominating Committee**

*Pursuant to the State Board of Education Operating Procedures, on or before March of each year, the Chair shall appoint a Nominating Committee to secure nominations for Chair and Vice Chair for the upcoming year. The Committee shall consist of three (3) Board Members, all of whom have served at least two years on the Board. The Committee will report to the Board at its May meeting, and the election shall take place by voice vote at the June meeting.*

**Presenter:** Toyce Newton

### **Report-4 2015 Arkansas Teacher of the Year Report**

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

**Presenter:** Ouida Newton, 2015 Arkansas Teacher of the Year

### **Report-5 Concordance Methodology for Academic Distress Determinations 2015**

*The Accountability Technical Advisory Committee recommended a concordance methodology be utilized for academic distress determinations for 2015.*

**Presenter:** Dr. Denise Airola and Annette Barnes

### **Report-6 Learning Services Report**

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

*The attached documents include the original draft work from the math committee. We recognize that there are misspellings and formatting issues within this draft work. However, the highlights show areas that were revised in the standards and provides the rationale for the changes by the committee.*

**Presenter:** Stacy Smith, Interim Assistant Commissioner

### **Report-7 Discipline Report**

*On August 13, 2015, Office for Education Policy Faculty Director Dr. Gary Ritter and Research Assistant Ms. Kaitlin Anderson provided a State Discipline Report. Act 1329 of 2013 required the ADE to evaluate the impact of school discipline on student achievement and report findings to the State Board of Education and school districts. The State Board requested additional information.*

***Presenter:*** Dr. Gary Ritter

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

The State Board of Education met Thursday, January 14, 2016, in the Arkansas Department of Education Auditorium. Vice-Chair Mireya Reith called the meeting to order at 10:00 a.m.

Present: 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: Toyce Newton, Chair

**Commissioner's Report**

Commissioner Key recognized Ms. Dorothy Gillam who is retiring tomorrow after more than 50 years at the Department. Ms. Gillam thanked everyone for their support.

Special Projects Director Ms. Susan Harriman said Dr. Mike Hernandez has been appointed to the Universal Service Administrative Company Board of Directors. The USAC is a not-for-profit designated by the Federal Communications Commission that collects contributions from telecommunications carriers and administers funding to help communities across the country secure access to affordable telecommunications services. The 19-member Board oversees the E-Rate program and the Connect America Fund, Healthcare Connect Fund, Rural Utilities Service and LifeLine. In 2013, these funds totaled over \$130 Million for Arkansas and over \$8 Billion for the country.

Ms. Harriman said there is no better representative for our students. Dr. Hernandez's background as a school district superintendent and as Deputy Commissioner at the Department make him uniquely qualified. She said most especially, with Dr. Hernandez's experience in federal funding and state finance he truly understands the complexity of funding technology for our students.

Hot Springs School District Superintendent Dr. Mike Hernandez said he was thankful for the support from the Department and school superintendents that helped him receive the appointment. He said it was important to have a representative from rural schools in Arkansas.

Commissioner Key thanked the Department of Information Services, DIS Director Mr. Mark Myers, the superintendents from around the state, Ms. Harriman, Staff Attorney Mr. Cory Biggs, Senator David Pryor, Senator Mark Pryor, Senator John

Boozman, Senator Tom Cotton and many others for writing letters of support for Dr. Hernandez. He said the appointment is an affirmation of the qualifications of Dr. Hernandez.

### **Consent Agenda**

Dr. Barth moved, seconded by Ms. Saviers, to approve the consent agenda. Ms. Zook voted no. The final vote was 6-1. The motion carried.

Items included in the Consent Agenda:

- Minutes - December 10, 2015
- Minutes - December 11, 2015
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Student Services Program Annual Report
- Consideration for Public Comment – Proposed Arkansas Department of Education Policies Governing Educator Preparation Program Approval
- Consideration for Public Comment: Department of Education Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification
- Consideration for Public Comment: Proposed Arkansas Department of Education Rules Governing Public Charter Schools
- Consideration for Public Comment: Arkansas Department of Education Rules Governing the Monitoring of Arkansas Comprehensive School Improvement Plans (ACSIP)
- Consideration for Public Comment: Arkansas Department of Education Rules Governing Access to Public School Information on Arkansas Comprehensive School Improvement Plans (ACSIP)
- Consideration for Public Comment: ADE Rules Governing How to Meet the Needs of Children with Dyslexia
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T15-005 – Debra Reynolds
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-133 – Shaybreian Charnelle Willis
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-149 – Anthony Clarence Bridgeforth
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-150 – Heather Ann Davenport
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-151 – Justin Cole Deaton
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-167 – Lola Faye Dulaney
- Consideration of the Recommendation of the Professional Licensure



- Standards Board for Case #15-182 – Lorna Gail King
- Consideration of PCSSD Community Advisory Board Membership

## **Action Agenda**

### **A-1 Consideration of the Little Rock School District Report of Progress**

Little Rock School District Civic Advisory Committee Co-Chairs Dr. Dionne Jackson and Mr. Greg Adams said the LRSD Civic Advisory Committee continued to meet monthly. Mr. Adams said the four subcommittees also continued to meet regularly. He said the community engagement committee was making great progress. He said the facilitator, Ms. Jennifer Henderson, was helpful in the development of a plan. He said the Arkansas Public Policy Panel and the Rockefeller Foundation provided support for this work. He said the parent involvement committee was planning three parent meetings across the district. He said the facilities committee continued to work on feedback to the district regarding the number of schools needed in the future.

Little Rock School District Associate Superintendent Dr. Dan Whitehorn said safety was a priority in LRSD. He said parental involvement was critical to student success. He said a positive culture was important so that the curriculum could be implemented.

Dr. Whitehorn said each middle school has a math facilitator and a literacy facilitator. He said collaboration among educators was increasing the rigor of instruction and providing for differentiated instruction based on the needs of the students.

Dr. Whitehorn said the interim assessment results indicated the schools in academic distress were showing improvement. He said there was more focus on the administrative team being in the schools and ensuring that schools are using pre-tests and post-tests to make decisions. He said the sense of urgency for student growth was evident across the district.

Little Rock School District Superintendent Mr. Baker Kurrus recognized Ms. Cathy Kohler, President of Little Rock Education Association. He said he was working with Ms. Kohler and staff to review the district hiring procedures.

Little Rock School District Director of Certified Personnel Ms. Renee Kovach said the district used an online application process.

Mr. Kurrus said the district was focusing on doing the right things for students and the schools. He said what is different is that all adults are doing the right things consistently. He thanked the teachers and Ms. Kohler for their efforts to do the hard work.

Mr. Kurrus overviewed the ESEA district report, SOAR modules 1 and 2 data, and internal analysis reports. He said these are examples of the data being used to make data-informed decisions in real time.

Mr. Kurrus said the district was pursuing two facilities plans. He said the previous board had taken the first steps in identifying the needs for a high school in southwest Little Rock and a middle school in west Little Rock. He said the schools would serve diverse populations.

Mr. Kurrus said the district faced tremendous challenges regarding alienation. Fighting and disrespectful behaviors are issues that need to be addressed within the community in partnership with the schools. He said the district organization structure was addressing these behavioral issues.

Mr. Kurrus said the district was analyzing attendance zones by examining where the students live, which school they attend, and the transportation costs to the district. He said he was also examining how special services can be provided more efficiently. He said he was also considering how vacated buildings could be used for special services that would meet the needs of students and families.

Mr. Kurrus said organizational transformation was the step to district improvement. He said broader support in the community was the second step that would move the needle on academic distress. He said it was important to sustain the district financially, especially with the loss of desegregation funds. He said the district would move forward in good faith and with good will. He said the district would move forward with a long-range financial model that sustains world-class facilities. He said a long-range plan to consider a millage increase may be considered in the future. He said the district needed a highly engaged, highly paid lean team of educators.

Ms. Saviers moved, seconded by Ms. Chambers, to accept the Little Rock School District report of progress. The motion carried unanimously.

## **A-2 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-127 – Emory Lee Atkins**

Ms. Zook moved, seconded by Dr. Barth, to remove this item from the table. The motion carried unanimously.

Professional Licensure Standards Board (PLSB) Attorney Ms. Jennifer Liwo said this item was tabled from the Consent Agenda on December 10, 2015, and was being resubmitted. Ms. Liwo said Mr. Emory Lee Atkins was in violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2: An educator

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

Mr. Williamson moved, seconded by Ms. Zook, to accept the PLSB recommendation of a written reprimand and a \$50.00 fine for Mr. Emory Lee Atkins. The motion carried unanimously.

### **A-3 District Request for Waivers Granted to Open-Enrollment Charter: Barton-Lexa School District**

Division of Learning Services Coordinator Ms. Mary Perry said Act 1240 of 2015 allowed a school district to petition the State Board of Education for all or some of the waivers granted to an open-enrollment public charter school that draws students from the school district.

General Counsel Ms. Kendra Clay reviewed the hearing procedures.

Barton-Lexa School District Superintendent Mr. David Tollett said the district developed a vision and strategic plan to provide opportunities for students. He said the district has created four high school pathways for graduation. Mr. Tollett briefly explained each requested waiver and also requested an additional waiver from the Rules for Educator Licensure. He requested the waivers begin July 1, 2016, effective for five years. He said he would be willing to provide annual reports to the State Board.

Ms. Zook moved, seconded by Ms. Chambers, to approve the waivers for school start dates. The motion carried unanimously.

Ms. Zook moved, seconded by Mr. Black, to approve the waivers for daily planning period. Dr. Barth and Ms. Saviers voted no. The final vote was 5-2. The motion carried.

Ms. Chambers moved, seconded by Ms. Zook, to approve the waivers for teacher licensure. Dr. Barth and Ms. Saviers voted no. The final vote was 5-2. The motion carried.

Ms. Dean moved, seconded by Mr. Black, to approve the waivers for library media specialist. The motion carried unanimously.

The Board requested the Department provide annual reports of the progress of Act 1240 of 2015 waivers. Commissioner Key said the Department would design

a draft report and request input from the State Board prior to report time. The Board also requested survey data regarding the perception of the parents and community.

#### **A-4 Consideration of Waiver Request for Legal Transfers - Blytheville School District**

Staff Attorney Ms. Jennifer Davis said pursuant to Ark. Code Ann. § 6-18-318, the Blytheville School District requested a waiver of the transfer prohibitions set out in A.C.A. § 6-18-317(a) which prevents a school districts board of directors from granting legal transfers when either the resident or receiving district is under or has ever been under a desegregation related court order and the transfer would negatively affect the racial balance of that district.

Blytheville School District Superintendent Mr. Richard Atwill said the request would ensure there are no issues in the future.

Blytheville School Board Member Mr. Tommy Bennett said the district welcomed school choice.

Ms. Saviers moved, seconded by Mr. Williamson, to approve the waiver request for legal transfers for the Blytheville School District. The motion carried unanimously.

#### **A-5 Hearing on Open-Enrollment Public Charter School Application: Arkansas Connections Academy, Bentonville, Arkansas**

Charter School Coordinator Ms. Alexandra Boyd said on November 17, 2015, the Charter Authorizing Panel continued the hearing from October 14, 2015, for the open-enrollment charter application for Arkansas Connections Academy. Representatives of Arkansas Connections Academy appeared before the Panel and requested to serve students across the state in grades K-12 with a maximum enrollment of 3,000 in a virtual environment. Ms. Boyd said by a 5-2 vote, the Panel approved the application. On December 10, 2015, the State Board of Education voted to review the decision of the Charter Authorizing Panel.

President of the Arkansas Connections Academy Board Mr. Dennis Beck said the application was for an online academy available to all students in Arkansas. He said the minimum number of 50 students would be required.

Executive Vice President of Curriculum and Instruction Ms. Pat Hoge said response to intervention was the foundation of the academy. She gave a brief explanation of the curriculum design.

Executive Director of State Relations Mr. Bryce Adams said disaggregated data by race and incomes are available.

Representative Jim Dotson spoke on behalf of the charter application. He said the state needed more online options for students.

Ms. Zook moved, seconded by Ms. Chambers, to affirm the Charter Authorizing Panel's recommendation to approve the Open-Enrollment Public Charter School application for the Arkansas Connections Academy, Bentonville, Arkansas. Dr. Barth and Mr. Black voted no. The final vote was 5-2. The motion carried.

### **A-6 American Sign Language Proficiency Interview (0634)**

Program Advisor of Educator Preparation Mr. Michael Rowland said Educational Testing Service (ETS) has arranged for educators who wish to teach American Sign Language (ASL) to take the American Sign Language Proficiency Interview (ASLPI) delivered and evaluated by ASL Diagnostic and Evaluation Services of Gallaudet University (ASL-DES) in Washington, DC. The ASLPI has replaced the Praxis™ Assessment of Signed Communication – American Sign Language (0632). He said the 0632 are currently required for the American Sign Language (K-12) Arkansas Educator License. He said Act 328 of 2013 provided authority for Arkansas public schools to offer American Sign Language as a credit-bearing modern language or foreign language. He said ASLPI was a 20-25 minute interactive dialogue between the test taker and the interviewer. The interview is rated by a team of evaluators, and test takers are awarded an overall proficiency level on a 0-5 rating scale. The ASLPI passing score for provisional certification is 3+ on the ASLPI 5 point rating scale. ETS has a conversion table for ASLPI on the existing Praxis 100-200 point scale. According to ETS, a 3+ is equivalent to a 170 on the Praxis point system. On December 2, 2015, a representative from ETS conducted a test review of the ASLPI with Arkansas ASL practitioners. He said panel members agreed with the 170 cut score recommendation. Mr. Rowland recommended adopting the American Sign Language Proficiency Interview (0634) with a passing score of 170 effective immediately.

Dr. Barth moved, seconded by Mr. Black, to adopt the American Sign Language Proficiency Interview (0634) with a passing score of 170 effective immediately. The motion carried unanimously.

### **A-7 Consideration for Final Approval: Arkansas Department of Education Rules Governing Professional Development**

General Counsel Ms. Kendra Clay said Acts 44 and 1090 of 2015 revised Arkansas laws pertaining to the educator professional development requirements. On August 13, 2015, the Board approved these rules for public

comment. She said a public comment hearing was held on September 2, 2015. Public comments were received which resulted in a second public comment period. A second public comment hearing was held on November 4, 2015. One public comment was received, but no substantive changes were made. The Governor's approval was first received on August 21, 2015. Ms. Clay requested the State Board of Education give final approval for these rules.

Ms. Dean moved, seconded by Mr. Williamson, to approve the Arkansas Department of Education Rules Governing Professional Development. The motion carried unanimously.

### **A-8 Consideration for Approval for Computer Science Curriculum Frameworks**

Computer Science Director Mr. Anthony Owen said the Arkansas K-8 Computer Science Standards are focused on the foundational computer science and computer literacy skills necessary for 21st century learners within the Arkansas K-8 educational system. He said the K-8 standards are composed of grade specific content standards to be embedded in all content areas, a 7th/8th grade coding block, and practices that should be habits of mind for computer science students, educators, and industry professionals. The committee was composed of K-8 classroom educators spanning multiple subject areas, business education teachers, secondary and post-secondary computer science educators, school administrators, an Arkansas Department of Career Education Specialist, ADE Curriculum and Instruction and Licensure Specialists, and computer science industry representatives. He said the standards were open for a 30-day public feedback survey, and the committee had a chance to respond to all survey responses. Mr. Owen recommended the Board adopt the standards.

Ms. Chambers moved, seconded by Dr. Barth, to adopt the K-8 Computer Science Curriculum Frameworks. The motion carried unanimously.

### **A-9 Consideration for Approval for Computer Science Praxis Cut Score**

Computer Science Director Mr. Anthony Owen said the Arkansas Department of Education asked the Board for approval for a passing score range for the Computer Science Praxis assessment. He said the range would include up to -2 SEM, within the national standard setting recommendations of a "just qualified candidate." As defined by ETS, a "just qualified candidate" is a test taker who has met the minimum level of knowledge believed necessary to be a qualified teacher for the content or licensure area being tested. He said the reason for the request was that there has been insufficient time to conduct the state standard setting study for Computer Science Praxis, but the need for qualified teachers was immediate. He said it was important for the test to align with what Arkansas



required of these licensure candidates. Although some candidates may possess the content knowledge by virtue of their experience, content knowledge may not specifically align with teaching competencies and standards identified in Arkansas. Additionally, educator preparation programs for this licensure content area have not yet been implemented. Therefore, until the competencies, standards, and testing are fully aligned through a state standard setting study, and educator preparation programs are implemented, the Department recommended this -2 SEM range of 171 (current cut score) to 159. He said on October 30, 2015, the Professional Licensure Standards Board voted to approve this recommendation and seek approval from the Board.

Program Advisor of Educator Preparation Mr. Michael Rowland said the score would be in an acceptable range.

Assistant Commissioner Educator Effectiveness and Licensure Ms. Ivy Pfeffer said ETS would be developing a new assessment anticipated within two years.

Ms. Dean moved, seconded by Ms. Chambers, to approve the Computer Science Praxis Cut Score of 159. The motion carried unanimously.

### **Adjournment**

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

The meeting adjourned at 3:10 p.m.

*Minutes recorded by Deborah Coffman.*

### **Work Session**

#### **Discussion regarding the Fiscal Distress status of the Pulaski County Special School District**

The State Board convened at the Mills University Studies High School Auditorium, Pulaski County Special School District, 1205 E. Dixon Road, Little Rock, AR at 6:30 p.m. for a work session to discuss the district's current fiscal distress status. Public comment was accepted.

**Minutes**  
**State Board of Education Meeting**  
**Friday, January 15, 2016**

The State Board of Education met Friday, January 15, 2016, in the Arkansas Department of Education Auditorium. Vice-Chair Mireya Reith called the meeting to order at 9:00 a.m.

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

Absent: Toyce Newton, Chair and Vicki Saviers

**Reports**

**Report-1 Chair's Report**

Ms. Reith thanked the Pulaski County Special School District and patrons for their hospitality in hosting the State Board work session last night.

Dr. Barth said the ForwARd working group was focused on the quick wins identified in the vision <http://www.forwardarkansas.org>. He said the group was also focused on how to reduce regulations in order to increase innovation while achieving increased student achievement.

**Report-2 Commissioner's Report**

Commissioner Key said the proposed K-12 Math Standards have been released for community feedback. He said a Commissioner's Memo was posted and the community feedback link was posted on the ADE website. He said the Department has received more than 1000 responses to date. He said Arkansas math educators revised 65% of the standards. He said the meetings were live streamed so that all members of the community could be involved. He said a similar process would be implemented for the ELA Standards.

Commissioner Key introduced the next video in the Innovation in Arkansas Education series. The Mountain Home High School Career Academies video is posted on the ADE website at <http://www.arkansased.gov/divisions/learning-services>. He said the video highlighted the working relationships among ADE, ACE, schools, colleges and universities. He encouraged schools to submit videos of the great things that are happening in districts.

Commissioner Key said there was some confusion about the action taken by the Board regarding National Board. He clarified that the Department has been working with the National Board Advisory Board to make recommendations. The Board approved the rules for public comment.

Assistant Commissioner for Educator Effectiveness and Licensure Ms. Ivy Pfeffer said National Board certified teachers go through a rigorous process that elevates the profession.

### **Report-3 Recognition: 2016 Arkansas Teacher of the Year Ms. Meghan Ables**

2015 Arkansas Teacher of the Year Ms. Ouida Newton said Ms. Meghan Ables, an English teacher at Stuttgart High School in the Stuttgart School District, was named the 2016 Arkansas Teacher of the Year at a surprise event on December 7, 2015. She said Governor Asa Hutchinson and Arkansas Department of Education Commissioner Johnny Key honored Ms. Ables at the event. Ms. Ables is an 11th-grade English/literacy and journalism teacher. Because of her contribution to learning, student test scores have dramatically improved during her tenure at the district. Ms. Ables also serves as a leader at her school, having conducted professional development activities for using literacy techniques in the classroom. A native of Stuttgart and a graduate of Stuttgart High School, Ms. Ables received a Bachelor of Science in Journalism in 2002 from Arkansas State University at Jonesboro. Ms. Newton said Ms. Ables was licensed through the non-traditional licensing process.

Ms. Ables said she is very honored to be named the Arkansas Teacher of the Year. She said all should accept their challenges and step outside of their comfort zone to learn and grow from new experiences. As a teacher from a non-traditional pathway, she said she hopes to be a voice for all teachers.

### **Report-4 2015 Arkansas Teacher of the Year Report**

2015 Arkansas Teacher of the Year Ms. Ouida Newton said she has been partnering with the Arkansas Public School Resource Center to provide professional development through the teacher practice network.

Ms. Newton said that her blog this month was focused on computer science. She said there are approximately 2000 computer science jobs available in Arkansas. She said the Board's approval of the Computer Science Standards would be instrumental in moving our state forward. She said she had participated in code.org training and that the training would be excellent for teachers.

## **Report-5 Recognition: Arkansas AP Honor Roll Districts**

Gifted and Talented and Advanced Placement Director Dr. Mary Kathryn Stein said five Arkansas school districts recently received recognition as an AP Honor Roll District. She said the five districts are among 425 school districts in the U.S. and Canada being honored by the College Board with placement on the 6th Annual AP® District Honor Roll for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams. She said reaching these goals indicated that a district was successfully identifying motivated, academically prepared students who are ready for the opportunity of AP. She said inclusion on the 6th Annual AP District Honor Roll was based on the examination of three years of AP data, from 2013 to 2015, looking across 34 AP Exams, including world language and culture. She said districts must increase participation/access to AP by at least 4 percent in large districts, at least 6 percent in medium districts, and at least 11 percent in small districts; increase or maintain the percentage of exams taken by black/African American, Hispanic/Latino, and American Indian/Alaska Native students; and improve or maintain performance levels when comparing the 2015 percentage of students scoring a 3 or higher to the 2013 percentage, unless the district has already attained a performance level at which more than 70 percent of its AP students are scoring a 3 or higher.

Dr. Stein said the districts recognized are the Atkins School District, the Cedar Ridge School District, the Cedarville School District, the Springdale School District and the White Hall School District.

Deputy Commissioner Dr. Mark Gotcher (former Superintendent of the Atkins School District) recognized the work of the Atkins School District team. He extended congratulations to the Atkins School District Superintendent Mr. Joe Fisher, Atkins High School Principal Ms. Mary Beth Cox, and Grants and Federal Programs Director Ms. Carol Sober.

Cedar Ridge School District Superintendent Mr. Andy Ashley and High School Principal Mr. Greg Thetford said this was an honor for the district because the students are following their passions.

Cedarville School District English Teacher Ms. Holly Brown and Federal Programs Coordinator Ms. Susanne Roth said the district was fortunate to have dedicated, passionate teachers that help the students take a risk to learn.

Springdale School District Assistant Superintendent Dr. Marcia Smith, Springdale High School Principal Mr. Pete Joenks, and Har-Ber High School Principal Dr. Danny Brackett said great leaders, great teachers, and a great diversity of students taking the AP exams are the reasons for their success.

White Hall School District Superintendent Mr. Larry Smith thanked the administrative staff, dedicated teachers and hard-working students at the White Hall School District.

Commissioner Key said that 2003 legislation was passed so that all schools offer AP courses. He said prior to that legislation some schools did not offer AP courses. He gave credit to the school districts for embracing this work.

### **Report-6 Career Education Report**

Ms. Reith said through her work on a National Association State Board of Education (NASBE) study group on career education, she had the opportunity to better understand career education both nationally and in Arkansas. She said career education was about building skills, credentials and a post-secondary education for a career and citizenship. She said the study group report, *Bolstering the Second C in College and Career Ready*, was available at [http://www.nasbe.org/wp-content/uploads/Career-Ready\\_10\\_26.pdf](http://www.nasbe.org/wp-content/uploads/Career-Ready_10_26.pdf). Ms. Reith said two recommendations from the report that needed to be addressed are communicating workforce initiatives and defining career readiness.

Arkansas Department of Career Education (ACE) Deputy Director Ms. Kathi Turner said ACE was working collaboratively with the Arkansas Department of Education. She said ACE Director Dr. Charrise Childers and a new thirteen-member ACE Board are very interested in making necessary changes to address several issues that needed to be resolved to better serve students in Arkansas. She said regional advisory councils are listening to the needs of the regions. She encouraged schools to contact ACE to address any needs.

Ms. Reith said the Northwest Education Service Cooperative convened a meeting to discuss how to address the issues. She said 70% of current jobs in Arkansas are low skill and low wage.

Ms. Turner said schools are discussing ways to better teach the soft skills that employers are requesting.

The Board agreed to draft a proposal for NASBE funding for continued work on career education.

### **Report-7 Performance Based Assessment Options for Teacher Licensure/Certification**

Educator Preparation Unit Coordinator Ms. Joan Luneau said the Department wanted to ensure that all students have access to highly effective teachers.

Teacher Performance Assessments (TPAs) are one way to achieve this. TPAs assess not only what a teacher candidate knows, but also what they can do. She said the TPAs also give the teacher candidate the opportunity to demonstrate the application of national and state standards. Many of Arkansas's teacher preparation programs are already exploring ways to use TPAs. At the discretion of a teacher preparation program, teacher candidates that are required to complete a TPA for a program should be allowed to use a nationally scored assessment in lieu of the PLT. She said this substitution is a way to allow educator preparation programs the flexibility to use TPAs as part of their programs of study.

### **Report-8 Learning Services Report**

Assistant Commissioner for Learning Services Dr. Debbie Jones said the Department is seeking to fill Migrant Coordinator position. She said there are approximately 7000 migrant students in the state.

Dr. Jones said the standards review team conducted a transparent review of the standards. The Department met with the Common Core Task Force this week. The math standards are now available for community review.

Dr. Jones said the ADE will host a Dyslexia conference, free to K-12 Arkansas public, private and charter school employees, on Monday, March 7- Tuesday March 8, 2016 in the Hot Springs Convention Center. She said educators would learn strategies for successfully working with students from nationally renowned speakers as well as Arkansas educators.

Dr. Jones said the Assessment Unit was providing testing professional development at each co-op preparing teachers to administer the ACT Aspire assessment for grades 3-8.

Dr. Jones said in 2014, Arkansas was selected as one of ten pilot states in a new Americans for the Arts grant program called the State Policy Pilot Program or SP3. This program was created to support arts education, and the Arkansas SP3 team was heavily involved in implementing, assessing, and providing resources to support the 2014 Arkansas Fine Arts Curriculum Frameworks. She said planning for 2016 professional development in music, visual arts, theater, and dance was underway and focused on developing and sharing instructional modules and resources for arts educators. She said ADE's intention was to broaden the vision of professional development in the 2016 workshops by including teaching artists and community-based arts organizations as participants. The workshops would be held in authentic arts spaces such as galleries, theaters, and studios around the state, including the South Arkansas Arts Center in El Dorado, Delta Arts in West Memphis, the Arts and Science Center in Pine Bluff, and the Mosaic Templar Cultural Center in Little Rock. She



said after receiving enthusiastic responses from arts venues, teachers, and teaching artists in the field, the Arkansas Arts Council committed \$7,500 to fund teaching artists to join classroom teachers as presenters in these workshops, modeling the partnership of teacher and teaching artist for workshop participants. She said the Windgate Foundation and Arkansans for the Arts supported this new model for professional development in arts education.

Dr. Jones recognized School Health Services Director Ms. Jerri Clark, Associate Director of Medicaid in the Schools Ms. Tracy Starks, and School Based Health Center Advisor for the Arkansas Department of Health Ms. Tamara Baker for their work in the school based health centers. She said school based health centers received start up funding from a competitive grant. She said Charleston recently opened a school based health center.

Ms. Clark announced a school based health center grand opening January 28 at Bryant Elementary.

Ms. Starks said the team would be working in the Delta (Dermott, Helena-West Helena, and Marvell School Districts) to assist schools in planning grants for future application for funding of a school based health center.

Ms. Clark said dental services are not required for the grant however 11 of the 27 centers offer dental services. She said grant awardees are provided five years of funding that lead to a plan for sustainability. She said partnerships were important to sustainability of the centers. She said the Department was working on methods to better study the impact of the centers.

Ms. Baker said the medical providers receive Medicaid funding for services provided in the schools. She said these partners are critical to the sustainability of the centers.

Ms. Starks said the school does not have access to medical files of students and that all HIPPA laws are followed.

Dr. Jones said the curriculum and professional development units are working on study skills and critical thinking skills to better prepare students for success.

### **Report-9 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. She said the latest campaign resources are available on the ADE website at

<http://www.arkansased.gov/divisions/communications/my-childmy-student>. She said the Communication Cabinet would meet in February for additional planning.

### **Adjournment**

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

The meeting adjourned at 11:27 a.m.

*Minutes recorded by Deborah Coffman.*

## **Section 2**

### **Voted Bonds**

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for:

- (1) Building and equipping school buildings;
- (2) Making additions and repairs to school buildings;
- (3) Purchasing sites for school buildings;
- (4) Purchasing new or used school buses;
- (5) Refurbishing school buses;
- (6) Providing professional development and training of teachers or other programs authorized under the federally recognized qualified zone academy bond program, 26 U.S.C. § 1397E;
- (7) Paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

**STATE BOARD OF EDUCATION MEETING  
FEBRUARY 11, 2016  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>3 Voted</b>	<b>\$</b>	<b>76,580,000.00</b>
<hr/>		<hr/>
<b>3</b>	<b>\$</b>	<b>76,580,000.00</b>

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
VOTED  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>DEBT RATIO</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Crossett	Ashley	1,766.38	\$32,365,000	13.18%	\$32,365,000	Refunding the district's March 1, 2006 and February 1, 2013 bond issues(\$10,620,000); construct and equip a new high school facility (\$16,100,000); construct safe rooms throughout the district (\$3,000,000); pay capitalized interest; (\$1,800,000); and cost of issuance, underwriter's discount allowance and trustee fees (\$845,000).
DeQueen	Sevier	2,400.72	\$19,340,000	16.58%	\$22,271,212	Refunding the outstanding bond issue dated November 1, 2010 (\$1,402,741); constructing and equipping a new high school; constructing a new multi-purpose building at the high school; installing a new roof on the middle school; constructing and equipping classrooms and a physical education building at the primary school; renovating the football stadium and field; constructing and equipping a greenhouse; paving; and constructing, refurbishing, remodeling and equipping school facilities (\$17,461,279); cost of issuance and underwriter's discount allowance (\$475,980).
White Hall	Jefferson	2,944.68	\$24,875,000	17.30%	\$47,715,000	Constructing and equipping at the high school: a fine arts center, multi-purpose building, and workforce ed classrooms; and constructing, refurbishing remodeling, and equipping school facilities (\$24,301,750); and cost of issuance and underwriter's discount allowance (\$573,250).



**NEWLY EMPLOYED FOR THE PERIOD OF December 19, 2015 – January 25, 2016**

**\*Veronica Morgan – ADE APSCN Field Analyst, Grade C121, Division of Research and Technology, APSCN, effective 12/21/15.**

**\*Sharesa White – Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, effective 01/04/16.**

**PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF December 19, 2015 – January 25, 2016**

**Janice Calaway from an Administrative Specialist III, Grade C112 , Division of Educator Effectiveness/Licensure, Educator Licensure, to a Policy Development Coordinator, Grade C117 , Division of Educator Effectiveness/Licensure, effective 1/11/16. Promotion**

**Larry Cunningham from a Software Engineer Lead, Grade C128, Division of Research and Technology, Data Reporting and Systems, to an ADE State System Administrator, Grade C126, Division of Research and Technology, Data and Reporting Systems, effective 1/18/16. Demotion**

**\*Melvin Washington from a Software Support Specialist, Grade C116, Division of Research and Technology, APSCN, to a Computer Support Specialist, Grade C119, Division of Research and Technology, APSCN, effective 1/11/16. Promotion**

**SEPARATIONS FOR THE PERIOD OF December 19, 2015 – January 25, 2016**

**Pamela Butler – Administrative Specialist III, Public School Accountability, Standards Assurance, Grade C112, effective 1/22/16. 4 Years, 2 months, 19 days. 01**

**\*Dorothy Gillam – Administrative Analyst, Central Administration, Commissioner Office, Grade C115, effective 01/15/16. 50 Years, 6 months, 14 days. Retirement**

**\*John Gillam – Senior Software Support Analyst, Grade C123, Division of Research and Technology, Technical Support, effective 12/31/15. 43 Years, 6 months, 5 days. Retirement**

**Abby Gladden – Administrative Analyst, Division of Educator Effectiveness/Licensure, Grade C115, effective 1/08/16. 4 Years, 4 month, 16 days. 01**

**\*Dorothy Green – Administrative Specialist III, C112, Division of Educator Effectiveness/Licensure, Educator Licensure, effective 1/08/16. 10 Years, 0 months, 26 days. Death**

**\*Virginia Hill – Administrative Specialist III, Central Administration, Communication's Office, effective 12/31/15. 31 Year, 2 months, 24 days. Retirement**

**Lillian Paulette- Administrative Specialist III, Grade C112, Division of Educator Effectiveness/Licensure, Child Nutrition, effective 01/08/16. 2 Years, 3 months, 8 days. 01**

**\*Minority**

**AASIS Codes:**

**01 – Voluntary**

**02 – Involuntary**

**Retirement**

**Death**



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

LEA	District Name	# Waivers Requested	Teacher Name	Licensure Areas	ALP Code	Out of Area	Years ALP	Granted / Denied
0401000	BENTONVILLE SCHOOL DISTRICT	1	ANDERSON, GABRIEL	254-Middle School Math 4-8, 257-Middle School Science 4-8	258, 252	258-Special Education K-12, 252-ECH/SP, ED, INTEG B-K	15-16	Granted
3102000	DIERKS SCHOOL DISTRICT	2	ALEXANDER, KEVIN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 271-Coaching K-12	200	200-Mathematics 7-12	15-16	Granted
5608000	EAST POINSETT CO. SCHOOL DIST.	1	BISSELL, DUSTIN	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8, 254-Middle School Math 4-8, 271-Coaching K-12	200	200-Mathematics 7-12	15-16	Granted
7203000	FAYETTEVILLE SCHOOL DISTRICT	2	WEBB, KELLY	166-Eng Lang Arts 7-12	114	114-Speech 7-12	15-16	Granted
			BEESLER, MANDI	271-Coaching K-12, 500-P E. & HEALTH K-12	258	258-Special Education K-12	15-16	Granted
			EARLY, JESSICA	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			BARNES, TIFFANY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
			ERWIN, HAYLEY	001-Early Childhood Education PK-4	258	258-Special Education K-12	15-16	Granted
0403000	GENTRY SCHOOL DISTRICT	1	MILLSAP, COURTNEY	271-Coaching K-12, 500-P E. & HEALTH K-12	258	258-Special Education K-12	15-16	Granted
0203000	HAMBURG SCHOOL DISTRICT	1	MORPHIS, CHRISTOPHER	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	200	200-Mathematics 7-12	15-16	Granted
5602000	HARRISBURG SCHOOL DISTRICT	1	COOPER, CHARLENE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 255-Middle School English 4-8	258	258-Special Education K-12	15-16	Granted
3809000	HILLCREST SCHOOL DISTRICT	3	BLEVINS, SAMANTHA	271-Coaching K-12, 500-P E. & HEALTH K-12	257	257-Middle School Science 4-8	15-16	Granted
			HARRIS, MORGAN	254-Middle School Math 4-8, 257-Middle School Science 4-8	288, 289	268-Life Science 7-12, 269-Physical Science 7-12	15-16	Granted
2903000	HOPE SCHOOL DISTRICT	1	CREEL, JOSHUA	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	253	253-Elementary K-6	15-16	Granted
3804000	HOXIE SCHOOL DISTRICT	2	ENDSLEY, KIMBERLY	166-Eng Lang Arts 7-12, 167-Social Studies 7-12, 4040-Journalism 7-12	296, 295	296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	13-14 14-15 15-16 13-14 14-15 15-16	Granted Granted Granted Granted Granted Granted
4401000	HUNTSVILLE SCHOOL DISTRICT	2	REYNOLDS, PAYDEN	167-Social Studies 7-12	215, 418	215-Family & Con Sci 7-12, 418-Career Development 4-8	15-16	Granted
6605000	LAVACA SCHOOL DISTRICT	1	MOODY, STEVEN	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 167-Social Studies 7-12, 293-Coaching 7-12, 271-Coaching K-12	288	288-Guid & Counseling K-12	15-16	Granted
6001000	LITTLE ROCK SCHOOL DISTRICT	1	DIAMOND, ZSUZSANNA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	15-16	Granted
4202000	MAGAZINE SCHOOL DISTRICT	1	THOMAS, ELINOR	306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8, 253-Elementary K-6	280	280-Curriculum Prog Adm/Curriculum P-12	15-16	Granted
	Pediatric Therapy of North Central AR	1	ANDERSON, GABRIEL	254-Middle School Math 4-8, 257-Middle School Science 4-8	258, 252	258-Special Education K-12, 252-ECH/SP, ED, INTEG B-K	15-16	Denied
3505000	PINE BLUFF SCHOOL DISTRICT	1	GORE, RYAN	001-Early Childhood Education PK-4, 255-Middle School English 4-8, 257-Middle School Science 4-8	258	258-Special Education K-12	15-16	Granted
7510000	TWO RIVERS SCHOOL DISTRICT	1	STOVALL, SARA	170-Life/Earth Science 7-12	269	269-Physical Science 7-12	15-16	Granted
3509000	WATSON CHAPEL SCHOOL DISTRICT	2	ALLEN, MICHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	166, 268	166-Eng Lang Arts 7-12, 268-Life Science 7-12	15-16	Granted
1803000	WEST MEMPHIS SCHOOL DISTRICT	1	HOLT, AMY	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15 15-16	Granted Granted
20	Total # Districts Requesting Waivers	28	Total # Waivers Requested this month			Total # of Waivers Granted Total # of Waivers Denied Total # of Waivers this month		27 1 28

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

Total number of waivers requested this month – 28

Total number of waivers granted – 27

Total number of waivers denied – 1

Total number of School Districts requesting waivers – 20

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

Pine Bluff School District

Pine Bluff School District – Ryan Gore (258) Special Education K-12 (Granted)

West Memphis School District

West Memphis School District – Amy Holt (289) Gifted and Talented K-12 (Granted)

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

Pine Bluff School District

Pine Bluff School District – Ryan Gore (258) Special Education K-12 (Granted)

Watson Chapel School District

Watson Chapel High School – Michael Allen (166) Eng-Lang-Arts 7-12 (Granted)

(268) Life Science 7-12 (Granted)



Month on Board	LEA	District	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted	Comment	Posted
Feb-16	6092	Arkansas School for the Deaf	Noel King	MA- Art Institute	Katherine Reed	SPED	Granted	2nd	Teacher Terminated	1/14/16
Feb-16	6092	Arkansas School for the Deaf	Dana Lindner	MS Texas Univ	Bryan Sherman	Social Studies	Granted	2nd	Teacher Resigned 12/3/2015	1/14/16
Feb-16	7301	Bald Knob School Dist	Matthew Burkhead	BA Harding	Whitney Grigsby	Math 7-12	Granted	2nd	Maternity leave	1/14/16
Feb-16	3001	Bismarck School Dist	Kevin Divine	BA-Minnesota	Susanna Anderson	SPED	Granted	2nd	Teacher Resigned 11/3/2015	1/13/16
Feb-16		Centerpoint School Dr	Laura Buchanan	BA Henderson	Betty Hogan	SPED	Granted	2nd	Teacher Resigned 10/21/2015	1/14/16
Feb-16	5707	Cossatot River SD	Trevor Alexander	BA - Henderson	None	Math-7-12	Granted	2nd	No Teacher of Record	1/14/16
Feb-16	0201	Crossett School Dist	Callie Caldwell	BA- OBU	Kim Nabows	English	Granted	2nd	Teacher Resigned 12/8/2015	1/13/16
Feb-16	0901	Dermott School Dist	Beverly Culley	MA Delta St	Reagan Dye	7th Grade English	Granted	2nd	Medical Leave	1/14/16
Feb-16	5901	Des Arc School Dist	Isaac Muggy	BA-AR Tech	Romonna Holloway	Sec math	Granted	2nd	Teacher Resigned 12/18/2015	1/13/16
Feb-16	0101	DeWitt School Dist	Kara Roesner	BA- Tennessee	None	4th Grade	Granted	2nd	No Teacher of Record	1/14/16
Feb-16		Dollarway School Dist	Frank Lyles Jr	BA	None	Math 7-12	Granted	2nd	No Teacher of Record	1/14/16

Feb-16	2202	Drew Central Public School	Steve Fleming	BA-UAM	Elaine Tipton	SPED	Granted	2nd	Teacher Resigned 8/24/2015	1/13/16
Feb-16	2002	Fordyce School Dist	Bridget Sanders	BA-UALR	Donald Gardner	Civic, Economics	Granted	2nd	Teacher Resigned 12/18/2015	1/13/16
Feb-16	4102	Foreman School Dist	Jessica Klitz	BSE- U of A	None	Music K-6	Granted	2nd	No Teacher of Record	1/13/16
Feb-16	2807	Greene County Tech SD	Jennifer Barr	BA ASU	Sabrina Bryason	English	Granted	2nd	Teacher Resigned 12/18/2015	1/14/16
Feb-16	2807	Greene County Tech SD	Missi Miller	BA ASU	Elizabeth Gunnells	Counseling	Granted	2nd	Teacher Resigned 12/18/2015	1/14/16
Feb-16	0503	Harrison School Dist	Rachael Mendez	BA Ohio	Nellie Mills	Alternative Class k-6	Granted	2nd	Teacher Resigned 1/1/2016	1/14/16
Feb-16	6041	LISA Academy	Colesia Perry	BS- Phoenix	Christy Kellensworth	SPED	Granted	2nd	Teacher Resigned 11/20/2015	1/13/16
Feb-16	3004	Malvern School Dist	Jacob Keeney	BA - UALR	Retha Kilmer	Music 7-12	Granted	2nd	Medical Leave	1/14/16
Feb-16	2501	Mammoth Spring School Dist	Kylie O'Neill	BS Harding	None	Art K-12	Granted	2nd	No Teacher of Record	1/14/16
Feb-16	0303	Mountain Home SD	Tim Corp	BA ASU	Marcus McCain	PE/Wellness	Granted	2nd	Medical Leave	1/14/16
Feb-16	0303	Mountain Home SD	Jerry West	MA ASU	None	Alternative Learning	Granted	2nd	No Teacher of Record	1/14/16
Feb-16	2808	Paragould School Dist	Tristin Clayton	BSE Crowley	Kelly Lyons	SPED	Granted	2nd	Medical Leave	1/14/16

Feb-16	2808	Paragould School Dist	Kaitin Rau	BA- Missouri State	None	SPED	Granted	2nd	No Teacher of Record	1/14/16
Feb-16	7007	Parker Chapel SD	Christian Rubiuo	PHD- Columbia	None	Spanish	Granted	2nd	No Teacher of Record	1/14/16
Feb-16	0405	Rogers School District	Amy Bray	BA AR tech	Jason Upton	Math	Granted	2nd	Medical Leave	1/14/16
Feb-16	0405	Rogers School District	Melissa Garner	BA Harding	Jason Craft	Career Education	Granted	2nd	Medical Leave	1/14/16
Feb-16	0405	Rogers School District	Carla Tate	BA Hendrix	Vickie Lawrence	Counseling	Granted	2nd	Medical Leave	1/14/16
Feb-16	7008	Smackover-Norphlet SD	Amanda Thurlkill	BS-SAU	None	Middle Eng/Lang Arts	Granted	2nd	No Teacher of Record	1/14/16
Feb-16	2906	Spring Hill School Dist	Jana Anderson	none	Shannon Hilburn	First Grade	Granted	2nd	Teacher Resigned 9/8/2015	1/14/16
Feb-16	2906	Spring Hill School Dist	Britani Chambless	none	Ashley Prejean	Fourth Grade	Granted	2nd	Medical Leave	1/14/16
Feb-16	7207	Springdale School Dist	Rebekah Grimes	BA -John Brown	Whitley Huffstetler	6th Grade ELA	Granted	2nd	Maternity leave	1/14/16
Feb-16	4605	Texarkana School Dist	Kyle Evans	BS -Pittsburg	Michael Miller	Geometry	Granted	2nd	Teacher Resigned 12/18/2015	1/14/16
Feb-16	5605	Trumann School Dist	Sylvia Clemons	BA- ASU	None	Fine Arts	Granted	2nd	No Teacher of Record	1/14/16
Feb-16	0505	Valley Springs School Dist	Bethany Ledford	BA ASU	Stephanie Huddleston	Mid Sci/ Soc Stud	Granted	2nd	Teacher Resigned 9/14/2015	1/14/16
Feb-16	3509	Watson Chapel SD	LaTamela Hunter-Brown	BS-UAPB	Alicia Duncan	English	Granted	2nd	Teacher Resigned 9/22/2015	1/13/16

Feb-16	1803	West Memphis School Dist	Monica Nolen	BA-ASU	Vera Neal	Social Studies	Granted	2nd	Medical Leave	1/13/16
Feb-16	1803	West Memphis School Dist	Michael Allison	BA- OBU	Nicholas Tatum	Special Education	Granted	2nd	Teacher Terminated	1/13/16
Feb-16	1602	Westside Consolidated School	Bryanna Nix	BSE-ASU	Jacquie Burke	Math 7th Grade	Granted	2nd	Teacher Resigned 12/04/2015	1/13/16
Feb-16	1602	Westside Consolidated School	Diane Moss	MS- ASU	Brooke Chapman	Drama/Speech	Granted	2nd	Maternity leave	1/13/16
Feb-16	3606	Westside Johnson County	Breanna Graham	BA- AR Tech	James Anderson	5&6 Soc Studies & Reading	Granted	2nd	Teacher Resigned 9/15/2015	1/13/16
Feb-16	1204	Westside School Dist	William Roach	BSE-ASU	None	Mid Math/Science	Granted	2nd	No Teacher of Record	1/13/16
Feb-16	7304	White County Central	Sam Farris	BS-ASU	Beverly Froud	Elementary	Granted	2nd	Medical Leave	1/13/16

**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**

9.13.1 Pursuant to Ark. Code Ann. § 6-15-2107, ~~m schools performing at the top twenty percent (20%) of all public schools in Arkansas in combined student performance, student academic growth, and for a secondary school, graduate rate, are eligible for Arkansas School Recognition Program rewards and performance-based funding.~~ public schools that experience high student performance and those with high student academic growth, which includes high school graduation rate comparisons for secondary schools, shall be eligible for the Arkansas School Recognition Program.

9.13.1.1 For the purpose of the Arkansas School Recognition program, student academic growth will be calculated using the Value-Added Model (VAM).

9.13.1.2 Stakeholders were consulted through a series of meetings over several years to learn about and evaluate the use of a student-level growth model during the transition from Arkansas Benchmark Exams to the new exams that assess students' college and career readiness. Simply stated, a student growth model describes the change in student achievement over time. A student growth model becomes value-added when students' growth is attributed to a particular entity such as a classroom, a program, or a school, for example. There are many different VAMs. The VAM used for 2015 Rewards is a simple longitudinal student growth model that uses a students' score history (as many years of prior achievement as are available) to predict how that student will perform. The student's actual performance is compared to hi/hers predicted performance to provide a difference score (residual). The difference score, averaged at the school level, is considered the value added by the school.





# ARKANSAS DEPARTMENT OF EDUCATION

## **2015-2016** **Application** **Open-Enrollment Public Charter School**

Deadline for Receipt of Submission: ~~Tuesday July 28, 2015~~ **Thursday, April 28, 2016**  
4:00 p.m.

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



**Name of Proposed Charter School:**

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Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION**  
**2015-2016 APPLICATION**  
**OPEN-ENROLLMENT 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 the proper showing that 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: (\_\_\_\_) \_\_\_\_\_

The proposed charter will be located in the \_\_\_\_\_ School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: _____	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: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located. \_\_\_\_\_ (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

_____	_____	_____
_____	_____	_____
_____	_____	_____

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

**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 on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. ***The last publication date of the notice was no less than seven days prior to the public meeting.***
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

**Applicant Response:**

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.

Complete the following charts to include 2014 the most recent literacy and mathematics performance assessment data and graduation rates available for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name			
District Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name		
Campus Name		
Grade Levels		
Campus Status		
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name		
Campus Name		
Grade Levels		
Campus Status		
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		



CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

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

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

**Applicant Response:**

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

Describe three (3) 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 their 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, reading-comprehension **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.

6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.  
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

**Applicant Response:**

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

☐ Check to add elementary daily schedule.

**ELEMENTARY DAILY SCHEDULE**

GRADE(S):

ADD/ DELETE ROWS	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<input type="button" value="+"/> <input type="button" value="-"/>						

☐ Check to add middle school courses.

**MIDDLE SCHOOL COURSES**

GRADE(S):  YEAR OFFERED:

**REQUIRED COURSES**

•

**ELECTIVE COURSES**

•

☐ Check to add high school courses.

**HIGH SCHOOL COURSES**

GRADE:  YEAR OFFERED:

**REQUIRED COURSES**

•

**ELECTIVE COURSES**

•

Jennifer Davis 1/27/2016 3:05 PM

**Comment [1]:** Chart is new to the rules.

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

**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. List all school districts within the geographical area likely to be affected by the open-enrollment 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.

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

**Applicant Response:**

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

12. Complete the following table with data about the district in which the charter proposes to locate and projections for the charter school.

**Applicant Response:**

I	2015-2016		Percentage of Students Projected at the Charter				
	School District (District in Which the Charter Is to Be Located)		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades Offered							
Enrollment Cap							
I	Number	%	%	%	%	%	%
All							
Two or More Races							
Asian							
Black							
Hispanic							
Native American/ Native Alaskan							
Native Hawaiian/ Pacific Islander							
White							
Free and Reduced Lunch							
	Data Below from 2014-2015 Cycle 4 Report						
Migrant							
LEP							
Gifted & Talented							
Special Education							
Title I							

Jennifer Davis 1/28/2016 9:14 AM  
**Comment [2]:** Chart is new to the rules



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

**Applicant Response:**

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 open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- ☐ Yes  
☐ No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

**Applicant Response:**

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 [in by completing the below information fields below for each position](#). Specify the [salary range](#), qualifications, [and job duties](#) to be met by professional employees (administrators, teachers, ~~counselors, etc.~~ [and support staff](#)) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

**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

Jennifer Davis 1/28/2016 9:16 AM

Comment [3]: Chart is new to the rules.

Jennifer Davis 1/28/2016 9:16 AM

Comment [4]: Chart is new to the rules.

### **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

Jennifer Davis 1/28/2016 9:16 AM

**Comment [5]:** Chart is new to the rules.

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.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

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

[Explain how the amounts of federal funds included in the budget were calculated.](#)

**Applicant Response:**

Applicant response is limited to 8,500 **9,000** 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 open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

**Applicant Response:**

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

**Applicant Response:**

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. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

**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 parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

**Applicant Response:**

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

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

**Applicant Response:**

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

23. 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 missionthe waiver will increase student achievement and how the increase in achievement will be measured.**

Add/  
Delete  
Rows



Topic	Statute/ADE- Rule/Standard to be Waived	Rationale	Tool to be Used to- Measure Impact on Achievement	Level of Achievement- that will Show Positive Impact

Jennifer Davis 1/28/2016 9:19 AM  
**Comment [6]:** This chart is to be deleted in lieu  
of the chart below.

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

Jennifer Davis 1/28/2016 9:20 AM

**Comment [7]:** This chart is to be added and it replaces the chart above.



# ARKANSAS DEPARTMENT OF EDUCATION

**Arkansas Department of Education  
Instructions for Completing the  
~~2015~~ 2016 Open-Enrollment Public Charter School  
Application**



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

## **2015-2016 Open-Enrollment Public Charter School Application Timeline**

**~~Thursday, June 2, 2015~~ Tuesday, March 1, 2016**

A letter of intent to apply for an open-enrollment charter must be received at the Arkansas Department of Education by 4:00 p.m.

**~~Tuesday, June 9, 2015~~ Thursday, March 3, 2016**

An open-enrollment 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 charter once a week for three consecutive weeks in a newspaper having general circulation in the public school district in which the school will be located. The notice must not be in the classified or legal section of the newspaper.

The notice of the public hearing about the proposed charter is emailed to the superintendent of each district from which the open-enrollment public charter school is likely to draw students and the superintendent of any district that is contiguous to the district in which the school will be located within seven calendar days of the first publication.

**~~Tuesday, July 28, 2015~~ Thursday, April 28, 2016**

Open-enrollment applications must be received by the Arkansas Department of Education and the superintendent of each public school district likely to be affected by proposed charter school by 4:00 p.m.

**~~July/August/September~~ May/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.

**~~October 2015~~ August 17-18, 2016**

Open-enrollment charter applicant hearings are conducted by the Charter Authorizing Panel.

**~~November 2015~~ 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 Charter Authorizing 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.

Note the following:-

- 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 ~~text box~~ **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 that 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 parental and community support (five-page limit);
- The proposed school's ~~2016-2017~~ **2017-2018** calendar;
- ~~The proposed school's 2016-2017 daily schedule;~~
- The ~~2016-2017~~ **2017-2018** and ~~2017-2018~~ **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;
- If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of 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*** ~~2015-2016~~ **Application.**"



| In order for the application to be considered by the authorizer during the 2015-~~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., Tuesday, July 28,**  
| ~~2015~~**Thursday, April 28, 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.**

An application must be sent, via the same email transmission that the application is sent to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located and the superintendents of other districts from which the charter is likely to draw students.

**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

If the sponsoring entity is a non-profit organization, the name of the 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 the proper documentation showing that 501(c)(3) status has been applied for or received documentation 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 2015 Open-Enrollment 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**

2014-ESEA reports and 2014 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 open-enrollment public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility 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 parental and community 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 8-104 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 ~~2016-2017~~ 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 ~~2016-2017~~ 2017-2018, list the ~~2016-2017~~ 2017-2018 salary to be budgeted for **1.00 FTE** in that position.
- In the cell to the right of the salary for ~~2016-2017~~ 2017-2018, state the number of FTEs to be employed by the charter school in that position in ~~2017-2018~~ 2018-2019.
- In the cell to the right of the number of FTE positions for ~~2017-2018~~ 2018-2019, list the ~~2017-2018~~ 2018-2019 salary to be budgeted for **1.00 FTE** in that position.

#### NOTES

The salary for 1 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.

#### NOTES

~~Input the rate as a decimal. For example, if the cost for fringe benefits will be 25%, input .25. When .25 is input, the template will automatically show 25% and calculate the totals for fringe benefits, by year, in each section of the salary schedule.~~

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 on Line-  
#112.

## 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

All public schools in Arkansas receive state foundation funding in a set amount of money per student based upon average daily membership.

- The number of students for Line #1 and Line #2 is the number of students expected to be enrolled in the public charter school in ~~2016-2017~~ 2017-2018.

## NOTES

The number must match the ~~2016-2017~~ 2017-2018 enrollment number provided in other sections of the application.

After the number of students is entered in Line #1 and Line #2, the template will automatically calculate the state foundation funding in Line #1 and the professional development funding in Line #2.

Be conservative with estimates for state revenue. A charter that overestimates its number of students will have to return funds after the "truing up" process occurs. A charter that underestimates the number of students will receive additional funds after the "truing up" process occurs.

**The per pupil amounts included in the budget template for foundation funding and professional development may change, but these are reasonable estimates to be used for planning purposes.**

- The number of students in Line #3 is the number of national school lunch students expected to be enrolled in the public charter school in ~~2016-2017~~ 2017-2018.

## NOTE

National school lunch students are those students who qualify for free or reduced-priced lunches.

- ~~Input the rate in Line #3.~~ Use the dropdown menu to select the following amount that corresponds to the estimated percentage of NSL students:

## NOTES

~~The eligible rate for national school lunch (NSL) state categorical funding in Line #3 depends on the percentage of national school lunch students attending the school.~~

~~Use one of the following rates determined by the percentage of NSL students:~~

90% or greater NSL students	\$1,576
70-89% NSL students	\$1,051

Less than 70% NSL students      \$ 526

After the number of NSL students and the rate are entered in Line #3, the template will automatically calculate the NSL funding.

**The per pupil rates for NSL funding may change, but these are reasonable estimates to be used for planning purposes.**

- If the charter will serve another student population for which there is state categorical funding, contact the Arkansas Department of Education Charter School Office for the [funding](#) amount to include. ~~on Line #4.~~
- ~~The number of students for Line #6 and Line #7 is the number of students expected to be enrolled in the public charter school in 2017-2018.~~
- [Provide the enrollment projections for the second year of operation in the 2018-2019 section.](#)

#### NOTES

The number [of students](#) must match the ~~2017-2018~~ [2018-2019](#) enrollment number provided in other sections of the application.

~~After the number of students is entered in Line #6 and Line #7, the template will automatically calculate the state foundation funding in Line #6 and the professional development funding in Line #7.~~

- ~~The number of students in Line #8 is the number of national school lunch students expected to be enrolled in the public charter school in 2017-2018~~ [2018-2019](#).
- ~~Input the rate in Line #8.~~

#### NOTES

~~The eligible rate for national school lunch (NSL) state categorical funding in Line #8 depends on the percentage of national school lunch students attending the school.~~

~~Use one of the following rates determined by the percentage of NSL students:~~

90% or greater NSL students	\$1,576
70-89% NSL students	\$1,051
Less than 70% NSL students	\$ 526

~~After the number of NSL students and the rate are entered in Line #8, the template will automatically calculate the NSL funding.~~

- ~~If the charter will serve another student population for which there is state categorical funding, contact the Arkansas Department of Education Charter School Office for the amount to include on Line #9.~~
- Other Sources of Revenue must ~~not~~ include ~~one-time grants or other~~ [only those](#) funds that are ~~not~~ 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.**

**~~Federal Charter School Program grants are not awarded prior to charter approval and cannot be considered for budgeting purposes.~~**

- Totals from the two revenue sections, by year, are automatically added and populate Line #17 [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 on Line #244.

#### THE BOTTOM LINE

- By year, the expenditure totals are subtracted from the revenue totals and included as the NET REVENUE OVER EXPENDITURES on Line #242 [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.



## Open-Enrollment Public Charter School Application Checklist

- q Email the one-page letter of intent to apply for an open-enrollment charter to the Arkansas Department of Education Charter School Office and the superintendent of the district where the charter would be located so that it is **received by the Charter School Office no later than 4:00 p.m., on May-28~~March~~ 1.**

**Be certain that the superintendent's email address is visible as a recipient of the email, as this will serve as evidence that the letter was sent to superintendent.**

- q Publish the notice of public hearing following ~~these~~ all requirements.
  - A. The notice of the public hearing was published on a weekly basis in a newspaper having general circulation in the school district in which the school will likely be located for at least three (3) consecutive 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.
  - C. The last publication of notice is no less than seven (7) days prior to the public meeting.
  - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing are sent to the superintendents of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendents of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

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

- q 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 parental and community support is included.
- ❖ A copy of the proposed school's 2016-2017 year 1 calendar is included.
- ❖ ~~A copy of the proposed school's daily schedule 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; and.
- ❖ 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, to the superintendent of the public school district where the proposed public charter school will be located and the superintendents of other districts from which the charter is likely to draw students so that it is received no later than **4:00 p.m. on Tuesday, ~~July 28, 2015~~ Thursday, April 28, 2016.** Be certain that the superintendents' email addresses are visible as recipients of the email, as this will serve as evidence that the application was sent to superintendents.

**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 open-enrollment 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

### **2015-2016 Open-Enrollment 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 open-enrollment 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 Internal Charter 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**  
**Open-Enrollment Public Charter School**  
**2015 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.**

**PRE-APPLICATION MATERIALS**

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

***Evaluation Criteria:***

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **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 open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

### ***Evaluation Criteria:***

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

**Fully Responsive**

**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, staff, students and community 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 Question**

## 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; 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; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

**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
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

**Fully Responsive**

**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, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

**Fully Responsive**

**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:*

- Data included in table format that demonstrates the application is considering the demographics of the district in which the charter is to be located in developing a recruitment plan;
- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; ~~and~~
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list; 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;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; ~~and~~
- Plans to pay for unexpected but necessary expenses; and
- An explanation of the calculations used to project the amounts of federal funding included in the budget

**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
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C21: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### *Evaluation Criteria:*

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions**

## ~~C22: DESEGREGATION ASSURANCES~~

~~The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.~~

### ~~*Evaluation Criteria:*~~

- ~~▪ Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and~~
- ~~▪ An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts~~

~~**Fully Responsive**~~

~~**Partially Responsive**~~

~~**Not Responsive**~~

### ~~**Concerns and Additional Questions**~~



## **C23C22: 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 ~~that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and~~
- ~~The level of achievement that will indicate a positive result~~ 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**



## ARKANSAS DEPARTMENT OF EDUCATION

### **2015-2016 Application** **District Conversion Public Charter School**

**Deadline for Receipt of Submission: ~~Wednesday~~ Thursday, ~~September 9,~~ August 4  
20152016, 4:00 p.m.**

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



**Name of Proposed Charter School:**

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Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION**  
**2015-2016 APPLICATION**  
**DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

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

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

Name of School District: \_\_\_\_\_

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

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

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

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

Charter Site Address: \_\_\_\_\_

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

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

Name of Superintendent: \_\_\_\_\_

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

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

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

**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 §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting.**

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

**Applicant Response:**

Response generated from Section B.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 **the most recent** literacy and mathematics performance assessment data and graduation rates **available** for the district, **the campus proposed for the charter**, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name			
District Status			
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> <del>2014</del> Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> <del>2014</del> Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			



CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

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

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

**Applicant Response:**

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

Describe three (3) 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 their 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.

4. On the following table, list the specific measurable goals in reading, reading-comprehension-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.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.  
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

**Applicant Response:**

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

☐ Check to add elementary daily schedule.

**ELEMENTARY DAILY SCHEDULE**

GRADE(S):

ADD/ DELETE ROWS		TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

☐ Check to add middle school courses.

**MIDDLE SCHOOL COURSES**

GRADE(S):

YEAR OFFERED:

Delete Grade

**REQUIRED COURSES**

+ - •

**ELECTIVE COURSES**

+ - •

Add Another Middle School Grade

☐ Check to add high school courses.

**HIGH SCHOOL COURSES**

GRADE:

YEAR OFFERED:

Delete Grade

**REQUIRED COURSES**

+ - •

**ELECTIVE COURSES**

+ - •

Add Another High School Grade

Jennifer Davis 1/27/2016 11:46 AM

Comment [1]: Chart is new to the rules.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Include all associated costs in the proposed budget.  
Explain how the district will pay for all associated costs.

**Applicant Response:**

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

MARK-UP

7. Describe the educational program to be offered by the charter school.

**Applicant Response:**

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

Complete the following table with the grade levels and maximum enrollment by year:

School Year	Grade Levels	Maximum Enrollment
2017-2018		
2018-2019		
2019-2020		
2020-2021		
2021-2022		

Jennifer Davis 1/27/2016 11:36 AM

**Comment [2]:** Chart is new to the rules.

Complete the chart to explain how the key features of the program will be afforded.

**EXPENSES TO BE INCURRED BY NEW CHARTER**

Specific Item/Program/Service

Estimated Cost

ADD/  
DELETE  
ROWS

Description of New Funds to Pay for Item/Program/Service  
*If private, include an attachment to demonstrate commitment.*

Amount



Prior Year Item/Program/Service Expense Reduced to Fund Charter  
*If applicable.*

Amount of Reduction



No variance.

Explanation

Add Another Item/Program/Service

Jennifer Davis 1/27/2016 11:36 AM

**Comment [3]:** Chart is new to the rules.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

**Applicant Response:**

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

MARK-UP

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
  - B) Developing and controlling the charter school budget;
  - C) Managing day-to-day charter school operations;
  - D) Developing and controlling the school calendar; and
  - E) Other areas of autonomy to be afforded to the charter.

**Applicant Response:**

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

10. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

**Applicant Response:**

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



B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

**Applicant Response:**

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

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted 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.

12. 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

**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.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated* 6-23-202.)

**Applicant Response:**

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

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for 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.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- ☐ Yes  
☐ No

15. Name any district personnel, 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.

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, counselors, support staff, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

**Applicant Response:**

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

**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.

•

Jennifer Davis 1/27/2016 11:36 AM

**Comment [4]:** Chart is new to the rules.

Jennifer Davis 1/27/2016 11:36 AM

**Comment [5]:** Chart is new to the rules.

**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.

•

Unknown

**Formatted:** Font:(Default) Arial Black, 10 pt, Bold, Underline

## 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

Jennifer Davis 1/27/2016 11:36 AM

Comment [6]: Chart is new to the rules.

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 and its use for the past three years.

### Applicant Response:

Applicant response is limited to 6,000 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. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

**Applicant Response:**

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

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

**Applicant Response:**

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

21. 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.



22. 21. 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. 22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

**Applicant Response:**

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 the waiver will increase student achievement and how the increase in achievement will be measured** each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

Add/  
Delete  
Rows

+

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+

-

Topic	Statute/ADE- Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact

Jennifer Davis 1/27/2016 11:56 AM  
**Comment [7]:** This chart is to be deleted in lieu  
of the chart below.

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

Jennifer Davis 1/27/2016 11:33 AM

Comment [8]: This chart is to be added and it replaces the chart above.



# ARKANSAS DEPARTMENT OF EDUCATION

**Arkansas Department of Education  
Instructions for Completing the  
2015-2016 District Conversion Public Charter School  
Application**



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

## Timeline

~~Thursday, June 2, 2015~~ **Tuesday, March 1, 2016**

District conversion public charter school letters of intent must be filed with the Arkansas Department of Education by 4:00 p.m.

~~Thursday, June 11, 2015~~ **Thursday, March 3, 2016**

A district conversion public charter school applicant technical assistance conference call will be held.

APPLICANT PARTICIPATION IS MANDATORY.

### Dates to Be Determined by the Applicant

The applicant publishes notice of a public hearing about the proposed district conversion charter in a newspaper having general circulation district at least three weeks before the hearing.

The notice of the public hearing must be distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district is initiating the application.

~~Wednesday, September 9, 2015~~ **Thursday, August 4, 2016**

District conversion public charter school applications must be filed with the Arkansas Department of Education by 4:00 p.m.

~~September/October 2015~~ **August/September 2016**

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.

~~November 2015~~ **October 19-20, 2016**

District conversion charter applicant hearings are conducted by the Charter Authorizing Panel.

~~December 2015~~ **November 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 Charter Authorizing 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. **Please take under consideration 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. ~~Note the following:~~

- 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 text box ~~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.

- Documentation showing that all requirements pertaining to the public hearing were met;
- Evidence of parental and community support (five-page limit);
- The proposed school's ~~2016-2017~~ **2017-2018** calendar; and
- ~~The proposed school's 2016-2017 daily schedule; and~~
- The signed Statement of Assurances template.

#### ATTACHMENTS TO BE INCLUDED ONLY IF APPROPRIATE

- If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order; and
- A Prior Charter Involvement template for each individual associated with the charter who has prior charter experience.

Save the PDF as "***Proposed Charter School's Name (District Name) 2015-2016*** Application."

In order for the application to be considered by the authorizer during the ~~2015-2016~~ 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. on Wednesday, September 9, 2015** **Thursday, August 4, 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.

## NOTES ON SELECTED SECTIONS OF THE APPLICATION

### Cover Page

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

### Section B - Executive Summary

The mission statement will populate the response for Prompt #2. 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 District Conversion Public Charter School Application 2015 Scoring Rubric found at the end of this document. This is a valuable tool as it includes criteria for each section of the application.

### Prompt 2

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

### Prompt 3

2014-ESEA reports and 2014-Report Cards are located at the following:

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

### Prompt 7

Use the chart provided to demonstrate and explain how the key features of the educational program will be afforded. Provide explanations as to how funds will be reallocated when appropriate. Variances should be avoided.

### Prompt 8

Explain why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

### Prompt 12 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 15

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

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

### **Evidence of parental and community 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.

### **Statement of Assurances Template**

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



## 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.
- ❖ Documentation that all requirements pertaining to the public hearing were met is included.
- ❖ Evidence of parental and community support is included.
- ❖ A copy of the proposed school's 2016-2017 year 1-calendar is included.
- ~~❖ A copy of the proposed school's daily schedule 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 ~~Wednesday, September 9, 2015~~ Thursday, August, August 4, 2016.**

**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 a district conversion 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

### **2015-2016 District Conversion 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 district conversion 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 Internal Charter 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. It is the Charter Authorizing Panel 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  
District Conversion Charter School  
2015 Application  
SCORING RUBRIC**

**PRE-APPLICATION MATERIALS**

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

**Evaluation Criteria:**

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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 #2 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 districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

### Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C2: 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**

## C3: 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; and
- Innovations that would distinguish the charter from other schools

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter’s mission.

### Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C5: 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

## C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

### Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associated with the curriculum

**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; ~~and~~
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; ~~and~~
- A clear explanation of how the key program features will be afforded

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C8: CHARTER MODEL

### Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C9: AUTONOMY

### Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**



## C10: SCHOOL IMPROVEMENT PLAN

### Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan; and
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C11: 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 Common Core State Standards

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C12: 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

## C13: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public,** 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

## C14: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

### Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C15: PRIOR CHARTER INVOLVEMENT

### 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

## C16: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) 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 administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

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 and any changes to be made to 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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C19: 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
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C20: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### Evaluation Criteria:

- A plan for involving parents and guardians in the school's education programs, and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C21: 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
- 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

## C22C21: 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

## C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C23: 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 request; 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

# ARKANSAS DEPARTMENT OF EDUCATION

## RULES GOVERNING DISTANCE AND DIGITAL LEARNING

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### **1.00 Purpose**

- 1.01 The purpose of these Rules is to set reasonable guidelines for the coordination and implementation of learning where the teacher and student are separated by place and to provide guidance for the implementation of digital learning environments that offer student-centered, personalized, and flexible learning options.
- 1.02 These Rules are intended to ensure that distance learning is available to every Arkansas student who wishes to participate, to improve content and course offerings available to students—including Advanced Placement courses or other academic courses not otherwise available—and encourage innovation in education, and to prepare students for participation in the information age economy.
- 1.03 In order to ensure proper implementation, the Arkansas Department of Education shall work with other state agencies involved in distance and digital learning to implement distance and digital learning throughout the state.

### **2.00 Authority**

- 2.01 The Arkansas State Board of Education’s authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-11-105, 6-16-1401 *et seq.*, 6-47-101 *et seq.*, and 25-15-201 *et seq.*, and Act 1159 of 2015.

### **3.00 Definitions**

- 3.01 “Adult Facilitator” is the person responsible for supervising and assisting the students at a brick-and-mortar location. The adult facilitator must be an adult approved by the school district or open-enrollment public charter school.
- 3.02 “Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.
- 3.03 “Department” is the Arkansas Department of Education.
- 3.04 “Digital Learning” is a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video. Digital learning may be a type of distance learning.



- 3.05 “Digital Learning Provider” is an agency or entity approved by the Arkansas Department of Education pursuant to these rules that provide digital learning courses to public schools.
- 3.06 “Distance Learning” is any type of educational activity in which the participants are at a distance from each other, separated in space. Distance learning may or may not utilize digital learning.
- 3.07 “Infrastructure” is an interlinked system of wires, cables, fiber optics, or other wireline or wireless communications media.
- 3.08 “Public School Student Accessing Courses at a Distance” is a student who attends all classes virtually through a public school district or open-enrollment charter school
- 3.09 “Supplemental Instruction” is instruction used to reinforce or enrich a course or to provide the student an educational opportunity outside of the normal course structure.
- 3.10 “Teacher of Record” is the appropriately licensed or approved educator responsible for:
- 3.10.1 Ensuring the course content is aligned with the appropriate Arkansas Curriculum Framework or similar course outline approved by the Arkansas Department of Education or the Arkansas Department of Career Education;
- 3.10.2 Providing direct instruction as necessary;
- 3.10.3 Supervising the administration of student assessments; and
- 3.10.4 Assigning a grade or completion status for the course.
- 3.11 “Technology” is any equipment for instructional purposes that is electronic in nature including, but not limited to, computer hardware, computer software, and internet connectivity.

#### **4.00 Distance Learning Coordinating Council**

- 4.01 The purpose of the Distance Learning Coordinating Council is to evaluate distance learning activities for kindergarten through grade twelve (K-12) education across the State of Arkansas and to determine whether distance learning activities are being fully utilized through a collaborative process that maximizes the utilization of the state’s technical and educational resources.

4.02 The Distance Learning Coordinating Council consists of the following members:

4.02.1 One (1) member who is an employee of the Department of Education appointed by the Commissioner;

4.02.2 One (1) member who is an employee of the Arkansas Educational Television Network appointed by the Director of the Educational Television Division of the Department of Education;

4.02.3 One (1) member who is an employee of the Arkansas School for Mathematics, Sciences and the Arts appointed by the Director of the Arkansas School for Mathematics, Sciences, and the Arts;

4.02.4 One (1) member who is an employee of the Office of Information Technology appointed by the Office of Information Technology or its successor agency;

4.02.5 One (1) member who is an employee of the Division of Science and Technology of the Arkansas Economic Development Commission appointed by the Executive Director of the Arkansas Economic Development Commission;

4.02.6 One (1) member who is an employee of the Department of Career Education appointed by the Director of the Department of Career Education;

4.02.7 One (1) member who is employed by the Department of Higher Education appointed by the Director of the Department of Higher Education;

4.02.8 One (1) member who is an employee of the Arkansas State Library appointed by the State Librarian;

4.02.9 One (1) member who is an employee of an education service cooperative appointed by the Governor from a list of three (3) names submitted by the State Board of Education;

4.02.10 One (1) member who is actively engaged in distance learning activities for grades kindergarten through twelve (K-12) education appointed by the Governor from the state at large;

4.02.11 Two (2) members who are employed by telecommunications companies that are members of the Arkansas Telecommunications Association and appointed as follows:

- 4.02.11.1 One (1) member shall be employed by a telecommunications company with more than seventy-five thousand (75,000) access lines and shall be appointed by the Governor from a list of three (3) names submitted by the association; and
- 4.02.11.2 One (1) member shall be employed by a telecommunications company with less than seventy-five thousand (75,000) access lines and shall be appointed by the Governor from a list of three (3) names submitted by the association; and
- 4.02.12 Members added by the Commissioner to the Distance Learning Coordinating Council to represent other entities that are associated with grades kindergarten through twelve (K-12) distance learning.
- 4.03 Members shall serve three-year terms and are eligible for reappointment.
- 4.03.1 If a vacancy occurs in an appointed position for any reason, the vacancy shall be filled in the same manner as the original appointment.
- 4.03.2 The members of the Distance Learning Coordinating Council shall meet and organize immediately after their appointment and shall elect a chair, a vice chair, and a secretary-treasurer from the membership of the Distance Learning Coordinating Council.
- 4.03.3 The Distance Learning Coordinating Council shall meet at least quarterly.
- 4.03.4 Staff support shall be provided by appropriate personnel from the Department of Education, the Department of Career Education, the Department of Higher Education, the Division of Public School Academic Facilities and Transportation, the Division of Public School Accountability, and the state's public institutions of higher education with the assistance of any appropriate staff of the other agencies whose directors serve on the Distance Learning Coordinating Council.
- 4.03.5 Non-state employee members shall serve without compensation but may receive expense reimbursement in accordance with Ark. Code Ann. § 25-16-902.
- 4.04 The Distance Learning Coordinating Council shall make recommendations at least annually to the Department of Education, the Division of Public School Academic Facilities and Transportation, the Division of Public School Accountability, the House Committee on Education, and the Senate Committee on Education with regard to the following:
- 4.04.1 Distance learning standards and rules;

- 4.04.2 Online distance learning curriculum;
- 4.04.3 Supplemental distance learning course material;
- 4.04.4 Coordination of distance learning services;
- 4.04.5 Methods for fostering collaborative processes by which distance learning content can be shared more effectively with and delivered to public schools;
- 4.04.6 Strategies for reducing the occurrences of isolated distance learning activities;
- 4.04.7 Options for spreading distance learning costs and increasing the value of shared distance learning services; and
- 4.04.8 Improving utilization of distance learning resources.

**5.00 Arkansas Distance Learning Development Program**

- 5.01 The Arkansas Distance Learning Development Program shall be conducted by the Department of Education and administered through the Commissioner.
- 5.02 The Arkansas Distance Learning Development Program shall have four (4) focus areas:
  - 5.02.1 To help alleviate the increasing shortage of available qualified teachers;
  - 5.02.2 To provide additional course-scheduling opportunities for students;
  - 5.02.3 To provide an opportunity for students to access an enriched curriculum and additional courses beyond those mandated by the Standards for Accreditation of Arkansas Public Schools and School Districts; and
  - 5.02.4 To develop and make available online professional development and instructional resources for all teachers and administrators.
- 5.03 The funding necessary to carry out the provisions of Section 5.00 may be derived from donations, grants or legislative appropriation.
  - 5.03.1 The Commissioner may solicit and receive donations and grants for the purpose of administering the Arkansas Distance Learning Development Program.
  - 5.03.2 All donations, grants, and appropriations received shall be accounted for by the Department.

- 5.03.3 Fund balances may be carried over from one year to the next to continue the Arkansas Distance Learning Development Program.
- 5.04 The Commissioner shall review the implementation of the Arkansas Distance Learning Development Program annually and make recommendations to the State Board of Education regarding the number and amount of awards to ensure that the purpose of the Arkansas Distance Learning Development Program is achieved.
- 5.05 The Commissioner may enter into contracts or provide grants to local education agencies, education service cooperatives, or other entities for personnel, facilities, and services necessary to implement the Arkansas Distance Learning Development Program.
- 5.06 Students taking courses through the Arkansas Distance Learning Development Program shall be considered entitled to any public education credits and grades assigned through the Arkansas Distance Learning Development Program and those credits and grades shall be accepted by all public schools in the State of Arkansas.

## **6.00 Distance Learning Grants**

- 6.01 The following grant standards are hereby developed to provide grants to education service cooperatives for acquiring equipment and receiving telecommunications services necessary for each school district to have distance learning availability.
- 6.02 The grants shall be used to assist school districts that do not have distance learning capabilities and to assist school districts in upgrading existing distance learning capabilities.
- 6.03 The grants shall also be used by the education service cooperatives to provide technical assistance to the school districts in implementing and maintaining distance learning as an educational tool.
- 6.04 Each school district shall have adequate connectivity to provide quality of service for distance learning.
- 6.05 Distance learning technical protocols shall be in alignment with technical standards set by the Director of the Department of Information Systems.
- 6.06 Education service cooperatives and school districts shall coordinate with the Department to seek to obtain the benefits of the Federal Communications Commission's E-Rate discount program.

## **7.00 Requirements for the Administration of Distance Learning in Elementary and Secondary Schools**

Note: These rules provide minimum distance learning educational supervision requirements only and are not designed to replace legal or other student supervision responsibilities schools have to properly protect and supervise students.

7.01 Courses offered through distance learning shall include, without limitation:

7.01.1 College preparatory courses, including, without limitation, calculus, physics, Arkansas history, foreign languages, and computer science; and

7.01.2 Technological courses, including, without limitation, advanced math and science courses, advanced computer skills courses, and advanced courses in the arts.

7.02 Any distance learning course must be approved by the Department of Education or by the Department of Career Education before the course is offered or taught by any public school district or open-enrollment public charter school unless:

7.02.1 The distance learning course content is aligned with the appropriate content standards and curriculum frameworks developed and approved by the State Board of Education or Department of Career Education; or

7.02.2 The course is not offered for credit.

7.03 All distance learning courses shall have an appropriately licensed or approved primary instructor.

7.04 Each receiving site shall have an adult facilitator to:

7.04.1 Supervise any instructional activity where students meet as a group; and

7.04.2 Administer all student achievement assessments used to determine a student's final grade.

7.05 Student achievement assessments shall be designed to assess the degree to which a student masters the approved content standards and curriculum framework for the distance learning course.

7.05.1 Documentation of student achievement assessments shall be maintained and shall be available for review at the receiving site for a minimum of five (5) years after the final grade for the student has been issued. Documentation shall include the assessment questions, student responses, and the grade for each student assessment and grading period.

- 7.06 Distance learning that is purely supplemental instruction shall be considered an enhancement to the teacher's regular instruction and shall not be subject to the restrictive provisions of these rules. This includes any incorporation of digital resources that does not provide the student some element of control over time, place, path, and/or pace in the delivery.
- 7.07 Distance learning courses shall be considered large group instruction courses for the purposes of the Arkansas Standards for Accreditation of Arkansas Public Schools and School Districts.
- 7.08 Any public school district or open-enrollment public charter school offering distance learning courses shall abide by the policies adopted by the distance learning provider or supplier of courses in such a way that students taking distance learning courses are able to participate in the courses without falling outside of established attendance policies.
- 7.09 Attendance in distance learning courses shall be determined by the online attendance and time the student is working on the course as monitored by the school district or open-enrollment public charter school to ensure the student progresses toward credit attainment for the course.

## **8.00 Participation in Distance Learning Courses**

- 8.01 Except as provided in Section 8.02 of these rules, a public school district or open-enrollment public charter school may offer and teach distance learning courses to a student enrolled in a private school or a home school if:
- 8.01.1 The student agrees to physically attend the public school or open-enrollment public charter school for the purposes of taking state tests and assessments required for the particular course or courses taken by the student;
- 8.01.1.1 Section 8.01.1 shall not be construed to require a home-schooled student or private school student to take any test or assessment not specifically required for completion of the course for which the student is enrolled.
- 8.01.2 The distance learning course is offered for credit; and
- 8.01.3 The distance learning course is approved by the Department of Education, or is aligned with the appropriate content standards and curriculum frameworks developed and approved by the State Board of Education or Department of Career Education.
- 8.02 A public school district or open-enrollment public charter school that teaches or offers a distance learning course to one (1) or more home-schooled or private

school students who meet the conditions of 8.01 shall be entitled to an amount equal to one-sixth (1/6) of the state foundation funding amount for each course taught to a private school student or home-schooled student.

8.03 A public school district or open-enrollment public charter school shall not be entitled to more than the equivalent of state foundation funding for one (1) average daily membership per student regardless of the number of distance learning courses received by a particular home-schooled or private school student.

8.04 A student may take all courses virtually through a public school district or open-enrollment public charter school.

8.04.1 Once a student who formerly was home schooled or attended a private school accesses all courses virtually through a public school district or open-enrollment public charter school, the student is a public school student accessing courses at a distance.

## **9.00 Digital Learning Environment**

9.01 A digital learning environment shall be composed of:

9.01.1 Access to quality digital learning content and online blended learning courses;

9.01.2 Tailored digital content designed to meet the needs of each student;

9.01.2 Digital learning content that meets or exceeds the curriculum standards and requirements adopted by the State Board of Education that is capable of being assessed and measured through standardized tests or local assessments; and

9.01.3 Infrastructure that is sufficient to handle and facilitate a quality digital learning environment.

## **10.00 Digital Learning Providers**

10.01 To become an approved digital learning provider a digital learning provider shall submit proof that the provider:

10.01.1 Is nonsectarian and nondiscriminatory in its programs, employment practices, and operations;

10.01.2 Demonstrates or partners with an organization that demonstrates successful experience in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which it proposes to provide digital learning courses;



10.01.3 Provides digital learning services that meet or exceed the minimum curriculum standards and requirements established by the State Board of Education and ensures instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which it agrees to provide digital learning courses; and

10.01.4 Utilizes highly qualified teachers to deliver digital learning courses to public school students.

10.01.4.1 A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education.

10.02 The Department of Education or State Board of Education shall not require as a condition of approval of a digital learning provider that the digital learning provider limit the delivery of digital learning courses to public schools that require physical attendance at the public school to successfully complete the credit for which the digital learning course is provided.

10.03 To become an approved digital learning provider in Arkansas, a prospective digital learning provider shall complete the application found at Attachment 1 to these rules and provide the completed application to:

ATTN: Digital Learning Provider Applications  
Arkansas Department of Education  
Division of Learning Services  
Four Capitol Mall  
Little Rock, AR 72201

The Arkansas Department of Education is authorized to create an electronic version of the application found at Attachment 1.

10.04 Public school districts and open-enrollment public charter schools that provide digital learning courses to their own students without the assistance of an external digital learning provider are not required to seek approval as a digital learning provider pursuant to these rules.

10.05 Public school districts and open-enrollment public charter schools that provide digital learning courses to students other than their own students are required to seek approval as digital learning providers pursuant to these rules.

10.06 Digital learning services may be procured from both in-state and out-of-state digital learning providers.

10.07 The Arkansas Department of Education shall annually:

10.07.1 Publish a list of approved digital learning providers that offer digital learning services; and

10.07.2 Provide a copy of the list of approved digital learning providers to the House Committee on Education and the Senate Committee on Education no later than June 1 of each year.

Zone	Title	First Name	Last Name
	1 Mr.	Earnest	Simpson
	2 Ms.	Adrian	Yarbrough
	3 Mr.	Lynn	Boone
	4 Ms.	Susan	Chadwick
	5 Ms.	Sanetta	Davis
at large	Mr.	Marvin	Jarrett
at large	Mr.	Nathan	Bagley

# Disciplinary Literacy

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## What is Disciplinary Literacy?

Disciplinary literacy “involves the use of reading, reasoning, investigating, speaking, and writing required to learn and form complex content knowledge appropriate to a particular discipline” (McConachie & Petrosky, 2010, p. 16).

Disciplinary literacy is built on the premise that each subject area or discipline has a discourse community with its own language, texts, and ways of knowing, doing, and communicating within a discipline (O'Brien, Moje, & Stewart, 2001).

Teachers of middle school and high school students expect that their students will come with the basic skills for reading and comprehending text; however, for some students, those skills are not yet developed to the level of college or career readiness. For these students, their literacy skills must be expanded and developed as the text becomes increasingly more complex. To build up these skills, teachers of contents such as social studies, science and mathematics must provide students with explicit instruction on how to read and comprehend their discipline-specific texts. In order to become literate in a particular discipline, students must develop the specialized strategies required to comprehend and respond to a discipline-specific text.

In the elementary grades, students develop the skills a novice might use to make sense of a text, but as adolescents, these same students need to expand those skills to be able to analyze text, much like an expert in the field. In other words, as they progress through the school environment, students develop the skills and strategies needed to be able to read a text and think like a scientist, historian or mathematician as the content requires. Not only are students learning the important content of a discipline, but also how specific literacy skills are applied in that discipline.

## Why is Disciplinary Literacy important?

High school students' ability to read complex texts is predictive of their performance in college math and science courses (Alliance for Excellent Education, 2011).

Research has shown that a student's ability to read and make sense of complex text is a strong predictor of college success. In the 2013-14 school year, 45 percent of Arkansas students entering college required at least one remedial course (Arkansas.gov, 2014, p.18). Some high school students entering college or careers are struggling to independently read complex text with deep comprehension.

Each subject has a specialized way of looking at the discipline. Students should be able to comprehend the specialized type of text: charts, figures, tables, abstracts, articles, historical documents, manuals, and specialized vocabulary. They must also be able to communicate through both speaking and writing in the way the discipline requires: lab reports, debates, newspaper articles, and proposals. To be able to understand and produce this type of complex text, students must be immersed in the language and

thinking processes of that discipline, all the while being supported by an expert guide - the teacher of the specific discipline.

## What does this mean for disciplinary teachers?

While teaching the content of one's own discipline, a teacher can simultaneously help students develop the ways of investigating, reasoning, reading, writing, speaking and problem-solving that is unique to each discipline. By helping students develop the literacy skills needed in individual disciplines, teachers also are helping students increase their knowledge of the content and subject matter.

## How do I teach disciplinary literacy?

Disciplinary teachers are now being asked to develop lessons and activities that will allow students to not only strengthen content knowledge, but also develop the literacy skills needed in that particular discipline. By doing this teachers are integrating rigorous content with the reading, speaking and writing skills needed in a particular discipline.

There is a great need for professional development and resources to help teachers with disciplinary literacy. Consequently, the Arkansas Department of Education has compiled a team of specialists across the state. Their mission is to promote the development and use of disciplinary literacy for Arkansas educators. The disciplinary literacy team collaborates with the literacy, science and social studies specialists so resources and professional development are tailored to the needs of Arkansas teachers. The team also strives to combine instructional coaching into the disciplinary literacy work. On the Arkansas Department of Education web page, there is a list of resources to aid content area teachers. These resources can be found at <http://www.arkansased.gov/im-looking-for/teacher%20resources>

Currently, the statewide team of specialists is in the process of developing a training for social studies teachers. Historical Thinking Skills and Inquiry in the Social Studies/History Classroom is set to be offered this summer. The team is also developing a training module for science teachers that offers the opportunity for educators to learn how to help students apply literacy skills to science concepts and skills. The title of this module is Leveraging Literacy in Science. It is also planned to be offered in the summer of 2016.

Another great professional development resource available to teachers in Arkansas is the Literacy Design Collaborative (LDC). LDC is an instructional design system for developing students' literacy skills. It empowers teachers to build content knowledge by utilizing the literacy skills of a particular content area through meaningful reading and writing lessons and activities. Check [ESCWorks](#) or with your content specialist at regional educational cooperatives for summer offerings in the area of disciplinary literacy.

AETN, via [ArkansasIDEAS](#) offers many options for educators seeking professional development in the area in disciplinary literacy. A few of the courses being offered are as follows:

- Disciplinary Literacy, Overview
- Disciplinary Literacy: Social Studies - K - 12
- Disciplinary Literacy: Art - K - 12

- Disciplinary Literacy: Science - K - 12
- Disciplinary Literacy: Physical Education - K - 12
- Disciplinary Literacy: ELA and Social Studies Text Complexity and Text-Dependent Questions
- Disciplinary Literacy: Big Shifts for Grades K - 6
- Disciplinary Literacy: Big Shifts in Science and Technical Subjects

## Disciplinary Literacy

Being able to read complex text in a specific discipline may be difficult for some students, but knowing how to comprehend, speak and write in the language of that discipline is vital for their future success. As we challenge, ask questions and push students to dig deeper into the content, these students will be developing the critical thinking, problem solving and analytical skills that will be needed in order to be successful in college, career and life.

## References

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**TECHNICAL DOCUMENTATION FOR PROJECTION OF PROFICIENT  
PERFORMANCE LEVEL OF ACTAAP 2014 TESTS ON PARCC 2015  
ASSESSMENTS**

**By**

**Office of Innovation for Education  
University of Arkansas at Fayetteville**

**Guidance for Methodology Provided by the  
Arkansas Technical Advisory Committee for Public School Accountability**

**Approved by TAC as of December 31, 2015**

# TECHNICAL DOCUMENTATION FOR PROJECTION OF PROFICIENT PERFORMANCE LEVEL OF ACTAAP 2014 TESTS ON PARCC 2015 ASSESSMENTS

## Section 1: Introduction

Across the years public school students in Arkansas were administered state-mandated assessments designed within the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). These tests are those in Literacy and Math in Grades 3-8, End-of-Course (EOC) tests in Algebra and Geometry, and the Literacy test at Grade 11. The Arkansas State Board of Education has promulgated rules regarding use of ACTAAP data for various functions as determined by the Arkansas Legislature (Arkansas Department of Education [ADE], 2014).

ACTAAP test scores are reported using a 4-level performance scale: Below Basic, Basic, Proficient, and Advanced. The Proficient level has an important role in various accountability functions as determined by Arkansas legislators, Arkansas State Board of Education (SBE), and the ADE.

Students were administered the ACTAAP tests in Literacy and Math in Grades 3-8, End-of-Course tests in Algebra and Geometry, and the Literacy test in Grade 11 from 2005 through 2014. These tests were discontinued and replaced by the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in 2015: ELA/Literacy (hereafter referred to as ELA) Grades 3–10 and Math for Grades 3-8, Algebra I, Geometry. Table 1 provides a summary on the administration of these tests to Arkansas students.

TABLE 1: 2014 ACTAAP Tests and 2015 PARCC Tests

2014 ACTAAP Tests	2015 PARCC Tests
Literacy in Grades 3-8	ELA/Literacy in Grades 3-8
-	ELA/Literacy in Grade 9
-	ELA/Literacy in Grade 10
Literacy in Grade 11	-
Math in Grades 3-8	Math in Grades 3-8
Algebra*	Algebra I
Geometry	Geometry

\*Algebra EOC tested Algebra I.



The purpose of this technical documentation is to record the steps taken to project the Proficient cut score on the ACTAAP tests onto the PARCC scale. The projected cut scores will also be called the concordant scores in the remaining part of this document. The Arkansas Technical Advisory Committee (TAC) on Accountability provided general guidance on methodology. Under contract with ADE, the Office of Innovation for Education at the University of Arkansas, Fayetteville conducted all data analyses.

It may be noted that ACTAAP and PARCC have similar tests in math and Literacy/ELA in Grades 3-8 and also similar tests of Algebra I and Geometry at the high school level. For these assessment situations, it would be feasible to determine ACTAAP/PARCC concordant cut scores via a *horizontal moderation* (linking) process. On the other hand, ACTAAP and PARCC do not test Literacy/ELA at the same grades in high school. Thus, a *vertical moderation* process was used to set the cut scores on the PARCC tests of English Grade 9 and English Grade 10. The vertical moderation process anchors these PARCC cut scores on ACTAAP student achievement on Grade 8 and Grade 11 Literacy tests.

### Horizontal Moderation (Linking)

There are many ways to establish concordance between two tests in a horizontal moderation (linking) situation. Given that students in Arkansas took only the ACTAAP tests in 2014 and only the PARCC tests in 2015, a feasible procedure could be built upon the “equivalent group” design. Essentially, two student groups, one for 2014 ACTAAP and the other for 2015 PARCC, need to be assembled to be equivalent on relevant academic and demographic variables. Their score distributions will then be aligned to project, via equal percentile, the ACTAAP Proficient cut score onto the PARCC scale.

Again, for horizontal moderation (linking), a number of processes can be used to create equivalent groups of students. This project uses a dual approach that starts with selection of a 2014 ACTAPP student group and a 2015 PARCC student group from a set of schools (hereafter referred to as “*stable schools*”) with consistent student performance during the three-year period 2012-14. Including only stable schools in this project would give assurance that the 2014 ACTAPP and 2015 PARCC student groups are reasonably stable (equivalent) in their academic ability to respond to the ACTAPP and PARCC tests. This was followed by a propensity score weighting (PSW) procedure which would make these two student groups statistically equivalent (i.e. similar) in terms of previous academic and demographic characteristics. The PSW procedure used here is similar to the one employed by Braun and Qian (2007) in mapping state standards onto the NAEP scale. Propensity score weighting is also used in a number of quasi-experimental designs in which the control and experimental groups need to be weighted so that they can be as statistically equivalent as feasible on the basis of relevant background variables. Examples of

PSW include publications by (Guo & Fraser, 2010; Harder, Stuart, & Anthony, 2010; Robins, Rotnitzky, & Zhao, 1994).

### Major Steps for Concordance

The major steps in establishing the concordant scores are listed below:

1. Select stable schools for each grade/test based on 2012 to 2014 student achievement on ACTAAP tests.
2. For Grades 3 through 8, Algebra I EOC, and Geometry EOC, calculate propensity score weights using a vector of student level covariates, based on the characteristics of students in 2014, to condition the student distribution in the 2015 stable school sample.
3. For Grades 3 through 8, Algebra I EOC, and Geometry EOC, use propensity score weights to calculate 2015 PARCC cut scores with propensity score weights.
4. For grade 9 and grade 10 ELA, calculate 2015 PARCC cut scores based on vertical moderation.

### Data Source

To be consistent with major previous technical work for Arkansas accountability, the data used for this process came from the Arkansas student population that completed the regular assessments. This population does not include students who tested on alternate portfolio assessments. Additionally, this population does not include students indicated as highly mobile (not enrolled in the same school for a full academic year). All other regularly assessed, full academic year students—including disabled students and English Language Learners (ELLs) with accommodations—are included in the study. Consistent with accountability determinations in previous years, ELLs with less than one year in the USA were excluded from ELA/Literacy calculations.

## **Section 2: Major Steps in Selecting Stable Schools**

### **Preliminary Steps**

The first major steps in identifying the stable schools are listed below.

1. Calculate percent of students at the combined Proficient and Advanced levels for each school on each grade/EOC in each year during 2012 to 2014 school years.
2. Remove schools with  $N < 25$  (on each grade/test in each year) from further steps of calculation.
3. Calculate the standard deviation of percent as defined for each school on each grade/test across three years.
4. Rank the standard deviation of percent as defined in all the schools on each grade/test.
5. Schools with percentile rank less than 90 are defined as “*stable schools*” on each grade/test.

The above preliminary steps were used to define stable schools based on 2012 to 2014 school year student achievement on each grade/test. It was then assumed that these schools would continue to remain stable in the 2015 school year on each grade/test. However, the grade 9 and grade 10 ELA tests in 2015 do not exist in prior years. To accommodate these two discrepant situations, a decision was made to select the grade 8 Literacy stable schools having a 9th grade as grade 9 ELA stable schools for 2015, and the grade 11 Literacy stable schools having a 10th grade as grade 10 ELA stable schools for 2015.

Table 2 reports the 2012 to 2014 achievement data for all students included in the stable schools. The percentages reported are for the students at the Proficient and Advanced levels on the ACTAAP assessments. In most cases, the stable schools cover roughly two thirds of the tested population.

TABLE 2: *Achievement Data of All Students at Stable Schools*

Grade / Test	Number of Students and Percent at Proficient and Advanced					
	2012		2013		2014	
	N	%	N	%	N	%
Grade 3 LIT	28344	83.4%	28622	81.6%	28291	79.0%
Grade 4 LIT	28706	87.0%	28693	86.2%	28460	84.7%
Grade 5 LIT	28282	86.9%	27685	85.2%	27265	84.2%
Grade 6 LIT	28614	77.0%	28264	74.6%	27765	71.3%
Grade 7 LIT	29802	82.1%	29539	78.7%	29385	78.5%
Grade 8 LIT	28401	81.9%	29066	79.2%	28273	78.6%
Grade 8 LIT VM	12743	82.1%	12929	79.3%	12697	79.6%
EOC LIT	25531	70.4%	26006	72.0%	27269	73.7%
Grade 11 LIT VM	25210	70.8%	25713	72.2%	26967	73.8%
Grade 3 Math	28170	89.1%	28565	88.1%	28179	86.1%
Grade 4 Math	28375	83.7%	28431	83.6%	28130	78.2%
Grade 5 Math	28118	78.1%	27458	71.9%	27116	70.3%
Grade 6 Math	28571	77.6%	28272	77.2%	27740	74.4%
Grade 7 Math	29024	78.7%	29044	71.8%	29020	71.3%
Grade 8 Math	18933	61.1%	21435	60.0%	21368	58.4%
Algebra	21682	80.8%	22142	78.8%	22778	77.4%
Geometry	21327	77.3%	20620	75.3%	21947	76.3%

Note: VM = Vertical Moderation

### *Final Steps with Random Sampling*

Schools with very large student tested populations may have substantial bearing on the concordant results. To reduce this affect, a random sample of students was taken from each of the very large schools and used in place of the tested populations for these schools.

Very large schools were defined as those schools whose tested population exceeded the 90<sup>th</sup> percentile rank of the distribution of the N-size of the tested population in all schools included in the stable school sample. Schools were ranked by grade/test based on the number of students tested in the schools in 2014 and 2015 respectively. Random sampling was conducted using simple random sampling without replacement with the SAS function RANUNI (SAS, 2013). The number of students drawn in the random sample for each very large school was equal to the number of students in the median school size as determined for each grade/test. The median school sizes by grade/test for schools in the state that were used to determine the size of the random sample from very large schools is provided in Table 3.

TABLE 3: *School Sizes by Grade / Test*

Grade / Test	2014			2015		
	Min	Median	Max	Min	Median	Max
Grade 3 LIT	25	68	312	25	69	293
Grade 4 LIT	27	69	310	25	69	315
Grade 5 LIT	26	69	386	25	69	411
Grade 6 LIT	25	78	426	25	77	483
Grade 7 LIT	25	96	427	28	96	442
Grade 8 LIT	25	92	441	25	95	431
Grade 8 LIT VM	25	60	441	.	.	.
Grade 9 LIT	.	.	.	26	63	410
Grade 10 LIT	.	.	.	26	89	1019
EOC LIT	25	84	896	.	.	.
Grade 11 LIT VM	25	84	896	.	.	.
Grade 3 Math	25	68	312	25	68	293
Grade 4 Math	27	69	310	25	69	315
Grade 5 Math	26	69	386	25	70	411
Grade 6 Math	25	78	426	25	75	486
Grade 7 Math	25	92	427	25	93	445
Grade 8 Math	27	98	391	25	100	366
Algebra	25	75	915	25	78	865
Geometry	26	80	932	26	80	1048

Note: VM = Vertical Moderation

By taking a sample from large schools the impact of cluster correlation (that is inherent in any school-nested data set) is reduced. This would give more credence to the assumption of statistical independence used in calculating the propensity score for each student. Table 4 indicates the sample size and achievement (percent of students at Proficient and Advanced) before and after the random sampling from very large schools.

TABLE 4: *Achievement Data of 2014 Students at Stable Schools before and after Random Sampling Large Schools*

Grade / Test	Number of Students and Percent at Proficient and Advanced			
	Before Sampling		After Sampling	
	N	%	N	%
Grade 3 LIT	28291	79.0%	24593	79.4%
Grade 4 LIT	28460	84.7%	24740	85.0%
Grade 5 LIT	27265	84.2%	22350	84.1%
Grade 6 LIT	27765	71.3%	22645	70.2%
Grade 7 LIT	29385	78.5%	24511	77.5%
Grade 8 LIT	28273	78.6%	23361	77.7%
Grade 8 LIT VM	12697	79.6%	9669	78.8%
EOC LIT	27269	73.7%	19659	71.2%
Grade 11 LIT VM	26967	73.8%	19376	71.3%
Grade 3 Math	28179	86.1%	24518	86.4%
Grade 4 Math	28130	78.2%	24561	78.5%
Grade 5 Math	27116	70.3%	22197	70.1%
Grade 6 Math	27740	74.4%	22615	73.3%
Grade 7 Math	29020	71.3%	24078	70.2%
Grade 8 Math	21368	58.4%	18440	57.1%
Algebra	22778	77.4%	17720	75.5%
Geometry	21947	76.3%	16008	75.2%

Note: VM = Vertical Moderation

#### Concordant Samples for Horizontal Moderation

Two sets of concordant samples, one for ACTAAP 2014 and the other for PARCC 2015, were assembled for the horizontal moderation (linking) as defined in the introductory section of this document. Students included in these concordant samples are those from the stable schools (after random sampling) who have *complete data* on ACTAPP 2014 and PARCC 2015, and on academic and demographic covariates used in propensity score weighting (PSW). The N counts of the concordant samples are slightly smaller than the N counts of students included in the stable schools, after random sampling in large schools. The changes in the number of students in the sample before and after random sampling from very large schools are provided in Table 5.

TABLE 5: *Change of Student Numbers after Select in Stable Schools and Sample from Large Schools*

Grade / Test	2014			2015		
	Tested Population	Stable Schools	Random Sample	Tested Population	Stable Schools	Random Sample
Grade 3 LIT	33149	28291	24593	32697	27660	23939
Grade 4 LIT	33343	28460	24740	32906	27699	24114
Grade 5 LIT	33258	27265	22350	33159	26936	21845
Grade 6 LIT	33622	27765	22645	33053	26486	21537
Grade 7 LIT	33912	29385	24511	33648	28651	23959
Grade 8 LIT	33595	28273	23361	33579	27691	23073
Grade 8 LIT VM	15768	12697	9669			
Grade 9 LIT				33527	12341	9524
Grade 10 LIT				32035	27866	19800
EOC LIT	30808	27269	19659			
Grade 11 LIT VM	30383	26967	19376			
Grade 3 Math	33172	28179	24518	32738	27443	23757
Grade 4 Math	33378	28130	24561	32935	27330	23747
Grade 5 Math	33293	27116	22197	33197	26674	21917
Grade 6 Math	33650	27740	22615	33063	26389	21384
Grade 7 Math	33669	29020	24078	33445	28279	23515
Grade 8 Math	27094	21368	18440	27311	21031	18104
Algebra	30444	22778	17720	32548	23301	18247
Geometry	32559	21947	16008	30730	21033	14869

Note: VM = Vertical Moderation

### **Section 3: Major Steps in Propensity Score Weighting**

#### **General Descriptions of Propensity Score Weighting**

PSW was implemented to establish statistical equivalence on important background characteristics between 2014 ACTAAP and 2015 PARCC concordant student samples. The purpose of using PSW was to correct for differences, if any, between these two groups on the observable covariates. PSW is often used where randomization cannot be used to select various groups for a study (See, for example, Guo & Fraser, 2010). It may be noted that, once computed, propensity scores can be used in further analysis by conditioning methods such as matching and weighting. The propensity score weighting (PSW) method was selected for this study so that all students comprising the concordant samples would be included in the determination of the final concordant cut scores. Technical details about PSW may be found in the paper by Harder et al. (2010).

Because grade 9 and grade 10 ELA tests in 2015 PARCC have no equivalent tests in 2014, propensity score weighting was not used for these two tests.

### Demographic Covariates Used in Propensity Score Calculation

Both academic and demographic variables were used as covariates in propensity score calculation. The academic covariates were students' prior year achievement on the same test or a standardized test of the similar construct. The demographic covariates included race/ethnicity, free and reduced lunch price (FRLP), inclusion in limited English programs (LEP), and special education (SPED).

### Academic Covariates Used in Propensity Score Calculation

For grade 3 math and literacy, academic covariates were scale scores on grade 2 Iowa Test of Basic Skills for math and language. For other grades/tests, there were two options for academic covariates. Option A utilizes students' ACTAAP assessment scores from the previous year and Option B uses students' Iowa Tests of Basic Skills (ITBS) scores in the same way. It may be noted that the ITBS and ACTAAP tests for grades 3-8 share a number of common items at each grade/test; so the current year ITBS score cannot be used as covariate. Details for these options follow.

Option A: For grade 4 through 8 math and literacy, academic covariates were scale scores on the ACTAAP assessment from the previous year (2013 ACTAAP for 2014 ACTAAP and 2014 ACTAAP for 2015 PARCC). For algebra, the academic covariate was the previous year ACTAAP math. For geometry, the academic covariate was the previous year ACTAAP algebra. For grade 3, the only covariate available was the prior year ITBS. Therefore, Option B is used for grade 3 in all cases.

Option B: For grade 3 through 8 math and literacy, academic covariates were scale scores on the ITBS math and language from the previous year (2013 ITBS for 2014 ACTAAP and 2014 ITBS for 2015 PARCC). For algebra and geometry, the academic covariate was the previous year ITBS math.

With two options for academic covariate, there are two options for concordant samples. These will be referred to as "Type A Concordant Sample" and "Type B Concordant Sample" in the remaining part of this documentation. The sample sizes after matching on prior year academic covariates are provided in Table 6.



TABLE 6: *Students Counts in Samples after Matching on Prior Year Achievement*

Grade / Test	2014			2015		
	Random Sample	Type A	Type B	Random Sample	Type A	Type B
Grade 3 LIT	24593	NA	23183	23939	NA	22632
Grade 4 LIT	24740	22788	23719	24114	21987	23129
Grade 5 LIT	22350	20682	21528	21845	20070	21054
Grade 6 LIT	22645	20893	21719	21537	19849	20707
Grade 7 LIT	24511	22544	23393	23959	21950	22852
Grade 8 LIT	23361	21566	22330	23073	21227	22024
Grade 3 Math	24518	NA	23110	23757	NA	22445
Grade 4 Math	24561	22610	23479	23747	21630	22664
Grade 5 Math	22197	20556	21363	21917	20135	21100
Grade 6 Math	22615	20855	21656	21384	19699	20552
Grade 7 Math	24078	22125	22920	23515	21468	22376
Grade 8 Math	18440	16950	17617	18104	16537	17213
Algebra	17720	15886	16544	18247	16108	16819
Geometry	16008	12776	13769	14869	12706	13140

*Software for PSW*

SAS procedure LOGISTIC (GLOGIT as the linking function) was used to calculate propensity scores (SAS, 2013). Inverse probability of treatment weights (Robins et al., 1994) was calculated to incorporate propensity scores into further analysis. To control for bias from extreme weights, we first stabilized the weights with normalization and then trimmed the stabilized weights to range between 0.1 and 10 as suggested in Harder, Stuart, & Anthony (2010).

*Characteristics of PSW Weighted Concordant Samples*

For illustration purposes, the major characteristics of the two PSW concordant samples are listed in Tables 7A and 7B for grade 4 LIT/ELA. Similar tables for each grade/test are provided in the Appendix.

*TABLE 7A: Characteristics of Type A Concordant Sample for Grade 4 LIT/ELA Test*

Covariate		Without PSW			With PSW		
		A 2014	P 2015	<i>p</i> -value	A 2014	P 2015	<i>p</i> -value
	N	22788	21987		22788	21987	
Academic (PARCC)	Mean	656.90	644.05	<0.05	650.68	650.72	0.98
	SD	186.34	193.84		188.29	192.91	
FRLP	%	61.50	62.07	0.21	61.79	61.78	0.99
LEP	%	10.04	10.15	0.70	10.10	10.10	1.00
SPED	%	11.12	11.16	0.88	11.13	11.12	0.97
Hispanic	%	12.88	13.45	0.07	13.17	13.17	1.00
African-American	%	18.10	17.72	0.30	17.90	17.90	1.00
Asian	%	1.61	1.58	0.79	1.59	1.60	1.00
Native-American	%	0.69	0.55	0.05	0.62	0.62	1.00
Pacific Islander	%	0.61	0.66	0.51	0.64	0.64	1.00
More than two races	%	1.12	2.07	<0.05	1.59	1.59	1.00
White	%	64.99	63.97	<0.05	64.49	64.49	1.00

Note: A = ACTAAP; P = PARCC

*TABLE 7B: Characteristics of Type B Concordant Sample for Grade 4 LIT/ELA Test*

Covariate		Without PSW			With PSW		
		A 2014	P 2015	<i>p</i> -value	A 2014	P 2015	<i>p</i> -value
	N	23719	23129		23719	23129	
Academic (ITBS)	Mean	184.43	183.28	<0.05	183.87	183.87	1.00
	SD	18.80	18.66		18.73	18.82	
FRLP	%	62.26	63.09	0.06	62.69	62.68	0.99
LEP	%	9.87	10.12	0.37	9.99	9.99	1.00
SPED	%	11.14	11.44	0.32	11.29	11.28	0.98
Hispanic	%	12.81	13.40	0.06	13.10	13.10	1.00
African-American	%	18.20	18.02	0.63	18.11	18.11	1.00
Asian	%	1.61	1.59	0.87	1.60	1.60	1.00
Native-American	%	0.71	0.55	<0.05	0.63	0.63	0.99
Pacific Islander	%	0.59	0.74	0.06	0.67	0.66	1.00
More than two races	%	1.13	2.11	<0.05	1.61	1.62	0.99
White	%	64.94	63.58	<0.05	64.28	64.28	1.00

Note: A = ACTAAP; P = PARCC

Tables 7A and 7B illustrate how PSW resulted in two statistically equivalent concordant student samples between 2014 ACTAAP and 2015 PARCC on the Grade 4 LIT/ELA tests. Without PSW, the two groups have significant differences on several of the covariates as evidenced by the *p*-values less than 0.05 for these covariates. However, after weighting on PSW, all the group differences were reduced to close to zero as evidenced by all *p*-values close to 1.00 for all covariates. The lack of significant difference on some covariates before PSW reflects the fact that the student composition of schools in terms of academic and demographic variables

(such as FRLP, LEP, SPED, and race/ethnicity) does not change much from one year to the next. It may also be noted from the cited tables that, in the context of statistical modeling, the PSW process creates “synthetic” 2014 ACTAAP and 2015 PARCC concordant (weighted) student samples for which the common background characteristics stand somewhere between the background characteristics of the two unweighted samples.

## **Section 4: Determination of 2015 PARCC Concordant Scores**

### **General Procedures**

Once the two PSW concordant student samples were identified, the 2014 ACTAAP and 2015 PARCC PSW test score distributions were compiled. The proportion of students in the combined levels of Proficient and Advanced on each 2014 ACTAAP test was computed and used to project a cut score on the corresponding 2015 PARCC test. All in all, the cut score calculations were based on the propensity score weights applied to the students in the two PSW concordant student groups.

### **Rounding**

The following rounding rule, adopted by ADE under advisement from the Arkansas Technical Advisory Committee on Assessment for use with ACTAAP assessments, was used in locating the PARCC 2015 cut score. “If the scale score immediately below the performance standard is closer to the standard than is the first scale score above the standard, then the lower scale score is set to the standard, regardless of rounding.” (TAC/Assessment Minutes, March 2006 Meeting).

### **Results of 2015 PARCC Cut Scores**

Table 8A records the 2015 PARCC Type A concordant cut scores for all tests/grades except the Grade 9 and 10 English tests (where a vertical moderation process was used). These scores are based on Option A which used the prior year ACTAAP scores as covariates.

*TABLE 8A: Type A PARCC 2015 Cut Scores*

Grade/Test	2014 ACTAAP % at Prof. and Above With PSW*	2015 PARCC % at Cut Score and Above With PSW*	2015 PARCC Type A Cut Score
Grade 4 LIT	84.82	84.57	707
Grade 5 LIT	84.21	83.88	706
Grade 6 LIT	70.31	69.94	724
Grade 7 LIT	76.97	77.21	713
Grade 8 LIT	78.86	78.95	707
Grade 4 Math	78.03	78.25	710
Grade 5 Math	68.28	67.68	719
Grade 6 Math	72.61	72.42	716
Grade 7 Math	69.86	70.68	719
Grade 8 Math	57.54	57.57	716
Algebra	76.43	76.03	715
Geometry	74.37	74.29	717

\*Based on preliminary data and subject to some variation after appeals and corrections

Table 8B records the 2015 PARCC Type B concordant cut scores for all tests/grades except the Grade 9 and 10 English tests (where a vertical moderation process was use). These scores are based on Option B which used the prior year ITBS scores as covariates.

*TABLE 8B: Type B PARCC 2015 Cut Scores*

Grade/Test	2014 ACTAAP % at Prof. and Above With PSW*	2015 PARCC % at Cut Score and Above With PSW*	2015 PARCC Type B Cut Score
Grade 3 LIT	80.04	80.34	699
Grade 4 LIT	84.84	84.71	706
Grade 5 LIT	84.14	84.44	705
Grade 6 LIT	70.56	70.93	722
Grade 7 LIT	77.80	78.16	710
Grade 8 LIT	77.95	78.22	708
Grade 3 Math	87.12	87.09	702
Grade 4 Math	78.29	78.24	709
Grade 5 Math	70.26	70.40	715
Grade 6 Math	73.28	73.81	714
Grade 7 Math	70.79	71.07	717
Grade 8 Math	56.75	57.56	716
Algebra	76.14	75.62	715
Geometry	76.59	76.23	716

\*Based on preliminary data and subject to some variation after appeals and corrections

Table 9 records the lower of the 2015 PARCC Type A and Type B concordant cut scores for all tests/grades except the Grade 9 and 10 English tests (where a vertical moderation process was used.)

***TABLE 9: The Lower PARCC 2015 Cut Scores Based on Type A and Type B***

Grade/Test	2015 PARCC Type A Cut Score	2015 PARCC Type B Cut Score	2015 PARCC Smaller Cut Score
Grade 3 LIT	NA	699	699
Grade 4 LIT	707	706	706
Grade 5 LIT	706	705	705
Grade 6 LIT	724	722	722
Grade 7 LIT	713	710	710
Grade 8 LIT	707	708	707
Grade 3 Math	NA	702	702
Grade 4 Math	710	709	709
Grade 5 Math	719	715	715
Grade 6 Math	716	714	714
Grade 7 Math	719	717	717
Grade 8 Math	716	716	716
Algebra	715	715	715
Geometry	717	716	716

## **Section 5: Vertical Moderation for English Grades 9 and 10**

### **Issues**

Arkansas administered the PARCC tests of Grade 9 ELA and Grade 10 ELA in 2015. There were no 2014 ACTAAP LIT tests for these grades. The two Arkansas tests adjacent to Grades 9 and 10 are the ACTAAP LIT tests at Grade 8 and Grade 11. Since the “equivalent groups” design cannot be used here, a “vertical moderation” process based on stable schools was called upon to calculate the concordant scores on Grade 9 ELA and Grade 10 ELA. The process of vertical moderation (articulation) has been used in a number of cross-grade standard settings to smooth out cut scores across a range of grades to assure some level of consistency in the trend line of student performance. (Lissitz & Huynh, 2003; Huynh & Schneider, 2005; Buckendahl, Huynh, Siskind, & Sanders, 2005). *Applied Measurement in Education* (2005) has an entire issue devoted to this topic.

### **Vertical Moderation Process**

The vertical moderation process used in this study does not involve any propensity score weighting and is comprised of the following major steps. All students comprising the “stable schools” (after random sampling) were fully included in the moderation process.

Step 1: The lower-grade and higher-grade anchor points were determined. The lower-grade anchor point for vertical moderation is the proportion of grade 8 students in the combined Proficient and Advanced levels on the 2014 Grade 8 LIT test from the stable schools having both grade 8 and grade 9. The higher-grade anchor point for vertical moderation is the proportion of grade 11 students in the combined Proficient and Advanced levels on the 2014 EOC LIT test from the stable schools having both grade 10 and grade 11. It was found that the lower-grade anchor is 78.83% and the upper-grade anchor is 71.27%.

Step 2: Next, by using the two anchor points previously found and a linear interpolation, the proportion of students “At Cut Score and Above” for the 2015 PARCC was projected to be 76.31% for Grade 9 ELA and 73.79% for Grade 10 ELA.

Step 3: The PARCC 2015 Grade 9 ELA score distribution was compiled for all Grade 9 students in stable schools having both grade 8 and grade 9. The PARCC 2015 Grade 10 ELA score distribution was also compiled for all Grade 10 students in stable schools having both grade 10 and grade 11.

Step 4: The proportions of students at “At Cut Score and Above” found in Step 2 were projected onto the PARCC 2015 test score distributions in order to determine the PARCC 2015 cut scores. The ADE rounding rule previously cited was also applied.

### Results

The resulting 2015 PARCC cut scores are 713 for Grade 9 ELA and 708 for Grade 10 ELA.

## **Section 6: Conclusion**

Combining results from section 4 and section 5, cut scores for all 2015 PARCC grade/tests are listed in Table 10.

*TABLE 10: 2015 PARCC Cut Scores*

Grade/Test	ELA / LIT	Math
Grade 3	699	702
Grade 4	706	709
Grade 5	705	715
Grade 6	722	714
Grade 7	710	717
Grade 8	707	716
Grade 9	713	
Grade 10	708	
Algebra I		715
Geometry		716

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## Appendix One

### *Characteristics of Type A Concordant Samples*

#### EOC ALG

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	15886	16108		15886	16108	
Academic	Mean	745.46	741.60	<0.05	743.37	743.43	0.95
	SD	86.58	84.29		86.66	84.46	
FRLP	%	57.38	58.49	<0.05	57.98	57.96	0.97
LEP	%	5.11	4.94	0.47	5.03	5.04	0.99
SPED	%	4.64	5.19	<0.05	4.91	4.91	1.00
Hispanic	%	8.74	9.01	0.39	8.89	8.89	1.00
African-American	%	21.01	20.44	0.21	20.72	20.72	1.00
Asian	%	1.33	1.24	0.49	1.29	1.29	1.00
Native-American	%	0.72	0.56	0.08	0.64	0.64	1.00
Pacific Islander	%	0.17	0.17	0.93	0.17	0.17	1.00
More than two races	%	0.59	1.76	<0.05	1.19	1.18	0.94
White	%	67.44	66.80	0.22	67.10	67.11	0.99

#### EOC GEO

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	12776	12706		12776	12706	
Academic	Mean	234.47	230.53	<0.05	232.59	232.59	0.99
	SD	38.63	40.14		38.95	40.09	
FRLP	%	54.25	54.26	0.99	54.28	54.28	0.99
LEP	%	3.58	4.12	<0.05	3.85	3.84	0.99
SPED	%	3.95	3.82	0.58	3.87	3.86	0.99
Hispanic	%	7.04	8.30	<0.05	7.69	7.68	0.98
African-American	%	20.15	19.63	0.29	19.92	19.92	1.00
Asian	%	1.34	1.03	<0.05	1.19	1.19	0.98
Native-American	%	0.82	0.72	0.33	0.77	0.77	1.00
Pacific Islander	%	0.21	0.15	0.25	0.18	0.18	0.97
More than two races	%	0.79	1.53	<0.05	1.15	1.16	0.97
White	%	69.64	68.65	0.09	69.10	69.10	0.99

### GRADE 4 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	22788	21987		22788	21987	
Academic	Mean	656.90	644.05	<0.05	650.68	650.72	0.98
	SD	186.34	193.84		188.29	192.91	
FRLP	%	61.50	62.07	0.21	61.79	61.78	0.99
LEP	%	10.04	10.15	0.70	10.10	10.10	1.00
SPED	%	11.12	11.16	0.88	11.13	11.12	0.97
Hispanic	%	12.88	13.45	0.07	13.17	13.17	1.00
African-American	%	18.10	17.72	0.30	17.90	17.90	1.00
Asian	%	1.61	1.58	0.79	1.59	1.60	1.00
Native-American	%	0.69	0.55	0.05	0.62	0.62	1.00
Pacific Islander	%	0.61	0.66	0.51	0.64	0.64	1.00
More than two races	%	1.12	2.07	<0.05	1.59	1.59	1.00
White	%	64.99	63.97	<0.05	64.49	64.49	1.00

### GRADE 4 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	22610	21630		22610	21630	
Academic	Mean	609.61	601.35	<0.05	605.57	605.60	0.97
	SD	93.74	93.96		93.82	94.78	
FRLP	%	61.71	62.65	<0.05	62.18	62.17	0.98
LEP	%	10.31	10.39	0.77	10.37	10.37	1.00
SPED	%	11.13	11.41	0.34	11.29	11.28	0.99
Hispanic	%	13.06	13.53	0.14	13.29	13.29	1.00
African-American	%	18.01	17.64	0.30	17.81	17.80	0.98
Asian	%	1.75	1.63	0.33	1.69	1.69	0.99
Native-American	%	0.71	0.59	0.10	0.65	0.65	0.99
Pacific Islander	%	0.63	0.69	0.43	0.66	0.66	1.00
More than two races	%	1.12	2.08	<0.05	1.59	1.59	0.99
White	%	64.72	63.85	0.06	64.31	64.32	0.98

### GRADE 5 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	20682	20070		20682	20070	
Academic	Mean	737.08	730.16	<0.05	733.57	733.58	1.00
	SD	165.25	165.33		166.54	164.79	
FRLP	%	62.22	62.75	0.27	62.45	62.46	0.98
LEP	%	10.49	10.19	0.33	10.32	10.32	1.00
SPED	%	10.71	10.95	0.45	10.84	10.84	0.99
Hispanic	%	13.15	13.52	0.28	13.32	13.32	1.00
African-American	%	18.77	18.31	0.22	18.53	18.53	1.00
Asian	%	1.55	1.49	0.61	1.52	1.52	1.00
Native-American	%	0.60	0.54	0.41	0.57	0.57	1.00
Pacific Islander	%	0.72	0.69	0.73	0.70	0.70	1.00
More than two races	%	0.94	1.95	<0.05	1.44	1.44	1.00
White	%	64.26	63.51	0.11	63.92	63.92	1.00

### GRADE 5 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	20556	20135		20556	20135	
Academic	Mean	642.85	624.15	<0.05	633.88	634.06	0.85
	SD	91.07	93.88		92.31	95.76	
FRLP	%	62.00	62.73	0.13	62.26	62.24	0.97
LEP	%	10.68	10.64	0.88	10.62	10.62	0.99
SPED	%	10.46	10.86	0.19	10.70	10.67	0.94
Hispanic	%	13.31	13.83	0.12	13.55	13.54	1.00
African-American	%	18.79	18.19	0.12	18.47	18.45	0.95
Asian	%	1.60	1.52	0.54	1.57	1.57	1.00
Native-American	%	0.61	0.55	0.41	0.58	0.57	0.97
Pacific Islander	%	0.75	0.72	0.73	0.74	0.74	0.97
More than two races	%	0.93	1.90	<0.05	1.41	1.41	1.00
White	%	64.01	63.28	0.12	63.68	63.71	0.95

### GRADE 6 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	20893	19849		20893	19849	
Academic	Mean	769.92	763.03	<0.05	766.60	766.59	0.99
	SD	166.02	166.88		167.44	166.14	
FRLP	%	63.21	63.42	0.66	63.32	63.33	0.99
LEP	%	6.72	7.13	0.10	6.92	6.91	1.00
SPED	%	10.38	10.18	0.52	10.29	10.29	1.00
Hispanic	%	9.92	10.66	<0.05	10.27	10.27	1.00
African-American	%	21.27	20.49	0.06	20.90	20.90	1.00
Asian	%	1.23	1.21	0.85	1.22	1.22	1.00
Native-American	%	0.61	0.56	0.48	0.59	0.59	1.00
Pacific Islander	%	0.23	0.23	0.97	0.23	0.23	1.00
More than two races	%	0.90	1.84	<0.05	1.36	1.36	0.98
White	%	65.84	65.00	0.08	65.43	65.42	1.00

### GRADE 6 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	20855	19699		20855	19699	
Academic	Mean	650.32	640.09	<0.05	644.91	644.94	0.98
	SD	95.93	87.15		96.15	88.62	
FRLP	%	63.53	63.65	0.80	63.64	63.65	0.99
LEP	%	7.07	7.39	0.22	7.22	7.22	0.98
SPED	%	10.41	10.29	0.69	10.41	10.41	0.99
Hispanic	%	10.29	10.85	0.06	10.55	10.55	0.98
African-American	%	21.07	20.38	0.08	20.83	20.84	0.99
Asian	%	1.25	1.27	0.87	1.26	1.26	0.99
Native-American	%	0.67	0.55	0.13	0.61	0.61	0.98
Pacific Islander	%	0.19	0.25	0.18	0.22	0.22	0.99
More than two races	%	0.94	1.88	<0.05	1.39	1.39	0.97
White	%	65.60	64.83	0.10	65.14	65.13	0.99

### GRADE 7 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	22544	21950		22544	21950	
Academic	Mean	738.98	719.69	<0.05	728.70	728.77	0.97
	SD	172.56	166.90		176.24	165.68	
FRLP	%	61.82	62.20	0.41	62.03	62.02	0.98
LEP	%	6.47	6.83	0.13	6.66	6.66	0.99
SPED	%	9.49	9.56	0.80	9.57	9.57	1.00
Hispanic	%	9.51	10.71	<0.05	10.11	10.11	1.00
African-American	%	21.03	20.37	0.09	20.75	20.76	0.98
Asian	%	1.46	1.20	<0.05	1.34	1.33	0.99
Native-American	%	0.71	0.57	0.06	0.64	0.64	1.00
Pacific Islander	%	0.31	0.19	<0.05	0.25	0.25	0.99
More than two races	%	0.84	1.58	<0.05	1.21	1.21	0.98
White	%	66.14	65.37	0.09	65.69	65.69	1.00

### GRADE 7 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	22125	21468		22125	21468	
Academic	Mean	712.50	700.00	<0.05	706.67	706.70	0.98
	SD	98.49	102.14		98.44	103.35	
FRLP	%	62.38	62.46	0.87	62.39	62.37	0.98
LEP	%	6.58	7.06	<0.05	6.79	6.79	1.00
SPED	%	9.57	9.60	0.92	9.53	9.53	1.00
Hispanic	%	9.65	10.80	<0.05	10.19	10.19	0.98
African-American	%	21.56	21.02	0.16	21.28	21.28	1.00
Asian	%	1.33	1.09	<0.05	1.22	1.22	1.00
Native-American	%	0.72	0.60	0.11	0.66	0.65	0.97
Pacific Islander	%	0.29	0.20	0.08	0.25	0.25	1.00
More than two races	%	0.80	1.56	<0.05	1.17	1.17	0.99
White	%	65.65	64.72	<0.05	65.23	65.23	1.00

### GRADE 8 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	21566	21227		21566	21227	
Academic	Mean	783.64	786.69	0.05	785.19	785.22	0.98
	SD	162.83	159.75		162.33	160.55	
FRLP	%	61.41	61.34	0.88	61.39	61.37	0.97
LEP	%	6.22	6.44	0.34	6.34	6.34	0.99
SPED	%	9.00	9.05	0.87	9.03	9.02	0.99
Hispanic	%	10.03	10.17	0.64	10.10	10.10	1.00
African-American	%	20.47	20.62	0.70	20.55	20.55	1.00
Asian	%	1.34	1.22	0.27	1.28	1.28	1.00
Native-American	%	0.72	0.53	<0.05	0.62	0.62	0.99
Pacific Islander	%	0.27	0.29	0.79	0.28	0.28	1.00
More than two races	%	0.65	1.66	<0.05	1.15	1.15	0.99
White	%	66.52	65.52	<0.05	66.01	66.01	1.00

### GRADE 8 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	16950	16537		16950	16537	
Academic	Mean	703.19	700.15	<0.05	701.66	701.66	1.00
	SD	81.80	80.25		81.75	80.39	
FRLP	%	66.05	66.32	0.60	66.18	66.17	0.99
LEP	%	7.35	7.84	0.09	7.60	7.60	1.00
SPED	%	11.22	11.12	0.77	11.18	11.18	0.99
Hispanic	%	11.14	11.37	0.49	11.26	11.26	1.00
African-American	%	22.52	22.66	0.75	22.57	22.57	1.00
Asian	%	1.00	0.91	0.43	0.96	0.96	1.00
Native-American	%	0.73	0.59	0.13	0.66	0.66	0.99
Pacific Islander	%	0.23	0.32	0.11	0.27	0.27	0.99
More than two races	%	0.80	1.57	<0.05	1.18	1.18	1.00
White	%	63.59	62.56	0.05	63.10	63.09	1.00

## Appendix Two

### *Characteristics of Type B Concordant Samples*

#### EOC ALG

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	16544	16819		16544	16819	
Academic	Mean	254.02	253.12	<0.05	253.57	253.58	0.96
	SD	27.29	28.34		27.39	28.35	
FRLP	%	58.07	59.29	<0.05	58.71	58.69	0.97
LEP	%	5.16	4.90	0.28	5.03	5.03	0.99
SPED	%	4.65	5.31	<0.05	4.98	4.98	1.00
Hispanic	%	8.78	9.00	0.48	8.89	8.89	1.00
African-American	%	20.97	20.49	0.28	20.73	20.73	1.00
Asian	%	1.31	1.25	0.64	1.28	1.28	1.00
Native-American	%	0.73	0.58	0.09	0.65	0.65	0.99
Pacific Islander	%	0.21	0.18	0.57	0.19	0.19	1.00
More than two races	%	0.57	1.77	<0.05	1.19	1.18	0.95
White	%	67.43	66.73	0.17	67.08	67.08	0.99

#### EOC GEO

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	13769	13140		13769	13140	
Academic	Mean	262.63	259.83	<0.05	261.26	261.26	1.00
	SD	29.27	29.14		29.38	29.22	
FRLP	%	52.99	54.21	<0.05	53.59	53.58	1.00
LEP	%	3.29	3.95	<0.05	3.61	3.61	1.00
SPED	%	3.54	4.00	<0.05	3.76	3.76	0.99
Hispanic	%	6.84	8.07	<0.05	7.44	7.44	1.00
African-American	%	19.49	19.67	0.72	19.59	19.59	1.00
Asian	%	1.39	1.10	<0.05	1.25	1.25	1.00
Native-American	%	0.78	0.68	0.38	0.73	0.74	0.99
Pacific Islander	%	0.20	0.15	0.39	0.17	0.17	0.99
More than two races	%	0.76	1.49	<0.05	1.11	1.11	0.99
White	%	70.55	68.83	<0.05	69.70	69.70	1.00

### GRADE 3 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	23183	22632		23183	22632	
Academic	Mean	171.06	170.44	<0.05	170.75	170.75	0.99
	SD	19.11	18.87		19.03	19.00	
FRLP	%	62.74	63.80	<0.05	63.26	63.26	1.00
LEP	%	8.49	9.05	<0.05	8.76	8.76	1.00
SPED	%	11.08	11.54	0.12	11.27	11.29	0.97
Hispanic	%	11.59	13.09	<0.05	12.34	12.33	1.00
African-American	%	18.38	17.67	<0.05	18.02	18.02	1.00
Asian	%	1.69	1.27	<0.05	1.48	1.48	1.00
Native-American	%	0.70	0.56	<0.05	0.63	0.63	1.00
Pacific Islander	%	0.50	0.58	0.20	0.54	0.54	1.00
More than two races	%	1.19	2.23	<0.05	1.70	1.70	0.99
White	%	65.95	64.61	<0.05	65.29	65.29	1.00

### GRADE 3 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	23110	22445		23110	22445	
Academic	Mean	172.13	172.40	0.12	172.27	172.27	0.99
	SD	17.86	18.06		17.89	18.08	
FRLP	%	62.57	63.44	0.05	62.99	62.98	1.00
LEP	%	8.37	8.96	<0.05	8.65	8.65	1.00
SPED	%	11.22	11.52	0.31	11.34	11.35	0.97
Hispanic	%	11.55	13.06	<0.05	12.30	12.30	1.00
African-American	%	17.61	16.57	<0.05	17.10	17.10	1.00
Asian	%	1.65	1.37	<0.05	1.51	1.51	1.00
Native-American	%	0.71	0.55	<0.05	0.63	0.63	1.00
Pacific Islander	%	0.47	0.47	0.99	0.47	0.47	1.00
More than two races	%	1.22	2.23	<0.05	1.72	1.72	1.00
White	%	66.79	65.75	<0.05	66.28	66.28	1.00



### GRADE 4 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	23719	23129		23719	23129	
Academic	Mean	184.43	183.28	<0.05	183.87	183.87	1.00
	SD	18.80	18.66		18.73	18.82	
FRLP	%	62.26	63.09	0.06	62.69	62.68	0.99
LEP	%	9.87	10.12	0.37	9.99	9.99	1.00
SPED	%	11.14	11.44	0.32	11.29	11.28	0.98
Hispanic	%	12.81	13.40	0.06	13.10	13.10	1.00
African-American	%	18.20	18.02	0.63	18.11	18.11	1.00
Asian	%	1.61	1.59	0.87	1.60	1.60	1.00
Native-American	%	0.71	0.55	<0.05	0.63	0.63	0.99
Pacific Islander	%	0.59	0.74	0.06	0.67	0.66	1.00
More than two races	%	1.13	2.11	<0.05	1.61	1.62	0.99
White	%	64.94	63.58	<0.05	64.28	64.28	1.00

### GRADE 4 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	23479	22664		23479	22664	
Academic	Mean	188.29	187.61	<0.05	187.96	187.96	0.99
	SD	19.50	19.97		19.47	20.06	
FRLP	%	62.49	63.61	<0.05	63.05	63.04	0.99
LEP	%	10.17	10.45	0.31	10.30	10.30	1.00
SPED	%	11.16	11.65	0.10	11.41	11.40	0.98
Hispanic	%	12.99	13.53	0.08	13.25	13.25	1.00
African-American	%	18.11	17.89	0.53	17.99	17.99	1.00
Asian	%	1.74	1.67	0.56	1.70	1.70	1.00
Native-American	%	0.72	0.59	0.08	0.66	0.66	1.00
Pacific Islander	%	0.62	0.76	0.08	0.69	0.69	1.00
More than two races	%	1.15	2.11	<0.05	1.62	1.62	0.99
White	%	64.67	63.45	<0.05	64.08	64.08	0.99

### GRADE 5 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	21528	21054		21528	21054	
Academic	Mean	205.24	204.28	<0.05	204.76	204.76	0.99
	SD	25.73	25.81		25.66	25.95	
FRLP	%	63.06	63.73	0.15	63.36	63.37	0.98
LEP	%	10.33	10.22	0.71	10.27	10.27	1.00
SPED	%	10.80	11.09	0.34	10.95	10.94	0.98
Hispanic	%	12.99	13.47	0.14	13.22	13.22	1.00
African-American	%	18.95	18.45	0.19	18.69	18.69	1.00
Asian	%	1.50	1.49	0.94	1.50	1.50	1.00
Native-American	%	0.61	0.56	0.44	0.58	0.58	0.99
Pacific Islander	%	0.72	0.77	0.59	0.75	0.75	1.00
More than two races	%	0.95	2.01	<0.05	1.48	1.48	0.99
White	%	64.27	63.25	<0.05	63.78	63.78	0.99

### GRADE 5 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	21363	21100		21363	21100	
Academic	Mean	207.00	206.72	0.18	206.87	206.87	0.99
	SD	21.13	21.70		21.14	21.74	
FRLP	%	62.83	63.73	0.06	63.24	63.26	0.97
LEP	%	10.49	10.73	0.43	10.60	10.60	1.00
SPED	%	10.53	10.98	0.14	10.77	10.76	0.98
Hispanic	%	13.11	13.85	<0.05	13.48	13.48	1.00
African-American	%	19.00	18.32	0.07	18.66	18.66	1.00
Asian	%	1.56	1.52	0.72	1.54	1.54	1.00
Native-American	%	0.62	0.56	0.43	0.59	0.59	1.00
Pacific Islander	%	0.77	0.82	0.54	0.79	0.79	1.00
More than two races	%	0.94	1.96	<0.05	1.45	1.45	0.99
White	%	64.00	62.97	<0.05	63.50	63.50	1.00

### GRADE 6 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	21719	20707		21719	20707	
Academic	Mean	214.73	214.57	0.57	214.64	214.64	1.00
	SD	29.00	29.18		29.00	29.25	
FRLP	%	63.97	64.28	0.51	64.12	64.12	0.99
LEP	%	6.64	7.10	0.06	6.87	6.87	1.00
SPED	%	10.41	10.36	0.86	10.39	10.39	1.00
Hispanic	%	9.87	10.59	<0.05	10.22	10.22	1.00
African-American	%	21.30	20.75	0.16	21.03	21.03	1.00
Asian	%	1.23	1.23	0.98	1.23	1.23	1.00
Native-American	%	0.62	0.56	0.41	0.59	0.59	1.00
Pacific Islander	%	0.24	0.25	0.81	0.25	0.25	1.00
More than two races	%	0.91	1.88	<0.05	1.38	1.38	1.00
White	%	65.83	64.75	<0.05	65.30	65.30	1.00

### GRADE 6 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	21656	20552		21656	20552	
Academic	Mean	217.69	216.46	<0.05	217.11	217.10	0.99
	SD	28.77	28.51		28.69	28.70	
FRLP	%	64.32	64.53	0.65	64.41	64.42	0.98
LEP	%	6.99	7.37	0.13	7.18	7.17	1.00
SPED	%	10.42	10.47	0.87	10.45	10.45	1.00
Hispanic	%	10.24	10.80	0.06	10.51	10.51	1.00
African-American	%	21.14	20.66	0.23	20.91	20.91	1.00
Asian	%	1.25	1.28	0.76	1.26	1.26	1.00
Native-American	%	0.66	0.55	0.13	0.61	0.61	1.00
Pacific Islander	%	0.20	0.27	0.14	0.23	0.23	1.00
More than two races	%	0.95	1.92	<0.05	1.41	1.42	0.98
White	%	65.57	64.52	<0.05	65.06	65.06	1.00

### GRADE 7 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	23393	22852		23393	22852	
Academic	Mean	227.89	226.93	<0.05	227.40	227.40	1.00
	SD	33.01	32.61		32.90	32.78	
FRLP	%	62.53	62.98	0.32	62.76	62.75	0.99
LEP	%	6.39	6.76	0.10	6.58	6.57	1.00
SPED	%	9.59	9.73	0.62	9.65	9.65	0.98
Hispanic	%	9.44	10.59	<0.05	10.01	10.01	1.00
African-American	%	21.10	20.43	0.07	20.76	20.76	1.00
Asian	%	1.43	1.20	<0.05	1.32	1.32	1.00
Native-American	%	0.73	0.60	0.09	0.66	0.66	1.00
Pacific Islander	%	0.30	0.21	0.06	0.26	0.26	1.00
More than two races	%	0.84	1.61	<0.05	1.22	1.22	1.00
White	%	66.15	65.36	0.07	65.76	65.76	1.00

### GRADE 7 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	22920	22376		22920	22376	
Academic	Mean	231.51	231.25	0.34	231.38	231.38	1.00
	SD	28.76	29.44		28.76	29.49	
FRLP	%	63.11	63.28	0.71	63.21	63.20	0.99
LEP	%	6.52	7.00	<0.05	6.76	6.76	1.00
SPED	%	9.70	9.79	0.75	9.73	9.73	0.98
Hispanic	%	9.60	10.73	<0.05	10.16	10.16	1.00
African-American	%	21.70	21.09	0.11	21.40	21.40	1.00
Asian	%	1.31	1.10	<0.05	1.21	1.21	1.00
Native-American	%	0.72	0.62	0.18	0.67	0.67	1.00
Pacific Islander	%	0.29	0.22	0.14	0.25	0.25	1.00
More than two races	%	0.79	1.60	<0.05	1.19	1.19	1.00
White	%	65.59	64.64	<0.05	65.12	65.12	1.00

### GRADE 8 LIT

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	22330	22024		22330	22024	
Academic	Mean	236.49	235.23	<0.05	235.85	235.87	0.96
	SD	35.07	35.03		34.98	35.22	
FRLP	%	62.06	62.01	0.93	62.07	62.05	0.97
LEP	%	6.19	6.45	0.26	6.33	6.33	0.99
SPED	%	9.20	9.23	0.92	9.22	9.22	0.98
Hispanic	%	10.00	10.21	0.46	10.11	10.11	1.00
African-American	%	20.58	20.62	0.92	20.60	20.60	1.00
Asian	%	1.32	1.26	0.58	1.29	1.29	1.00
Native-American	%	0.74	0.54	<0.05	0.64	0.64	0.99
Pacific Islander	%	0.27	0.32	0.34	0.30	0.30	1.00
More than two races	%	0.65	1.65	<0.05	1.15	1.15	0.99
White	%	66.44	65.40	<0.05	65.92	65.92	1.00

### GRADE 8 MATH

		Without PSW			With PSW		
Covariate		A 2014	P 2015	p-value	A 2014	P 2015	p-value
	N	17617	17213		17617	17213	
Academic	Mean	237.13	235.18	<0.05	236.17	236.17	0.99
	SD	27.81	27.90		27.81	28.06	
FRLP	%	66.56	66.96	0.43	66.76	66.76	0.99
LEP	%	7.28	7.88	<0.05	7.58	7.58	1.00
SPED	%	11.42	11.28	0.68	11.36	11.35	0.99
Hispanic	%	11.07	11.44	0.27	11.26	11.26	1.00
African-American	%	22.50	22.62	0.79	22.55	22.55	1.00
Asian	%	0.99	0.96	0.74	0.98	0.98	0.99
Native-American	%	0.73	0.60	0.12	0.67	0.67	0.99
Pacific Islander	%	0.24	0.36	<0.05	0.30	0.30	1.00
More than two races	%	0.79	1.55	<0.05	1.16	1.16	0.99
White	%	63.67	62.47	<0.05	63.08	63.07	1.00

## **State Board Report**

February 2016

Stacy Smith, Interim Assistant Commissioner

Division of Learning Services

## **Curriculum and Instruction**

Curriculum and Instruction Unit hosted the Governor's Council on Common Core Review to provide a briefing on the standards revision for math. Feedback from the council members in attendance was one of gratitude and praise for the work completed by Arkansas teachers from around the State. The work completed by Arkansas teachers was grounded in the original work of the adopted Common Core State Standards. Teachers from each grade level reviewed each standard to determine if revisions or clarifications were needed. Many of the standards remained the same in content; however revisions were made for clarity purposes. Many of the clarifications consisted of breaking the standards into bulleted parts; reordering the wording to put the most important skill at the front; and adding teacher notes for clarification and consistent implementation. A few standards and definitions were added, based on surveys and committee input.

English Language Arts committee work continues into the month of February. Content teachers in English, social studies, science and fine arts will participate in committee discussions around the clarification of disciplinary literacy standards. Having content teachers at the table to make content suggestions regarding examples of appropriate lessons surrounding their specific content will be invaluable.

## **Guidance and School Counseling**

Professional development and technical support regarding the completion of the 2015-2016 Student Services Report Survey will be provided electronically this month. The window for completing the reports was announced by Commissioner's Memo on January 26. A ZOOM meeting was held with a committee of Arkansas school counselors and a University of Arkansas instructor to discuss and plan a review and update of the Student Services Planning Guide.

## **Migrant Education**

Arkansas Department of Education (ADE) staff met with migrant cooperative directors on January 7, via ZOOM, to discuss the new school monitoring rubric that was put into place this year. ZOOM is proving to be very helpful as those implementing the migrant program are spread out all over the State.

Migrant school staff are focused on making sure that secondary students, especially seniors, are on track to graduate on time. Students' transcripts are reviewed this month and then work takes place with students and families to ensure that students will graduate on schedule. Cooperatives are also providing many different types of college and career readiness opportunities this month, including campus tours, help with financial aid, preparation for ACTs, calculator workshops, assistance with resumes and college applications, and other mentoring activities.

The MyOn reading program, being implemented this year on a trial basis, is proving to be very helpful for elementary students. Migrant students have few, if any books and many do not have internet access. This program provides thousands of books that can be read offline at any time. Teachers are noticing an improvement in students' lexile levels and are very complimentary of the program. Federally-required monitoring of district migrant programs continues throughout the year, and federal reports are being completed.

## **Professional Development**

Math - Professional Development planning committees are finalizing the following three new trainings that will be available summer 2016 for Arkansas math teachers: 1) "Getting Students to Reason Mathematically – It Isn't Just a Dream" for Grades 5-8; 2) "Engaging Students in Proof & Reasoning in High School Non-Geometry Courses" for Grades 9-12; and 3) "Analyzing High School Functions" for Grades 9-12. These new trainings will bring the total number of state-developed professional development offerings available for Arkansas math teachers to 29.

Math specialists continue to support teachers in their regions in a variety of ways as teachers implement the new Arkansas math standards. An important part of providing summer trainings is the follow-through support during the school year. The ADE Math Professional Development Unit supported the revision process of the Arkansas math standards during the fall 2015 committee work and continues to do so during the community feedback phase.

Science - Professional development for non-formal science educators, including Arkansas Game and Fish and State Parks staff, is being offered in January and February at four locations around the State. The non-formal educators are learning about the new K-8 science standards and how their programs can support teachers and schools in implementing the new standards.

Three new state-initiated science professional development opportunities are under development. The theme is ***Grasping Phenomenal Science: Navigating from Standards to Instruction***. There will be sessions for grades K-4, 5-8, and 9-12. These opportunities will engage teachers in grade-specific lessons consistent with the new Arkansas science standards. Participants will experience what it means for students to make sense of science phenomena.

Literacy Design Collaborative (LDC)/Mathematics Design Collaborative (MDC) - On May 10 and 11, Dr. Alan Schoenfeld from the University of California-Berkeley will facilitate training at AETN Studios in Conway on his TRU Math framework for characterizing powerful learning environments. A new professional learning model is under development for the next academic year to strengthen instruction and curriculum for teachers who are new to LDC. It will be a blended model that includes face-to-face professional development, online courses, and coaching that will be provided both virtually and in-person. Also, keynote speakers for the 2016 LDC/MDC Conference in Arkansas are being finalized. This conference will include 42 breakout sessions for participants to share their best practices and will be held on July 26 and 27 at the DoubleTree Hotel in Little Rock.

Play It Again Arkansas continues to supply instruments for beginning students who are unable to obtain their own instruments for participation in band or orchestra. Applications will be distributed in early February for the ***Governor's Award for Musical Excellence*** that will be presented in May to graduating seniors in the public schools who participate in a performing musical group: band, choir or orchestra.

## **Assessment**

District testing coordinator (DTC) training took place across the State throughout the month of January. Hope Allen and Susan Gray presented at the 12 locations listed below:

- ASU Cooper Alumni Center
- Northcentral Arkansas Education Service Cooperative
- Ozarks Unlimited Resource Education Service Cooperative
- Northwest Arkansas Education Service Cooperative



- Guy Fenter Arkansas Education Service Cooperative
- Great Rivers Education Service Cooperative
- Southeast Arkansas Education Service Cooperative
- Southwest Arkansas Education Cooperative
- DeQueen/Mena Education Service Cooperative
- Wilbur D. Mills Education Service Cooperative
- Arch Ford Education Service Cooperative
- Pulaski Technical College

During this training, all DTCs were given information about the upcoming assessments and the guidelines for administering these assessments. Representatives from ACT Aspire and ACT accompanied those from the ADE to help present information about each program. The Office of Assessment will continue to support districts preparing for testing by hosting weekly webinars centered around topics that pertain to the tests being administered. In addition, many of cooperatives are hosting workdays for schools where a representative from the Office of Assessment participates virtually to offer support and answer questions.

As of January 20, over 26,000 Aspire interim tests had been submitted from across the State, with many more scheduled in the coming weeks. Over 2,000 classroom assessments have been submitted. Many schools like the data they received from the assessments and are using the data to inform instruction.

Beginning February 1, schools will test English Language Learners using the English Language Proficiency Assessment for the 21st Century (ELPA21). ELPA21 replaces the ELDA assessment that has been used in the past in Arkansas. ELPA21 is a computer-based assessment system that measures a student's proficiency in reading, writing, speaking, listening to, and understanding English. The results of ELPA21 will be used to either exit students from the ESL program or identify areas where the student needs additional support. Arkansas adopted new ELP standards that emphasize the important connection between learning English and understanding classroom content. The ELPA21 assessments are aligned with these high-quality standards and are designed to be more engaging and interactive for students. The tests are computer based and include questions and prompts that mimic classroom interactions familiar to students, such as student presentations, hallway conversations, and debates.

Trainings for the upcoming summer are being developed to focus on using the results from the first year of Aspire data and implementing the new kindergarten screener and 1-2 assessments.

# Counting and Cardinality

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## AR Kindergarten Counting and Cardinality

Counting and Cardinality	Know number names and the count sequence
CCSS.Math.Content.K.CC.A.1	<p>Count to 100 by ones, by fives, and by tens.</p> <p>Rational: There is a noticeable gap between Kg and 2<sup>nd</sup> grade in the counting process. Since we are building on making tens, we feel that there are many manipulative (such as ten-frames, rekenreks, and even the human hands) that support the fact of 2 fives making a ten.</p>
CCSS.Math.Content.K.CC.A.2	<p>Count forward by ones from any given number up to 100.</p> <p>Rational for change: Original standard lacked clarification. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>
CCSS.Math.Content.K.CC.A.3	<p>Read, write, and represent numerals from 0 to 20.</p> <p>Note: K.CC.3 addresses the writing of numbers and using the written numerals 0-20 to describe the amount of a set of objects. Due to varied development of fine motor and visual development, a reversal of numerals is anticipated for the majority of students. While reversals should be pointed out to students, the emphasis is on the use of numerals to represent quantities rather than the correct handwriting of the actual number itself.</p> <p>Rational: Original standard lacked clarification.</p>
CCSS.Math.Content.K.CC.B.4	<p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>CCSS.Math.Content.K.CC.B.4.A</p> <p>When counting objects, say the numbers in order, pairing each object with only one number and each number with only one object (one to one correspondence).</p> <p>Rational: Clarification. Original standard was too wordy.</p> <p>CCSS.Math.Content.K.CC.B.4.B</p> <p>When counting objects, understand that the last number said tells the number of objects counted. Note: Students should understand that the number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>Rational: Clarification The "Note" portion of the standard is not part of the expectation of the skill of counting.</p>

## AR Kindergarten Counting and Cardinality

	<p>CCSS.Math.Content.K.CC.B.4.C  When counting objects, understand that each following number refers to a quantity that is one larger.  Rational: To help with general public vocabulary. (Clarification)</p> <p>CCSS.Math.Content.K.CC.B.4.D(New Standard)  Quickly identify a number of items in a set from 0-5 without counting.  e. g., dominoes, dot cubes, tally marks, ten-frames, etc.</p> <p>Rational: This is a common practice among primary teachers; however, it was not explicitly mentioned in the standards.</p>
CCSS.Math.Content.K.CC.B.5	<p>Count to answer “how many?”</p> <p>a. Count up to 20 objects arranged in a line, a rectangular array, or a circle.  b. Count up to 10 objects in a scattered configuration.  c. Given a number from 1-20, count out that many objects.</p> <p>Note: As students progress they should first move the objects, counting as they move them. Students may also line up objects to count them. If students have a scattered arrangement, they may touch each item as they count it, or if students have a scattered arrangement, they may finally be able to count them by visually scanning without touching the items.</p> <p>Rational: Clarification of standard that was too “wordy”.</p>
CCSS.Math.Content.K.CC.C.6	<p>Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10.  e.g., by using matching and counting strategies.</p> <p>Rational: Clarification of standard, and to encourage the use of vocabulary likely to be encountered in problem situations.</p>
CCSS.Math.Content.K.CC.C.7	<p>Compare two numbers between 0 and 20 presented as written numerals.</p>

## AR Kindergarten Counting and Cardinality

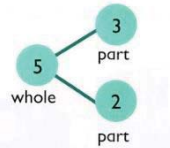
	Rational: This change aligns with CC.3 where they are reading, writing, and representing numbers to 20. It is also supports NBT.1 that is working with the numbers 11-19 to gain foundations for place value. Finally, the change addresses comments in the survey.
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<sup>1</sup> Include groups with up to ten objects

DRAFT

# Operations and Algebraic Thinking

## Kindergarten

<b>Operations and Algebraic Thinking</b>	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
CCSS.Math.Content.K.OA.A.1	<p>Represent addition and subtraction using objects, fingers, mental images, drawings<sup>1</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions (2+3), or equations (2+3 = <u>  </u>).</p> <p>Note: expressions and equation are not required, but are recommended by the end of Kindergarten.</p> <p>Include original footnote for drawing</p> <p>Rational: Clarification of standard</p>
CCSS.Math.Content.K.OA.A.2	<p>Solve real-world problems that involve addition and subtraction within 0 to 10. (e.g., by using objects or drawings to represent the problem).</p> <p>Somehow reference Table I (88)</p> <p>Rational: Clarification of standard</p>
CCSS.Math.Content.K.OA.A.3	<p>Using objects, drawings, etc. decompose (break apart) numbers less than or equal to 10 into pairs in more than one way, and record each decomposition (part) by a drawing or an equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</p> <p>Note: In Kindergarten, students should see equations and be encouraged to recognize the two parts make the whole, however, writing equations is not required. This should be developed in context before moving into how to represent decomposition with symbols (+, -, =). The number sentence only comes after pictures or work with manipulatives and students should never give the number sentence without a mathematical or pictorial representation.</p> <p>Rational: Reworded and added vocabulary for added clarification. Foundation for next standard.</p> <p>Add Picture</p> 

CCSS.Math.Content.K.OA.A.4	<p>Find the number that makes 10 when added to the given number for any number from 0 to 10, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>Note: Use of different manipulatives such as ten-frames, cubes, two-color counters, etc. assists students in visualizing these number pairs.</p> <p>Rational: Clarification of wording. Note add to assist teachers in possible use of manipulatives in teaching.</p>
CCSS.Math.Content.K.OA.A.5	<p>Fluently add and subtract within 10 by using various strategies and manipulatives.</p> <p>Note: Fluency in this standard means accuracy (correct answer,) efficiency (a reasonable amount of steps), and flexibility (using various strategies). Fluency is developed by working with many different kinds of objects over an extended period of time. This objective <b>does not require the students to instantly know the answer.</b></p> <p>Rational:</p> <ul style="list-style-type: none"> <li>• Based on the comments and recommendation on the survey</li> <li>• Alignment with Counting and Cardinality strand</li> <li>• Closes the learning gap between Kg and 1st grade</li> <li>• Clarifies the meaning of fluency at this grade level</li> </ul>



## **Grade 1**

<b>Operations and Algebraic Thinking</b>	<b>Represent and solve problems involving addition and subtraction</b>
CCSS.Math.Content.1.OA.A.1	<p>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<sup>1</sup></p> <p>Unanimous vote to keep standard the same. This standard is developmentally appropriate and preserves the idea of inverse relationships by keeping addition and subtraction together.</p>
CCSS.Math.Content.1.OA.A.2	<p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Unanimous vote to keep standard the same. The standard is developmentally appropriate due to the sum being less than or equal to 20. The wording is clear and concise.</p>

<b>Operations and Algebraic Thinking</b>	<b>Understand and apply properties of operations and the relationship between addition and subtraction</b>
CCSS.Math.Content.1.OA.B.3	<p>Apply properties of operations as strategies to add and subtract.<sup>2</sup> <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to</i></p>

	<p><i>make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></p> <p>Unanimous vote to keep this standard the same. The rationale for not changing this standard is because the key word is <b><i>apply</i></b>.</p>
CCSS.Math.Content.1.OA.B.4	<p>Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p> <p>Unanimous vote to keep this standard without changes. This standard preserves the idea of the inverse relationship between addition and subtraction.</p>

<b>Operations and Algebraic Thinking</b>	<b>Add and subtract within 20</b>
CCSS.Math.Content.1.OA.C.5	<p>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p>Unanimous vote to keep this standard the same. It is important for students to relate counting on to addition and counting back to subtraction.</p>
CCSS.Math.Content.1.OA.C.6	<p><b>A. Demonstrating fact fluency (automaticity) adding and subtracting sums no greater than 10.</b></p> <p>B. Add and subtract within 20, demonstrating <b>computational</b> fluency for addition and subtraction within 10. Use</p>

	<p>strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p>Note: computational fluency is demonstrating flexibility in the computational methods they choose, understand and can explain these methods and produce accurate answers efficiently.</p>
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<b>Operations and Algebraic Thinking</b>	<b>Work with addition and subtraction equations</b>
CCSS.Math.Content.1.OA.D.7	<p>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p> <p>Unanimous vote to leave this standard unchanged. The rationale for this decision is that the meaning of the equal sign is a huge foundational piece and is developmentally appropriate for 1st grade students.</p>
CCSS.Math.Content.1.OA.D.8	<p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i></p> <p>Unanimous vote to leave this standard unchanged. The rationale for this decision is that it builds computational</p>

	fluency and relates well back to 1. OA.A.1
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<sup>1</sup> See Glossary, Table 1

<sup>2</sup> Students need not use formal terms for these properties.

## Grade 2

<b>Operations and Algebraic Thinking</b>	<b>Represent and solve problems involving addition and subtraction</b>
CCSS.Math.Content.2.OA.A.1	<p>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, <b>representing a strategy with a related equation including a symbol for the unknown number.</b><sup>1</sup></p> <p>Link to Page 18 of the K, Counting and Cardinality; K-5 Operations and Algebraic Thinking Progression <a href="http://www.commoncoretools.wordpress.com">www.commoncoretools.wordpress.com</a></p> <p>Maybe consider having a hotlink to the Glossary, Table 1.</p>
<b>Operations and Algebraic Thinking</b>	<b>Add and subtract within 20</b>
CCSS.Math.Content.2.OA.B.2	<p>Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By end of Grade 2, know from memory all sums of two one-digit numbers.</p> <p>Note: This should be fact fluency</p>
<b>Operations and Algebraic Thinking</b>	<b>Work with equal groups of objects to gain foundations for multiplication</b>
CCSS.Math.Content.2.OA.C.3	<p>Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; <b>Write</b> an equation to express an even number <b>(up to 20)</b> as a sum of two equal addends.</p>

CCSS.Math.Content.2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns;. Write an equation to express the total as a sum of equal addends.
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<sup>1</sup> See Glossary, Table 1.

<sup>2</sup> See standard 1.OA.6 for a list of mental strategies.

### **Grade 3**

<b>Operations and Algebraic Thinking</b>	<b>Represent and solve problems involving multiplication and division</b>
CCSS.Math.Content.3.OA.A.1	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i>
CCSS.Math.Content.3.OA.A.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i>
CCSS.Math.Content.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <sup>1</sup>
CCSS.Math.Content.3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></i>

<b>Operations and Algebraic Thinking</b>	<b>Understand properties of multiplication and the relationship between multiplication and division</b>
CCSS.Math.Content.3.OA.B.5	Apply properties of operations as strategies to multiply and divide. <sup>2</sup> <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 =</math></i>

	<i>30, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i>
CCSS.Math.Content.3.OA.B.6	Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i>

<b>Operations and Algebraic Thinking</b>	<b>Multiply and divide within 100</b>
CCSS.Math.Content.3.OA.C.7	<p>A. Using computational fluency<sup>4</sup>, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations.</p> <p>B. By the end of grade 3 demonstrate fact fluency of all one digit products through nine.</p> <p>Rationale: To establish the difference between fact fluency and computational fluency.</p>

<b>Operations and Algebraic Thinking</b>	<b>Solve problems involving the four operations, and identify and explain patterns in arithmetic</b>
CCSS.Math.Content.3.OA.D.8	<p>Solve two-step word problems using the four operations.</p> <ul style="list-style-type: none"> <li>Represent these problems using equations with a letter standing for unknown quantity.</li> <li>Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<sup>3</sup></li> </ul> <p>Rationale: For clarity</p>
CCSS.Math.Content.3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>

<sup>1</sup> See Glossary, Table 2.

<sup>2</sup> Students are not required to use formal terms for these properties.

<sup>3</sup> This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in conventional order when there are no parentheses to specify a particular order (Order of Operations).

<sup>4</sup> Computational fluency is defined as a student's ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies.

## Grade 4

Operations and Algebraic Thinking	Use the four operations with whole numbers to solve problems
CCSS.Math.Content.4.OA.A.1	<p>Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>Rationale: Given example clarifies the standard</p>
CCSS.Math.Content.4.OA.A.2	<p>Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.<sup>1</sup></p> <p>Rationale: for clarification of the word symbol: Change: variable (symbol/letter)</p>
CCSS.Math.Content.4.OA.A.3	<p>Solve multistep word problems</p> <p>a. posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity.</p>

	<p>b. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Rationale: to draw attention to “assess”</p>

<b>Operations and Algebraic Thinking</b>	<b>Gain familiarity with factors and multiples</b>
CCSS.Math.Content.4.OA.B.4	<p>Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</p> <p>Note of clarification: Informal classroom discussion might include divisibility rules, finding patterns and other strategies. Students should not be assessed on divisibility rules.</p>

<b>Operations and Algebraic Thinking</b>	<b>Generate and analyze patterns</b>
CCSS.Math.Content.4.OA.C.5	<p>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p> <p>Rationale: standard is clearly stated</p>



<sup>1</sup> See Glossary, Table 2.

## **Grade 5**

<b>Operations and Algebraic Thinking</b>	<b>Write and interpret numerical expressions</b>
CCSS.Math.Content.5.OA.A.1	<p>Use grouping symbols including parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <ul style="list-style-type: none"> <li>Note: Expressions should not contain nested grouping symbols such as <math>[4+2(10+3)]</math> and they should be no more complex than the expressions one finds in an application of the associative or distributive property. e.g. <math>(8+27)+2</math> or <math>\{6 \times 30\} + \{6 \times 7\}</math></li> </ul>
CCSS.Math.Content.5.OA.A.2	<p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p>e.g. Express the calculation "add 8 and 7, then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p> <p>Rationale: Clarification</p>

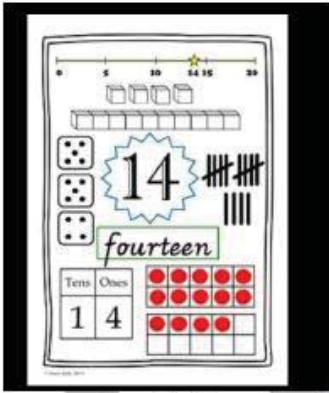
<b>Operations and Algebraic Thinking</b>	<b>Analyze patterns and relationships</b>
CCSS.Math.Content.5.OA.B.3	<p>Generate two numerical patterns, each using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs in the first quadrant of the coordinate plane.</p> <ul style="list-style-type: none"> <li>Terms of the numerical patterns will be limited to whole number coordinates.</li> </ul> <p>Rationale: Clarification</p>

# Numbers and Operations in Base 10

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## AR Numbers and Operations in Base Ten

### Kindergarten

Number and Operations in Base Ten	Work with numbers 11-19 to gain foundations for place value
CCSS.Math.Content.K.NBT.A.1	<p>Develop initial understanding of place value and the base-ten number system by showing equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects and drawings.</p>  <ul style="list-style-type: none"> <li>Graphic from Teach-Pay-Teachers, Number Representation posters</li> </ul>

### Grade 1

Number and Operations in Base Ten	Extend the counting sequence
CCSS.Math.Content.1.NBT.A.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a

## AR Numbers and Operations in Base Ten

	<p>number of objects with a written numeral.</p> <p>Unanimous vote to leave standard as is. The rationale is that it is the logical progression between kindergarten and second grade.</p>
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Number and Operations in Base Ten	Understand place value
CCSS.Math.Content.1.NBT.B.2	<p>Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <p>CCSS.Math.Content.1.NBT.B.2.A 10 can be thought of as a bundle of ten ones — called a "ten."</p> <p>CCSS.Math.Content.1.NBT.B.2.B The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</p> <p>CCSS.Math.Content.1.NBT.B.2.C The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</p> <p>The group voted unanimously to not change this standard. It is both developmentally appropriate as well as clear and concise.</p>
CCSS.Math.Content.1.NBT.B.3	<p>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p>The group unanimously voted to leave this standard unchanged. The rationale is that it lays the foundation for second grade corresponding standard.</p>

## AR Numbers and Operations in Base Ten

Numbers and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract
CCSS.Math.Content.1.NBT.B.4	<p>Add within 100 using concrete models or drawings, relate the strategy used to a written method, and be able to explain the reasoning. Strategies based on place-value, properties of operations, and/or the relationship between addition and subtraction.</p> <ul style="list-style-type: none"> <li>a. adding a two-digit number and a one-digit number</li> <li>b. adding a two-digit number and a multiple of 10</li> </ul> <p>*Note that in adding two-digit numbers, one adds tens and tens, ones and ones and sometimes it is necessary to compose a ten.</p> <p>Unanimously voted to make the above change. No content was added or left out. Only rewritten for clarification purposes.</p>
CCSS.Math.Content.1.NBT.C.5	<p>Mentally find 10 more or 10 less than a given two-digit number, without having to count. Students will explain the reasoning used.</p> <p>All voted to rewrite the standard in an effort to be clearer. No content was added or deleted.</p>
CCSS.Math.Content.1.NBT.C.6	<p>Subtract multiples of 10 from multiples of 10 (both in the range of 10-90) using concrete models or drawings, relate the strategy to a written method, and explain the reasoning used. Strategies should be based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>*Note: Differences should be zero or positive.</p> <p>Unanimous vote to rewrite for clarification purposes. No content was added or deleted.</p>



## AR Numbers and Operations in Base Ten

### Grade 2

Number and Operations in Base Ten	Understand place value
CCSS.Math.Content.2.NBT.A.1	<p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 726 equals 7 hundreds, 2 tens, and 6 ones.</p> <p>CCSS.Math.Content.2.NBT.A.1.A 100 can be thought of as a group of ten tens — called a "hundred."</p> <p>CCSS.Math.Content.2.NBT.A.1.B The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100.</p> <p>Rationale: Take out special cases because the examples are not special cases. Changed bundle to group so that we begin to build the understanding of "groups of" as the beginning understanding of multiplication.</p>
CCSS.Math.Content.2.NBT.A.2	<p>Count <b>forward and backwards</b> from any given number within 1000 by 1s, 10s, and 100s;. <b>Skip-count</b> by 5s, 10s, and 100s beginning at zero.</p> <p>Rationale: Discussion on starting from any number. Added forwards and backwards. Established a count and a skip count expectation. Wanted to make sure that the standard doesn't take away from the building of base ten knowledge.</p>
CCSS.Math.Content.2.NBT.A.3	<p>Read and write numbers to 1000 using base-ten numerals, number names, and a <b>variety of expanded forms</b>. <b>Model and describe numbers within 1000 as groups of 10 (powers of 10) in a variety of ways.</b></p> <p>Rationale: We suggest inserting a table showing examples of each for 726. We have added "a variety of expanded forms" to include more than just one way to write numbers in expanded form. Powers of 10 will be linked in glossary. We want to make sure that students are building the numbers in a variety of ways.</p>

## AR Numbers and Operations in Base Ten

CCSS.Math.Content.2.NBT.A.4	<p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols <b>and correct terminology for the symbols</b> to record the results of comparisons.</p> <p>Rationale: Added to make sure that the students are using the terms correctly rather than the “alligator ate...”</p>

Number and Operations in Base Ten	Use place value understanding and properties of operations to add and subtract
CCSS.Math.Content.2.NBT.B.5	<p>Add and subtract within 100 <b>with computational fluency</b> using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Rationale: refer to the definition of computational fluency to clarify the type of fluency.</p>
CCSS.Math.Content.2.NBT.B.6	<p>Add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>Rationale: No change is needed. Standard is appropriate and clear.</p>
CCSS.Math.Content.2.NBT.B.7	<p>Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>
CCSS.Math.Content.2.NBT.B.8	<p>Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>Rationale: No need to make changes.</p>
CCSS.Math.Content.2.NBT.B.9	<p>Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.</p>



## AR Numbers and Operations in Base Ten

Rationale: Footnote was added to the standard to clarify expectations.

Computational fluency is defined as a student's ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies.

### Grade 3

Number and Operations in Base Ten	Represent and solve problems involving multiplication and division
CCSS.Math.Content.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
CCSS.Math.Content.3.NBT.A.2	Using computational fluency <sup>2</sup> , add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
CCSS.Math.Content.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.
CCSS.Math.Content.3.NBT.A.4	<p>Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones; e.g. 7,706 can be portrayed in a variety of ways according to place value strategies. Understand the following as special cases:</p> <ul style="list-style-type: none"> <li>a. 1,000 can be thought of as a group of ten hundreds—called a thousand.</li> <li>b. The numbers 1,000, 2,000, 3,000, 4,000, 5,000, 6,000, 7,000, 8,000, 9,000 refer to one, two, three, four, five, six, seven, eight, or nine thousands.</li> <li>c.</li> </ul> <p>Rationale: There is a recognized gap between 2<sup>nd</sup> and 4<sup>th</sup> grades concerning student understanding of place value as it relates to 1000s.</p>
NBT.A.5	Read and write numbers to 10,000 using base-ten numerals, number names, and expanded form.



## AR Numbers and Operations in Base Ten

	Rationale: There is a recognized gap between 2 <sup>nd</sup> and 4 <sup>th</sup> grades concerning student understanding of place value as it relates to 1000s.
NBT.A.6	<p>Compare two four-digit numbers based on meanings of thousands, hundreds, tens, and ones digits using <math>&lt;</math>, <math>&gt;</math>, and <math>=</math> symbols to record the results of comparisons.</p> <p>Rationale: There is a recognized gap between 2<sup>nd</sup> and 4<sup>th</sup> grades concerning student understanding of place value as it relates to 1000s.</p>

<sup>1</sup> A range of algorithms may be used.

<sup>2</sup> Computational fluency is defined as a student's ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies.

### Grade 4

Number and Operations in Base Ten	Generalize place value understanding for multi-digit whole numbers
CCSS.Math.Content.4.NBT.A.1	<p>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> or <math>700 = 10 \times 70</math> by applying concepts of place value by applying concepts of place value</i></p> <p>Rationale: clarification for standard</p>
CCSS.Math.Content.4.NBT.A.2	<p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.</p> <p>Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to</p>

## AR Numbers and Operations in Base Ten

	record the results of comparisons. Rationale: standard is clear
CCSS.Math.Content.4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place. Rationale: standard is clear

<b>Number and Operations in Base Ten</b>	<b>Use place value understanding and properties of operations to perform multi-digit arithmetic</b>
CCSS.Math.Content.4.NBT.B.4	<p>Change: Add and subtract multi-digit whole numbers with computational fluency using an algorithm including but not limited to the standard algorithm</p> <p>Definition for computational fluency</p> <p>Rationale: clarification on fluency and standard algorithm</p>
CCSS.Math.Content.4.NBT.B.5	<p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Rationale: Standard is clear</p> <p>Properties of operations needs to be referenced to See Glossary page 90 table 3</p>
CCSS.Math.Content.4.NBT.B.6	<p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>Rationale: Standard is clear</p> <p>Properties of operations needs to be referenced to See Glossary page 90 table 3</p>

<sup>1</sup> Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.

## AR Numbers and Operations in Base Ten

### Grade 5

Number and Operations in Base Ten	Understand the place value system
CCSS.Math.Content.5.NBT.A.1	<p>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>Rationale: Panel decided after reviewing the comments that no clarification was needed.</p>
CCSS.Math.Content.5.NBT.A.2	<p>Students understand why multiplying or dividing by a power of 10 shifts the value of the digits of a whole number or decimal.</p> <p>CCSS.Math.Content.5.NBT.A.2.A Explain patterns in the number of zeros of the product when multiplying a whole number by powers of 10.</p> <p>CCSS.Math.Content.5.NBT.A.2.B Explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10.</p> <p>CCSS.Math.Content.5.NBT.A.2.C Use whole-number exponents to denote powers of 10.</p> <p>Rationale: Revisions made due to recommendation from the survey and interpretation of the standard by the NBT Progressions p. 18.</p>
CCSS.Math.Content.5.NBT.A.3	<p>Read, write, and compare decimals to thousandths.</p> <p>CCSS.Math.Content.5.NBT.A.3.A Read and write decimals to thousandths using base-ten numerals, number names, and expanded form(s) e.g., Using base-ten numerals "standard form" (347.392) Number name form (three-hundred forty seven and three hundred ninety-two thousandths) Expanded form(s) <math>(300 + 40 + 7 + .3 + .09 + .002 = 300 + 40 + 7 + 3/10 + 9/100 + 2/1000 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000) =</math></p>



## AR Numbers and Operations in Base Ten

	$3 \times 10^2 + 4 \times 10^1 + 7 \times 10^0 + 3 \times (1/10^1) + 9 \times (1/10^2) + 2 \times (1/10^3)$ . CCSS.Math.Content.5.NBT.A.3.B Compare two decimals to thousandths based on the value of the digits in each place, using >, =, and < symbols to record the results of comparisons.  Rationale: Revisions made due to recommendations on the survey as well as the Panel's decision to provide clarity to the standard for all stakeholders.
CCSS.Math.Content.5.NBT.A.4	Apply place value understanding to round decimals to any place.  Rationale: Panel felt as though more emphasis needed to be placed on "place value understanding" so we changed "use" to "apply".
<b>Number and Operations in Base Ten</b>	<b>Perform operations with multi-digit whole numbers and with decimals to hundredths</b>
CCSS.Math.Content.5.NBT.B.5	Fluently (efficiently, accurately and with some degree of flexibility) multiply multi-digit whole numbers using a standard algorithm. <ul style="list-style-type: none"> <li>A "standard algorithm" can be viewed as, but should not be limited to, the traditional recording system. A "standard algorithm" denotes any valid base-ten strategy.</li> </ul> Rationale: Revisions were made to the standard based on comments from the survey and the panel's view that the terms "standard algorithm" and "fluently" needed to be defined.
CCSS.Math.Content.5.NBT.B.6	CCSS.Math.Content.5.NBT.B.6.A Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on: <ul style="list-style-type: none"> <li>Place value,</li> <li>The properties of operations,</li> <li>Divisibility rules, and/or</li> </ul>

## AR Numbers and Operations in Base Ten

	<ul style="list-style-type: none"><li>• The relationship between multiplication and division.</li></ul> <p>CCSS.Math.Content.5.NBT.B.6.B</p> <p>Illustrate and explain calculations by using equations, rectangular arrays, and/or area models.</p> <p>Rationale: Panel thought the standard needed clarified and that the divisibility rules should be addressed.</p>
CCSS.Math.Content.5.NBT.B.7	<p>Perform basic operations on decimals to the hundredths place.</p> <p>CCSS.Math.Content.5.NBT.B.7.A</p> <p>Add and subtract decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>CCSS.Math.Content.5.NBT.B.7.B</p> <p>Multiply and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between multiplication and division.</p> <ul style="list-style-type: none"><li>• Division of decimals will remain consistent with CCSS.Math.Content.5.NF.B.7</li></ul> <p>CCSS.Math.Content.5.NBT.B.7.C</p> <p>Relate the strategy to a written method and explain the reasoning used.</p> <p>Rationale: Panel thought clarification was needed and that standards between decimals and fractions should remain consistent.</p>

# Measurement and Data

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## AR Measurement State Standards Revision

### Kindergarten

Measurement and Data	Describe and compare measureable attributes
CCSS.Math.Content.K.MD.A.1	Describe several measurable attributes of a single object, including length, weight, height, and temperature. (Vocabulary may include short, long, heavy, light, tall, hot, cold, warm, cool.)  Rational: Comments from the survey and clarification of the intent of the standard.
CCSS.Math.Content.K.MD.A.2	Describe the difference when comparing two objects (side-by-side) with a measurable attribute in common, to see which object has more or less of the attribute. Vocabulary could include shorter, longer, taller, lighter, heavier, warmer, cooler, or holds more.  Rational: Clarity of standard. Survey asked for examples. Building background for 1 <sup>st</sup> grade expectations not previously mentioned

Measurement and Data	Classify objects and count the number of objects in each category
CCSS.Math.Content.K.MD.B.3	Classify, sort, and count objects using both measureable and non-measureable attributes such as size, number, color, shape, etc. (Limit category count to be less than or equal to 10.) Students should be able to give the reason for the way they sorted the objects.  Rational: Clarification of standard, survey requested vocabulary and more specific information.

Measurement and Data	Work with Time and Money
CCSS.Math.Content.K.MD.A.4	a. Understand concepts of time including morning, afternoon, evening, today, yesterday, tomorrow, day, week, month, and year. Understand that clocks (analog and digital) and calendars are tools that measure time.



## AR Measurement State Standards Revision

	b. Read time to the hour on an digital and analog clock,.
	Rational: Builds foundational knowledge for the standard regarding time in grade 1.
CCSS.Math.Content.K.MD.A.5	Identify and know the value of pennies, nickels, and dimes.
	Rational: Bridges the gap to grade 2 money standards.

### Grade 1

Measurement and Data	Measure lengths indirectly and by iterating length units
CCSS.Math.Content.1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.  Unanimous vote to leave standard as is. The rationale is that it is developmentally appropriate by utilizing non-standard units.
CCSS.Math.Content.1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>  Unanimous vote to make no changes. The rationale is that it is developmentally appropriate and falls within the continuum of the projection.

Measurement and Data	Work with Time and Money
CCSS.Math.Content.1.MD.B.3	Tell and write time in hours, half-hours and quarter hours using analog and digital clocks.



## AR Measurement State Standards Revision

	Unanimous vote to add quarter hour because first grade also does quarter of a circle and $\frac{1}{4}$ in fractions.
CCSS.Math.Content.1.MD.B.4	Identify and know the value of a penny, nickel, dime and quarter. (New Standard) Unanimously voted to add this standard. The rationale for adding this standard is to build foundational skills for money standards in second grade.
CCSS.Math.Content.1.MD.B.5	Count collections of like coins (pennies, nickels and dimes). Unanimously voted to add this standard. The rationale for adding this standard is to build foundational skills for money standards in second grade.

Measurement and Data	Represent and interpret data
CCSS.Math.Content.1.MD.C.4	Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs. Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another.  Unanimously voted to rewrite for clarity and also adding the data representations of picture graph and bar graph. The rationale for this addition is because second grade is expected to create picture graph and bar graph. We felt like it would be difficult for second graders to do this if time had not been spent in first grade exposing students to these types of graphs.

## Grade 2

Measurement and Data	Measure and estimate lengths in standard units
CCSS.Math.Content.2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.  Rationale: Standard remained unchanged. Clear, concise, developmentally appropriate.
CCSS.Math.Content.2.MD.A.2	Measure the length of an object twice with two different length units. Describe how the two measurements relate to the size of the unit chosen. For example, a desktop is measured in both centimeters and inches.

## AR Measurement State Standards Revision

	<p>Student compares the size of the unit of measure and the number of those units.</p> <p>Rationale: Due to comments, clarification was needed for understanding the purpose of this standard.</p>
CCSS.Math.Content.2.MD.A.3	<p>Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Rationale: No need to change – no public comments. Standard is clear.</p>
CCSS.Math.Content.2.MD.A.4	<p>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>Rationale: No Changes were made. Standard is clear.</p>

Measurement and Data	Relate addition and subtraction to length
CCSS.Math.Content.2.MD.B.5	<p>Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, and write equations with a symbol for the unknown number to represent the problem.</p> <p>Rationale: Deleted example to clarify this standard. , e.g., by using drawings (such as drawings of rulers)</p>
CCSS.Math.Content.2.MD.B.6	<p>Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and solve addition and subtraction problems within 100 on the number line diagram.</p> <p>Rationale: clarification of standard's expectations. Deleted: <del>represent whole-number sums and differences within 100 on a number line diagram.</del></p>

Measurement and Data	Work with time and money
CCSS.Math.Content.MD.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

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	Rationale: No clarification is needed.
CCSS. Math.Content.MD.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Measurement and Data	Represent and interpret data
CCSS.Math.Content.MD.D.9	<p>A. Generate data by measuring the same attribute of similar objects to the nearest whole unit. Display the measurement data by making a line plot, where the horizontal scale is marked off in whole-number units.</p> <p>B. Generate data from multiple measurements of the same object. Make a line plot, where the horizontal scale is marked off in whole-number units to compare precision of measurements.</p> <p>Rationale: Clarification was made to this standard. The purpose of the first part of the standard is to measure the same attribute of similar objects such as writing utensils. The purpose of the 2<sup>nd</sup> part is to introduce precision by measuring the same object several times, plot the measurements and discuss the data. Separate into two skills using A and B.</p> <p>Original: Generate measurement data by measuring several the same attribute of similar objects to the nearest whole unit, or by making repeated multiple measurements of the same object to focus on precision. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</p>
CCSS.Math.Content.MD.D.10	<p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems<sup>1</sup> using information presented in a bar graph.</p> <p>Rationale: Standard will remain the same – no need to change.</p>

<sup>1</sup> See Glossary, Table 1



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### Grade 3

Measurement and Data	Solve problems involving measurement and estimation
CCSS.Math.Content.3.MD.A.1	<p>A. Tell time using the terms quarter and half as related to the hour (e.g., quarter-past 3:00, half-past 4:00, and quarter til 3:00)</p> <p>B. Tell and write time to the nearest minute.</p> <p>C. Measure time intervals in minutes.</p> <p>D. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>Rationale for: A foundation for skills necessary for elapsed time and to establish vocabulary; Rationale for B-D : For clarity</p>
CCSS.Math.Content.3.MD.A.2	<p>A. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), liters (l), gallons, quarts, pints, and cups.<sup>1</sup></p> <p>Note: Conversions can be introduced but not assessed.</p> <p>B. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.<sup>2</sup></p> <p>Rationale: To address a gap in the curriculum and for clarity.</p>

Measurement and Data	Represent and interpret data
CCSS.Math.Content.3.MD.B.3	<p>A. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p>B. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled picture graphs and scaled bar graphs.</p> <p>Rationale: For clarity</p>

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CCSS.Math.Content.3.MD.B.4	<p>A. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.</p> <p>B. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p> <p>Rationale: For clarity</p>
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Measurement and Data	Geometric measurement: understand concept of area and relate area to multiplication and to addition
CCSS.Math.Content.3.MD.C.5	<p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>CCSS.Math.Content.3.MD.C.5.A A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p> <p>CCSS.Math.Content.3.MD.C.5.B A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</p>
CCSS.Math.Content.3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
CCSS.Math.Content.3.MD.C.7	<p>Relate area to the operations of multiplication and addition.</p> <p>CCSS.Math.Content.3.MD.C.7.A Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>CCSS.Math.Content.3.MD.C.7.B Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>CCSS.Math.Content.3.MD.C.7.C Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b + c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p>

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	<p>CCSS.Math.Content.3.MD.C.7.D</p> <p>Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>
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Measurement and Data	Geometric measurement: recognize perimeter
CCSS.Math.Content.3.MD.D.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

<sup>1</sup> Excludes compound units such as cm<sup>3</sup> and finding the geometric volume of a container

<sup>2</sup> Excludes multiplicative comparison problems (problems involving notions of “times as much”; see Glossary, Table 2).

### Grade 4

Measurement and Data	Solve problems involving measurement and conversion of measurements
CCSS.Math.Content.4.MD.A.1	<p>Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec; yd, ft, in; gal, qt, pt, c. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>Rationale: more inclusive list of measurement systems</p>
CCSS.Math.Content.4.MD.A.2	<p>Change:</p> <p>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses</p>

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	<p>of objects, and money including the ability to make change. Use problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>Rationale: suggestion from stakeholders</p>
CCSS.Math.Content.4.MD.A.3	<p>Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p> <p>Rationale: clearly stated</p>

<b>Number and Operations-Fractions</b>	<b>Represent and interpret data</b>
CCSS.Math.Content.4.MD.B.4	<p>Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i></p> <p>Rationale: clearly stated</p>

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Measurement and Data	Geometric measurement: understand concepts of angle and measure angles
CCSS.Math.Content.4.MD.C.5	<p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>CCSS.Math.Content.4.MD.C.5.A An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through <math>\frac{1}{360}</math> of a circle is called a "one-degree angle," and can be used to measure angles.</p> <p>CCSS.Math.Content.4.MD.C.5.B An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</p> <p>Note of clarification: Use the degree symbol e.g. <math>360^\circ</math></p> <p>Rationale: standard is clear, added note of clarification to begin using the degree symbol</p>
CCSS.Math.Content.4.MD.C.6	<p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>Rationale: clearly stated</p>
CCSS.Math.Content.4.MD.C.7	<p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p> <p>Rationale: clearly stated</p>



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### Grade 5

Measurement and Data	Convert like measurement units within a given measurement system
CCSS.Math.Content.5.MD.A.1	<p><b>CCSS.Math.Content.5.MD.A.1.A</b> Convert among different-sized standard measurement units within the metric system. (e.g., convert 5 cm to 0.05 m)</p> <p><b>CCSS.Math.Content.5.MD.A.1.B</b> Convert among different-sized standard measurement units within the customary system. (e.g., convert 1 ½ ft to 18 in)</p> <p><b>CCSS.Math.Content.5.MD.A.1.C</b> Use these conversions in solving multi-step, real world problems.</p> <p>Rationale: Needed to distinguish that both systems were used although 5<sup>th</sup> graders are not expected to convert between metric and customary.</p>
Measurement and Data	Represent and interpret data
CCSS.Math.Content.5.MD.B.2	<p>Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).</p> <ul style="list-style-type: none"> <li>Use operations on fractions for this grade to solve problems involving information presented in line plots.</li> </ul> <p>(e.g. Given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. Given different measurements of length between the longest and shortest pieces of rope in a collection, find the length each piece of rope would measure if each rope's length were redistributed equally or other examples that demonstrate measures of center (mean, median, mode).)</p> <p>Rationale: More examples and clarification needed.</p>

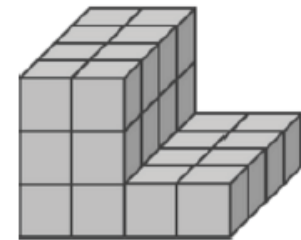
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Measurement and Data	Geometric measurement: understand concepts of volume
CCSS.Math.Content.5.MD.C.3	<p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <p>CCSS.Math.Content.5.MD.C.3.A A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.</p> <p>CCSS.Math.Content.5.MD.C.3.B A solid figure, which can be packed without gaps or overlaps using <math>n</math> unit cubes, is said to have a volume of <math>n</math> cubic units.</p> <p>Rationale: No changes needed.</p>
CCSS.Math.Content.5.MD.C.4	<p>Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p> <p>Rationale: No changes needed.</p>
CCSS.Math.Content.5.MD.C.5	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>CCSS.Math.Content.5.MD.C.5.A Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base (B). Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>CCSS.Math.Content.5.MD.C.5.B Apply the formulas <math>V = l \times w \times h</math> and <math>V = B \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p>CCSS.Math.Content.5.MD.C.5.C Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world</p>

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problems.

(e.g. John was finding the volume of this figure. He decided to break it apart into two separate rectangular prisms. John found the volume of the solid below using this expression:  $(4 \times 4 \times 1) + (2 \times 4 \times 2)$ . Decompose the figure into two rectangular prisms and shade them in different colors to show one way John might have thought about it.



Phillis also broke this solid into two rectangular prisms, but she did it differently than John. She found the volume of the solid below using this expression:  $(2 \times 4 \times 3) + (2 \times 4 \times 1)$ . Decompose the figure into two rectangular prisms and shade them in different colors to show one way Phillis might have thought about it.

Rationale: Changed b to **B** to indicate "Area of the base".

DRAFT

# Geometry

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## AR Geometry State Standards Revision

### Kindergarten

Geometry	Identify and describe shapes
CCSS.Math.Content.K.G.A.1	Describe <b>the positions of</b> objects in the environment <b>and geometric shapes in space</b> using names of shapes, and describe the relative positions of these objects. Note: Positions could be inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left, to the right of, or beside. Rational: Additional note for clarification based on standards from Indiana.
CCSS.Math.Content.K.G.A.2	Correctly name shapes regardless of their orientations or overall size. Note: Orientation refers to the way the shape is turned (upside down, sideways, etc). Rational: Clarification of the word orientation.
CCSS.Math.Content.K.G.A.3	Identify shapes as two-dimensional ( <b>lying in a plane "flat"</b> ) or three-dimensional (" <b>solid</b> "). Rational: Simplification of standard
Geometry	Analyze, compare, create, and compose shapes
CCSS.Math.Content.K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). Note: 2-D shapes: squares, circles, triangles, rectangles, and hexagons 3-D shapes: cube, cone, cylinder, and sphere Rational: Clarification of specific shapes based on survey feedback
CCSS.Math.Content.K.G.B.5	Model <b>two- and three-dimensional</b> shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Rational: Clarification
CCSS.Math.Content.K.G.B.6	Compose <b>two-dimensional</b> shapes to form larger <b>two-dimensional</b> shapes. <i>e.g., Join two squares to make a rectangle.</i> Rational: Clarification

## AR Geometry State Standards Revision

### Grade 1

Geometry	Reason with shapes and their attributes
CCSS.Math.Content.1.G.A.1	<p>Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p><i>Unanimously voted to leave this standard unchanged. It is developmentally appropriate as a progression from kindergarten. The first portion of the standard is what students should know and the second portion is how to assess that knowledge.</i></p>
CCSS.Math.Content.1.G.A.2	<p>Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, <del>and compose new shapes from the composite shape.</del><sup>1</sup></p> <p><i>Voted unanimously to delete the last phrase (and compose new shapes from the composite shape.) The rationale for this decision was two fold: First, we felt the last segment was more of an extension activity that could possibly be included in a supporting document and also, it does not relate to standards in grades before or after.</i></p>
CCSS.Math.Content.1.G.A.2	<p>Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape.</p> <p><i>Voted unanimously to make no changes to this standard.</i></p>

<sup>1</sup> Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

### Grade 2

Geometry	Reason with shapes and their attributes
CCSS.Math.Content.2.G.A.1	<p>Recognize and draw shapes having specified attributes, <del>such as a given</del> (number of angles, number of sides, or a given number of equal faces.)<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>



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	Rationale: Helping to develop Spatial Reasoning. Referred to first grade and 3 <sup>rd</sup> grade to determine the intent of this standard. Worked on specifying the defining attributes. The cube is a bridge to seeing the attributes of polygons to the composition of 3D figures for future work.
CCSS.Math.Content.2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.  Rationale: Standard will remain the same. No change made
CCSS.Math.Content.2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. <del>Recognize that equal shares of identical wholes need not have the same shape.</del>  Rationale: The strikethrough was moved to create a new standard to make it explicit. Possibly was overlooked in the current way it was written.
CCSS.Math.Content.2.G.A.4	<b>Recognize that equal shares of identical wholes need not have the same shape.</b>  <b>Provide pictorial example</b> Rationale: This standard was embedded in 2.G.A.3 and could have been overlooked.

<sup>1</sup> Sizes are compared directly or visually, not compared by measuring.

### Grade 3

Geometry	Reason with shapes and their attributes
CCSS.Math.Content.3.G.A.1	<p>A. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).</p> <p>B. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p><b>Note: An informal discussion of types of lines (parallel and perpendicular) and angles is needed; however, student assessment is not required.</b></p> <p>Rationale: Broke into A and B for clarity</p>

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CCSS.Math.Content.3.G.A.2	<p>A. Partition shapes into parts with equal areas.          B. Express the area of each part as a unit fraction of the whole.  <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</i></p> <p>Rationale: Broke into A and B for clarity</p>
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### Grade 4

Geometry	Draw and identify lines and angles, and classify shapes by properties of their lines and angles
CCSS.Math.Content.4.G.A.1	<p>Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>No Change- Rationale... basic geometric components; beginning geometric vocabulary development</p>
CCSS.Math.Content.4.G.A.2	<p>Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>Change to... classify triangles and quadrilaterals          Rationale...to clarify the focus</p>
CCSS.Math.Content.4.G.A.3	<p>Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>No Change - Rationale... already clearly defined</p>

### Grade 5

Geometry	Graph points on the coordinate plane to solve real-world and mathematical problems
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CCSS.Math.Content.5.G.A.1	<p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <ul style="list-style-type: none"> <li>Graphing will be limited to the first quadrant and the non-negative x- and y-axes only.</li> </ul> <p>Rationale: Clarification for developmentally appropriateness.</p>
CCSS.Math.Content.5.G.A.2	<p>Represent real world and mathematical problems by graphing points in the first quadrant non-negative x- and y-axes of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>Rationale: this would allow graphing points on the axis, which was not clear in original standard</p>
<b>Geometry</b>	<b>Classify two-dimensional figures into categories based on their properties</b>
CCSS.Math.Content.5.G.B.3	<p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p> <p>e.g. All rectangles have four right angles and squares are rectangles, so all squares have four right angles. All equilateral triangles are isosceles, but not all isosceles triangles are equilateral.</p> <p>Rationale: Panel felt that an additional example provided for more clarity.</p>
CCSS.Math.Content.5.G.B.4	<p>Classify two-dimensional figures in a hierarchy based on properties.</p> <ul style="list-style-type: none"> <li>Trapezoids will be defined to be a quadrilateral with at least one pair of opposite sides parallel, therefore all parallelograms are trapezoids.</li> </ul> <p>Rationale: Comments warranted change and panel felt as though definition should be included so that all Arkansas educators will be aware of the definition.</p>

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### Grade 6

Geometry	Solve real-world and mathematical problems involving area, surface area, and volume
CCSS.Math.Content.6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Unchanged
CCSS.Math.Content.6.G.A.2	<ul style="list-style-type: none"> <li>Find the volume of a right rectangular prism including fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism.</li> <li>Apply the formulas <math>V = lwh</math> and <math>V = Bh</math> to find volumes of right rectangular prisms including fractional edge lengths in the context of solving real-world and mathematical problems.</li> </ul> <p>Rationale: Do not limit to fractions, bullet for clarity</p>
CCSS.Math.Content.6.G.A.3	<p>Apply the following techniques in the context of solving real-world and mathematical problems.</p> <ul style="list-style-type: none"> <li>Draw polygons in the coordinate plane given coordinates for the vertices</li> <li>Use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.</li> </ul> <p>Rationale: clarity</p>
CCSS.Math.Content.6.G.A.4	<p>Apply the following techniques in the context of solving real-world and mathematical problems.</p> <ul style="list-style-type: none"> <li>Represent three-dimensional figures using nets made up of rectangles and triangles</li> <li>Use the nets to find the surface area of these figures.</li> </ul> <p>Rationale: clarity</p>

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### Grade 7

Expressions and Equations	Draw construct, and describe geometrical figures and describe the relationships between them
CCSS.Math.Content.7.G.A.1	<p>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p><b>*Note: ties into ratio and proportion</b></p> <p>Rationale: Show connections</p>
CCSS.Math.Content.7.G.A.2	<p>Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions.</p> <ul style="list-style-type: none"> <li>Given three measures of angles or sides of a triangle, notice when the conditions determine a unique triangle, more than one triangle, or no triangle.</li> <li><b>Differentiate between regular and irregular polygons.</b></li> </ul> <p>Rationale: remove construction because it is in HS Geometry, clarify from 5<sup>th</sup> grade for regular and irregular polygons.</p>
CCSS.Math.Content.7.G.A.3	<p>Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</p> <p>Rationale: Clear</p>

Expressions and Equations	Solve real-life and mathematical problems involving angle measure, area, surface area and volume
CCSS.Math.Content.7.G.B.4	<p>Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>Rationale: Clear</p>
CCSS.Math.Content.7.G.B.5	<p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write</p>



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	and solve simple equations for an unknown angle in a figure. Rationale: Clear
CCSS.Math.Content.7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.  Rationale: Clear

### Grade 8

<b>Geometry</b>	<b>Understand congruence and similarity using physical models, transparencies, or geometry software</b>
CCSS.Math.Content.8.G.A.1	<p>Verify experimentally the properties of rotations, reflections, and translations:</p> <p>CCSS.Math.Content.8.G.A.1.A Lines are taken to lines, and line segments to line segments of the same length.</p> <p>CCSS.Math.Content.8.G.A.1.B Angles are taken to angles of the same measure.</p> <p>CCSS.Math.Content.8.G.A.1.C Parallel lines are taken to parallel lines.</p>
CCSS.Math.Content.8.G.A.2	<ul style="list-style-type: none"> <li>Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations</li> <li>Given two congruent figures, describe a sequence that exhibits the congruence between them.</li> </ul> <p>Rationale: Clarify importance of both aspects of the standard.</p>
CCSS.Math.Content.8.G.A.3	<p>Given a two-dimensional figure on a coordinate plane, identify and describe the effect (rule or new coordinates) of a transformation (dilation, translation, rotation, and reflection).</p> <ul style="list-style-type: none"> <li>Image to pre-image</li> <li>Pre-image to image</li> </ul>

## AR Geometry State Standards Revision

	Rationale: Clarify what translations are and their effects.
CCSS.Math.Content.8.G.A.4	<ul style="list-style-type: none"> <li>Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations.</li> <li>Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</li> </ul>
CCSS.Math.Content.8.G.A.5	<p>Rationale: Clarify importance of both aspects of standard.</p> <p>Use informal arguments to establish facts about:</p> <ul style="list-style-type: none"> <li>The angle sum and exterior angle of triangles. (For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line.)</li> <li>The angles created when parallel lines are cut by a transversal. (For example, give an argument in terms of translations about the angle relationships.)</li> <li>The angle-angle criterion for similarity of triangles.</li> </ul> <p>Rationale: Clarity and instructional suggestions.</p> <p>Note of Clarification: Suggested connections for instruction: this can be taught in conjunction with 8.EE.7.</p>
<b>Geometry</b>	<b>Understand and apply the Pythagorean Theorem</b>
CCSS.Math.Content.8.G.B.6	<p>Model or explain an informal proof of the Pythagorean Theorem and its converse.</p> <p>Rationale: Clarification of expectations for what is meant by proof.</p> <p>Note of Clarification: The focus is on student understanding of the concept and not on formal proof.</p>
CCSS.Math.Content.8.G.B.7	<p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p>No Changes Rationale: Already Clear</p>

## AR Geometry State Standards Revision


	<b>Note of Clarification:</b>
CCSS.Math.Content.8.G.B.8	<p>Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p> <p>No Changes Rationale: Already Clear</p> <p><b>Note of Clarification:</b></p>

<b>Geometry</b>	<b>Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres</b>
CCSS.Math.Content.8.G.C.9	<p><b>Develop</b> and know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</p> <p>No Changes Rationale: Already Clear</p> <p><b>Note of Clarification:</b> Suggested connections for instruction: this can be taught in conjunction with 8.EE.2 or 8.EE.7</p>

# Numbers and Operations - Fractions

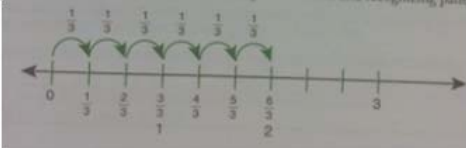
## AR Numbers and Operations- Fractions 3-5

### Grade 3

Number and Operations in Fractions	Develop understanding of fractions as numbers
CCSS.Math.Content.3.NF.A.1	<p>A. Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts. For example, Unit fractions are fractions with a numerator of 1 derived from a whole partitioned into equal parts and having 1 of those equal parts (<math>1/4</math> is 1 part of 4 equal parts).</p> <p>B. Understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>. For example, Unit fractions can be joined together to make non-unit fractions (<math>1/4 + 1/4 + 1/4 = 3/4</math>).</p> <p>Rationale: For clarity</p>
CCSS.Math.Content.ed3.NF.A.2	<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>CCSS.Math.Content.3.NF.A.2.A Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>For example</p>  <p>Need to replace these 2 copyrighted number lines with non-copyrighted!!</p> <p>CCSS.Math.Content.3.NF.A.2.B Represent a fraction <math>a/b</math> on a number line diagram by marking off a lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p>For example</p>



## AR Numbers and Operations- Fractions 3-5

	 <p>Rationale: For clarity</p>
CCSS.Math.Content.3.NF.A.3	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>CCSS.Math.Content.3.NF.A.3.A Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>CCSS.Math.Content.3.NF.A.3.B Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>CCSS.Math.Content.3.NF.A.3.C Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram.</i></p> <p>CCSS.Math.Content.3.NF.A.3.D Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p>

<sup>1</sup> Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

## Grade 4

Number and Operations- Fractions	Generalize place value understanding for multi-digit whole numbers
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### AR Numbers and Operations- Fractions 3-5

CCSS.Math.Content.4.NF.A.1	<p>Change:</p> <p>By using visual fraction models, explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. <i>Example :1/5 is equivalent to (2x1)/(2x5)</i></p> <p>Suggested that the fraction bar be horizontal instead of a diagonal/slash for all standards</p> <p>Rationale: more emphasis on using visual fraction models and give an example to help clarify the variables</p>
CCSS.Math.Content.4.NF.A.2	<p>Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p>Rationale: any changes would limit the strategies used</p>
<b>Number and Operations- Fractions</b>	<b>Build fractions from unit fractions</b>
CCSS.Math.Content.4.NF.B.3	<p>Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>. <i>Example: <math>3/8 = 1/8 + 1/8 + 1/8</math></i></p> <p>Rationale : added example to provide clarification</p> <p>CCSS.Math.Content.4.NF.B.3.A Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Rationale: standard is clear</p> <p>CCSS.Math.Content.4.NF.B.3.B Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: <math>3/8 = 1/8 + 1/8 + 1/8</math>; <math>3/8 = 1/8 + 2/8</math>; <math>2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</i></p>

### AR Numbers and Operations- Fractions 3-5

	<p>Rationale: standard is clear</p> <p>CCSS.Math.Content.4.NF.B.3.C Add and subtract mixed numbers with like denominators, e.g. by using properties of operations and the relationship between addition and subtraction and/or by replacing each number with an equivalent fraction.</p> <p>Note of clarification...Converting a mixed number to an improper fraction should not be viewed as a separate technique to be learned by rote, but simply a case of fraction addition e.g., <math>7 \frac{1}{5} = 7 + \frac{1}{5} = \frac{35}{5} + \frac{1}{5} = \frac{36}{5}</math></p> <p>Rationale: clarification for deeper understanding of the process versus using a shortcut</p> <p>CCSS.Math.Content.4.NF.B.3.D Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p> <p>Rationale: standard is clear</p>
CCSS.Math.Content.4.NF.B.4	<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <p>CCSS.Math.Content.4.NF.B.4.A Understand a fraction <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>. For example, use a visual fraction model to represent <math>\frac{5}{4}</math> as the product <math>5 \times (\frac{1}{4})</math>, recording the conclusion by the equation <math>\frac{5}{4} = 5 \times (\frac{1}{4})</math>.</p> <p>CCSS.Math.Content.4.NF.B.4.B Understand a multiple of <math>\frac{a}{b}</math> as a multiple of <math>\frac{1}{b}</math>, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express <math>3 \times (\frac{2}{5})</math> as <math>6 \times (\frac{1}{5})</math>, recognizing this product as <math>\frac{6}{5}</math>. (In general, <math>n \times (\frac{a}{b}) = (\frac{n \times a}{b})</math>.)</p> <p>Rationale: the example clarifies the standard</p> <p>Note of clarification: the emphasis should be placed on the relationship of how the unit fraction relates to the multiple of the fraction</p> <p>CCSS.Math.Content.4.NF.B.4.C Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction</p>

### AR Numbers and Operations- Fractions 3-5

	models and equations to represent the problem. <i>For example, if each person at a party will eat <math>\frac{3}{8}</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i> Rationale: standard is clear
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Number and Operations- Fractions	Understand decimal notation for fractions, and compare decimal fractions
CCSS.Math.Content.4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <sup>2</sup> <i>For example, express <math>\frac{3}{10}</math> as <math>\frac{30}{100}</math>, and add <math>\frac{3}{10} + \frac{4}{100} = \frac{34}{100}</math>.</i> Rationale: Clearly stated
CCSS.Math.Content.4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i> Rationale: Clearly stated
CCSS.Math.Content.4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model. Rationale: Clearly stated

<sup>1</sup> Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.

<sup>2</sup> Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.



## AR Numbers and Operations- Fractions 3-5

### Grade 5

Number and Operations Fractions	Use equivalent fractions as a strategy to add and subtract fractions
CCSS.Math.Content.5.NF.A.1	<p>Efficiently, accurately and with some degree of flexibility add and subtract fractions with unlike denominators (including mixed numbers) using equivalent fractions and common denominators.</p> <p>Note: The focus of this standard is applying equivalent fractions, not necessarily finding least common denominators or putting results in simplest form.</p> <p>(e.g. <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</p> <p>Rationale: Reworded using suggested language from survey. Also, added fluency component and footnote</p>
CCSS.Math.Content.5.NF.A.2	<p><b>CCSS.Math.Content.5.NF.A.2.A</b></p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.</p> <p>(e.g., By using visual fraction models or equations to represent the problem.)</p> <p><b>CCSS.Math.Content.5.NF.A.2.B</b></p> <p>Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p> <p>(e.g. Recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.)</p> <p>Rationale: Panel chose to break into subcategories for clarity.</p>
Number and Operations Fractions	Apply and extend previous understandings of multiplication and division
CCSS.Math.Content.5.NF.B.3	<p><b>CCSS.Math.Content.5.NF.B.3.A</b></p> <p>Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>).</p> <p>(For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>.)</p>

## AR Numbers and Operations- Fractions 3-5

	<p><b>CCSS.Math.Content.5.NF.B.3.B</b></p> <p>Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.</p> <p>(e.g., By using visual fraction models or equations to represent the problem. <i>If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>)</p> <p>Rationale: Panel chose to break into subcategories for clarity.</p>
CCSS.Math.Content.5.NF.B.4	<p>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p><b>CCSS.Math.Content.5.NF.B.4.A</b></p> <p>Interpret the product <math>(a/b) \times q</math> as <math>a</math> parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>.</p> <p><i>For example, use a visual fraction model to show <math>(2/3) \times 12</math> means to take 12 and divide it into thirds (<math>1/3</math> of 12 is 4) and take two of the parts (<math>2 \times 4</math> is 8). So <math>(2/3) \times 12 = 8</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</i></p> <p><b>CCSS.Math.Content.5.NF.B.4.B</b></p> <p>Find the area of a rectangle with fractional (less than and/or greater than 1) side lengths.</p> <ul style="list-style-type: none"> <li>• By tiling it with unit squares of the appropriate unit fraction side lengths,</li> <li>• By multiplying the fractional side lengths, and</li> <li>• Show that both procedures yield the same area.</li> </ul> <p>Rationale: Panel chose to reword for clarity.</p>
CCSS.Math.Content.5.NF.B.5	<p>Interpret multiplication as scaling (resizing), by:</p> <p><b>CCSS.Math.Content.5.NF.B.5.A</b></p> <p>Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</p> <p><i>(e.g. Understand that <math>2/3</math> is twice as large as <math>1/3</math>)</i></p>

### AR Numbers and Operations- Fractions 3-5

	<p>CCSS.Math.Content.5.NF.B.5.B</p> <p>Explaining why multiplying a given number by a fraction</p> <ul style="list-style-type: none"> <li>greater than 1 results in a product greater than the given number,</li> <li>less than 1 results in a product smaller than the given number; and</li> <li>relating the principle of fraction equivalence <math>a/b = (n \times a)/(n \times b)</math> to the effect of multiplying <math>a/b</math> by 1.</li> </ul> <p>Rationale: Panel chose to reword for clarity.</p>
CCSS.Math.Content.5.NF.B.6	<p>Solve real world problems involving multiplication of fractions and mixed numbers. (e.g., By using visual fraction models or equations to represent the problem.)</p> <p>Rationale: Panel chose to restructure for consistency.</p>
CCSS.Math.Content.5.NF.B.7	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></p> <p>CCSS.Math.Content.5.NF.B.7.A</p> <p>Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. (e.g. Create a story context for <math>(1/3) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(1/3) \div 4 = 1/12</math> because <math>(1/12) \times 4 = 1/3</math>.)</p> <p>CCSS.Math.Content.5.NF.B.7.B</p> <p>Interpret division of a whole number by a unit fraction, and compute such quotients. (e.g. Create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.)</p> <p>CCSS.Math.Content.5.NF.B.7.C</p> <p>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions. (e.g., By using visual fraction models and equations to represent the problem. How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>1/3</math>-cup servings are in 2 cups of raisins?)</p>

### AR Numbers and Operations- Fractions 3-5

	Rationale: Panel chose to restructure for consistency.
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<sup>1</sup> Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

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# Ratios and Proportional Relationships

## AR Ratio and Proportional 6-7

### Grade 6

Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems
CCSS.Math.Content.6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>
CCSS.Math.Content.6.RP.A.2	Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. <i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>\frac{3}{4}</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>
CCSS.Math.Content.6.RP.A.3	<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p>CCSS.Math.Content.6.RP.A.3.A</p> <p>Use and create tables to compare equivalent ratios relating quantities with whole-number measurements</p> <ul style="list-style-type: none"> <li>Find missing values in the tables</li> <li>Plot the pairs of values on the coordinate plane.</li> </ul> <p>Rationale: Clarity, last sentence is redundant</p>

## AR Ratio and Proportional 6-7

CCSS.Math.Content.6.RP.A.3.B

Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*

CCSS.Math.Content.6.RP.A.3.C

- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity);
- Solve problems involving finding the whole, given a part and the percent.

CCSS.Math.Content.6.RP.A.3.D

Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

*Example:*

*How many centimeters are in 7 feet, given that 1 inch  $\approx$  2.54 cm*

$$7 \text{ feet} \times \frac{12 \text{ inches}}{1 \text{ foot}} \times \frac{2.54 \text{ cm}}{1 \text{ inch}} = 7 \text{ feet} \times \frac{12 \text{ inches}}{1 \text{ foot}} \times \frac{2.54 \text{ cm}}{1 \text{ inch}} = 213.36 \text{ cm}$$

Note: Conversion factors will be given. Conversions can occur both between and across the metric and English system. Estimates are not expected.

Rational: Example is needed for clarification

<sup>1</sup> Expectations for unit rates in this grade are limited to non-complex fractions.

## AR Ratio and Proportional 6-7

### Grade 7

Ratios and Proportional Relationships	Analyze proportional relationships and use them to solve real-world and mathematical problems
CCSS.Math.Content.7.RP.A.1	<p>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.</p> <p><i>For example, if a person walks <math>\frac{1}{2}</math> mile in each <math>\frac{1}{4}</math> hour, compute the unit rate as the complex fraction <math>\frac{1/2}{1/4}</math> miles per hour, equivalently 2 miles per hour.</i></p> <p>Rationale: no change clear and deliberate</p>
CCSS.Math.Content.7.RP.A.2	<p>Recognize and represent proportional relationships between quantities.</p> <p>CCSS.Math.Content.7.RP.A.2.A Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>No change Rationale: clearly stated</p> <p>CCSS.Math.Content.7.RP.A.2.B Identify unit rate (also known as the constant of proportionality) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. *Note for teacher: unit rate connects to slope concept in 8<sup>th</sup> grade.</p> <p>Rationale: continuity of wording</p> <p>CCSS.Math.Content.7.RP.A.2.C Represent proportional relationships by equations.</p>

## AR Ratio and Proportional 6-7

	<p><i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i></p> <p>No change Rationale: clearly stated</p> <p>CCSS.Math.Content.7.RP.A.2.D Explain what a point <math>(x, y)</math> on the graph of a proportional relationship means in terms of the situation, with special attention to the points <math>(0, 0)</math> and <math>(1, r)</math> where <math>r</math> is the unit rate.</p> <p>No change Rationale: clearly stated</p>
CCSS.Math.Content.7.RP.A.3	<p>Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease.</p> <p>Change Rationale: response to comments : removed percent error</p>

# Number System

## Number System 6-8

### Grade 6

The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
CCSS.Math.Content.6.NS.A.1	<ul style="list-style-type: none"> <li>Interpret and compute quotients of fractions</li> <li>Solve word problems involving division of fractions by fractions, e.g., by using but not limited to visual fraction models and equations to represent the problem.</li> </ul> <p>Note: (In general, <math>(a/b) \div (c/d) = ad/bc</math>.)</p> <p>For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt?</p> <p>Bullets for easier reading Too many examples</p>
The Number System	Compute fluently with multi-digit numbers and find common factors and multiples
CCSS.Math.Content.6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.
CCSS.Math.Content.6.NS.B.3	<p>Fluently add, subtract, multiply, and divide multi-digit decimals and fractions using the standard algorithm for each operation.</p> <p>Rationale: Fractions should be included in fluency standards Vote 5-0</p>
CCSS.Math.Content.6.NS.B.4	<ul style="list-style-type: none"> <li>Find the greatest common factor of two whole numbers less than or equal to 100 using prime factorization as well as other methods</li> <li>Find the least common multiple of two whole numbers less than or equal to 12 using prime factorization as well as other methods</li> <li>Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a</li> </ul>



## Number System 6-8

	<p>multiple of a sum of two whole numbers with no common factor. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i></p> <p>Rationale: Bulleted for easier reading Emphasis placed on prime factorization for use with polynomials in the future</p>
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The Number System	Apply and extend previous understandings of numbers to the system of rational numbers
CCSS.Math.Content.6.NS.C.5	<ul style="list-style-type: none"> <li>Understand that positive and negative numbers are used together to describe quantities having opposite directions or values, <b>explaining the meaning of 0</b>. (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge);</li> <li>Use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0.</li> </ul> <p>Rationale Bullets for easier reading Explaining the meaning of 0 should be in each one</p>
CCSS.Math.Content.6.NS.C.6	<p>Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>CCSS.Math.Content.6.NS.C.6.A</p> <ul style="list-style-type: none"> <li>Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line</li> <li>Recognize that the opposite of the opposite of a number is the number itself, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</li> </ul> <p>CCSS.Math.Content.6.NS.C.6.B</p> <ul style="list-style-type: none"> <li>Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane</li> <li>Recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</li> </ul> <p>CCSS.Math.Content.6.NS.C.6.C</p> <ul style="list-style-type: none"> <li>Find and position integers and other rational numbers on a horizontal or vertical number line diagram</li> </ul>



## Number System 6-8

	<ul style="list-style-type: none"> <li>Find and position pairs of integers and other rational numbers on a coordinate plane.</li> </ul> <p>Rationale: Bullets on all for clarification</p>
CCSS.Math.Content.6.NS.C.7	<p>Understand ordering and absolute value of rational numbers.</p> <p>CCSS.Math.Content.6.NS.C.7.A Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i></p> <p>CCSS.Math.Content.6.NS.C.7.B Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</i></p> <p>CCSS.Math.Content.6.NS.C.7.C</p> <ul style="list-style-type: none"> <li>Understand the absolute value of a rational number as its distance from 0 on the number line</li> <li>Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i></li> </ul> <p>Rationale: Bulleted for clarification</p> <p>CCSS.Math.Content.6.NS.C.7.D Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i></p>
CCSS.Math.Content.6.NS.C.8	<ul style="list-style-type: none"> <li>Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.</li> <li>Use coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</li> </ul> <p>Rationale: Easier to read</p>

## Number System 6-8

### Grade 7

The Number System	Apply and extend previous understandings of operations with fractions
CCSS.Math.Content.7.NS.A.1	<p>Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>CCSS.Math.Content.7.NS.A.1.A Describe situations in which opposite quantities combine to make 0 and show that a number and its opposite have a sum of 0 (are additive inverses).</p> <p><i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></p> <p>Change Rationale: logical placement</p> <p>CCSS.Math.Content.7.NS.A.1.B</p> <ul style="list-style-type: none"> <li>Understand <math>p + q</math> as a number where <math>p</math> is the starting point and <math>q</math> represents a distance from <math>p</math> in the positive or negative direction depending on whether <math>q</math> is positive or negative. Interpret sums of rational numbers by describing real-world contexts.</li> </ul> <p>Change Rationale: Clarification of wording; move to 1A for logical placement</p> <p>CCSS.Math.Content.7.NS.A.1.C</p> <ul style="list-style-type: none"> <li>Understand subtraction of rational numbers as adding the additive inverse, <math>p - q = p + (-q)</math>.</li> <li>Show that the distance between two rational numbers on the number line is the absolute value of their difference and apply this principle in real-world contexts.</li> </ul> <p>Change Rationale: place emphasis on the number line</p>

## Number System 6-8

	<p>CCSS.Math.Content.7.NS.A.1.D  Fluently add and subtract rational numbers by applying properties of operations as strategies.</p> <p>Rational: add fluency</p>
CCSS.Math.Content.7.NS.A.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>CCSS.Math.Content.7.NS.A.2.A  Understand that multiplication is extended from fractions to all rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts</p> <p>Change  Rationale: not needed, caused confusion (removed example)</p> <p>CCSS.Math.Content.7.NS.A.2.B  Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <math>p</math> and <math>q</math> are integers, then <math>-(p/q) = (-p)/q = p/(-q)</math>. Interpret quotients of rational numbers by describing real-world contexts.</p> <p>CCSS.Math.Content.7.NS.A.2.C  Fluently multiply and divide rational numbers by applying properties of operations as strategies</p> <p>Rationale: added fluency</p> <p>CCSS.Math.Content.7.NS.A.2.D  Convert a fraction to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p>Rationale: specify fractions from other rational numbers</p>

## Number System 6-8

CCSS.Math.Content.7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers, <b>including but not limited to complex fractions.</b> <sup>1</sup>  Rationale: bring footnote into standard
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<sup>1</sup> ~~Computations with rational numbers extend the rules for manipulating fractions to complex fractions.~~

## Grade 8

The Number System	Know that there are numbers that are not rational, and approximate them by rational numbers
CCSS.Math.Content.8.NS.A.1	Know that numbers that are not rational are called irrational. <ul style="list-style-type: none"> <li>Understand that every number has a decimal expansion. For example: <math>2=2.00\ldots</math></li> <li>Write a fraction <math>a/b</math> as a repeating decimal, and write a repeating decimal as a fraction.</li> </ul> Rationale: Clarity of wording.
CCSS.Math.Content.8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$ ). <i>For example, by truncating the decimal expansion of <math>\sqrt{2}</math>, show that <math>\sqrt{2}</math> is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i>  Rationale: Already Clear

# Expressions and Equations



## Expressions and Equations 6-8

### Grade 6

Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions
CCSS.Math.Content.6.EE.A.1	<p>Write and evaluate numerical expressions involving whole-number exponents.</p> <p>Leave as is Clearly stated</p>
CCSS.Math.Content.6.EE.A.2	<p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>CCSS.Math.Content.6.EE.A.2.A Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5 or y less than 5" as <math>5 - y</math>.</i></p> <p>Rationale: to include alternate ways to express the same things</p> <p>CCSS.Math.Content.6.EE.A.2.B Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i></p> <p>Clearly stated</p> <p>CCSS.Math.Content.6.EE.A.2.C Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas involved in measurement such as <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</i></p> <p>Rationale: Clarification</p>
CCSS.Math.Content.6.EE.A.3	<p>Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>. Note: includes but not limited to the distributive property.</i></p>

## Expressions and Equations 6-8

	Rationale: Clarification
CCSS.Math.Content.6.EE.A.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i>
	Clearly stated

Expressions and Equations	Reason about and solve one-variable equations and inequalities
CCSS.Math.Content.6.EE.B.5	Understand solving an equation or inequality as a process of answering a question: <b>Using substitution</b> , which values from a specified set, if any, make the equation or inequality true? <del>Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</del> Rationale: too wordy
CCSS.Math.Content.6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, <del>depending on the purpose at hand</del> , any number in a specified set. Rationale: not needed
CCSS.Math.Content.6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers. Rational: Clearly stated
CCSS.Math.Content.6.EE.B.8	<b>For real world or mathematical problems</b> <ul style="list-style-type: none"> <li>• Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem.</li> <li>• Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions</li> <li>• Represent solutions of such inequalities on number line diagrams.</li> </ul>

## Expressions and Equations 6-8

	Rationale: Clarity
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Expressions and Equations	Represent and analyze quantitative relationships between dependent and independent variables
CCSS.Math.Content.6.EE.C.9	<p>Use variables to represent two quantities in a real-world problem that change in relationship to one another</p> <ul style="list-style-type: none"> <li>Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.</li> <li>Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</li> </ul> <p>Note: The independent variable is the variable that can be changed; the dependent variable is the variable that is affected by the change in the independent variable.</p> <p>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</p>

## Grade 7

Expressions and Equations	Use properties of operations to generate equivalent expressions
CCSS.Math.Content.7.EE.A.1	<p>Apply properties of operations as strategies to add, subtract, expand and factor linear expressions with, but not limited to, rational coefficients.</p> <p>Change Rationale: clarify the word expand</p>
CCSS.Math.Content.7.EE.A.2	<p>Understand how the quantities in a problem are related that by rewriting an expression in different forms in a problem context can shed light on the problem and. For example, <math>a + 0.05a = 1.05a</math> means that "increase by 5%" is the same as "multiply by 1.05." Perimeter of a square with side length <math>s</math> can be written as <math>s+s+s+s</math> or <math>4s</math>.</p> <p>Change Rationale: Clarify that the relationship between quantities is more important than rewriting.</p>



## Expressions and Equations 6-8

Expressions and Equations	Solve real-life and mathematical problems using numerical and algebraic expressions and equations
<p>CCSS.Math.Content.7.EE.B.3</p>	<p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.</p> <ul style="list-style-type: none"> <li>Apply properties of operations to calculate with numbers in any form; Example: <math>-(1/4)(n-4)</math></li> <li>convert between forms as appropriate; For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional <math>1/10</math> of her salary an hour, or \$2.50, for a new salary of \$27.50.</li> <li>assess the reasonableness of answers using mental computation and estimation strategies. For example: If you want to place a towel bar <math>9\frac{3}{4}</math> inches long in the center of a door that is <math>27\frac{1}{2}</math> inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</li> </ul> <p>Change Rationale: Ease of readability and clarify understanding</p>
<p>CCSS.Math.Content.7.EE.B.4</p>	<p>Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>Don't change Rationale: clear and well written</p> <p>CCSS.Math.Content.7.EE.B.4.A Solve word problems leading to equations of these forms <math>px + q = r</math> and <math>p(x + q) = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers.</p> <ul style="list-style-type: none"> <li>Solve equations of these forms fluently.</li> <li>CompareBe able to write an algebraic solution identifying the sequence of the operations used to an</li> </ul>

## Expressions and Equations 6-8

	<p>mirror the arithmetic solution, in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? Subtract <math>2 \times 6</math> from 54 and divide by 2; <math>(2 \times 6) + 2w = 54</math></p> <p>Change Rationale: Clarification</p> <p>CCSS.Math.Content.7.EE.B.4.B Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p> <p>Not Change Rationale: Clear and well written</p>
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## Grade 8

Expressions and Equations	Expressions and Equations Work with radicals and integer exponents
CCSS.Math.Content.8.EE.A.1	<p>Know and apply the properties of integer exponents to generate equivalent numerical expressions using product, quotient, power to a power, or expanded form. For example, <math>3^2 \times 3^5 = 3^7 = 1/3^3 = 1/27</math>.</p> <p>Rationale: Needed more clarification on the operations.</p> <p>Note of Clarification:</p>
CCSS.Math.Content.8.EE.A.2	<p>Use square root and cube root symbols to represent solutions to equations of the form <math>x^2 = p</math> and <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that <math>\sqrt{2}</math> is irrational.</p> <p>A. Use square root symbols to represent solutions to equations of the form <math>x^2 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of small perfect squares.</p>

## Expressions and Equations 6-8

	<p>B. Use cube root symbols to represent solutions to equations of the form <math>x^3 = p</math>, where <math>p</math> is a positive rational number. Evaluate square roots of cube roots of small perfect cubes.</p> <p>Rationale: Making clarification for cube roots.</p> <p>Note of Clarification: The <math>\sqrt{25}</math> could be 5 or -5, but for the sake of measurements, our focus is on positive rational numbers.</p>
CCSS.Math.Content.8.EE.A.3	<p>Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3 times <math>10^8</math> and the population of the world as 7 times <math>10^9</math>, and determine that the world population is more than 20 times larger.</i></p> <p>No Changes</p> <p>Rationale: Already Clear</p> <p>Note of Clarification:</p>
CCSS.Math.Content.8.EE.A.4	<p>Perform operations with numbers expressed in scientific notation, including problems where both standard form decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p> <p>Rationale: Clarification of what decimal form means.</p> <p>Note of Clarification:</p>

## Expressions and Equations 6-8

Expressions and Equations	Understand the connections between proportional relationships, lines, and linear equations
CCSS.Math.Content.8.EE.B.5	<p>Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways [graphs, tables, equations]. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</p> <p>Rationale: Clarification of the phrase “different ways.”</p> <p>Note of Clarification:</p>
CCSS.Math.Content.8.EE.B.6	<p>Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</p> <p>Using a non-vertical or non-horizontal line, show why the slope <math>m</math> is the same between any two distinct points by creating similar triangles. Write the equation <math>y = mx</math> for a line through the origin. Be able to write the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</p> <p>Rationale: Clarification of the word derive.</p> <p>Note of Clarification:</p>

Expressions and Equations	Analyze and solve linear equations and pairs of simultaneous linear equations
CCSS.Math.Content.8.EE.C.7	<p>Solve linear equations in one variable.</p> <p>CCSS.Math.Content.8.EE.C.7.A</p> <p>Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form <math>x = a</math>, <math>a = a</math>, or <math>a = b</math> results (where <math>a</math> and <math>b</math> are different numbers).</p>



## Expressions and Equations 6-8

	<p>No Changes to the Standard, just the added Note.</p> <p>Rationale: Clarifying student understanding and instructional connections.</p> <p>Note of Clarification: Even though this standard specifies in one variable, the connection to standard 8 would be beneficial.</p> <p>CCSS.Math.Content.8.EE.C.7.B</p> <p>Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. (Variable on both sides.)</p> <p>Rationale: Clarifying where variables would be located.</p>
CCSS.Math.Content.8.EE.C.8	<p>Analyze and solve pairs of simultaneous linear equations.</p> <p>CCSS.Math.Content.8.EE.C.8.A</p> <p>Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</p> <p>No Changes</p> <p>Rationale: Already Clear</p> <p>CCSS.Math.Content.8.EE.C.8.B</p> <p>Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, <math>3x + 2y = 5</math> and <math>3x + 2y = 6</math> have no solution because <math>3x + 2y</math> cannot simultaneously be 5 and 6.</p> <p>No Changes</p> <p>Rationale: Already Clear</p> <p>CCSS.Math.Content.8.EE.C.8.C</p>

### Expressions and Equations 6-8

	<p>Solve real-world and mathematical problems leading to by utilizing and creating two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i></p> <p>Rationale: Clarification of wording</p>
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# Statistics and Probability

## Statistics and Probability 6-8

### Grade 6

Statistics and Probability	Develop understanding of statistical variability
CCSS.Math.Content.6.SP.A.1	<p>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i></p> <p>Note: Statistics is also the name for the science of collecting, analyzing and interpreting data. A statistical question anticipates an answer that varied from one individual to the next and is written at account for the variability in the data. Data are the numbers produced in response to a statistical question Data are frequently collected from surveys or other sources (i.e. documents).</p> <p>Rationale: Definition of statistics for teacher clarification</p>
CCSS.Math.Content.6.SP.A.2	<p>Use a set of data distribution to describe the data's center, spread, and overall shape</p> <p>Rationale: Re-worded for clarification</p>
CCSS.Math.Content.6.SP.A.3	<p>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p>Example: <i>If the mean height of the students in the class is 48" are there any students in the class taller than 48"?</i></p> <p>Rationale: Added an example for clarification</p>

Statistics and Probability	Summarize and describe distributions
CCSS.Math.Content.6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
CCSS.Math.Content.6.SP.B.5	<p>Summarize numerical data sets in relation to their context, such as by:</p> <p>CCSS.Math.Content.6.SP.B.5.A</p>



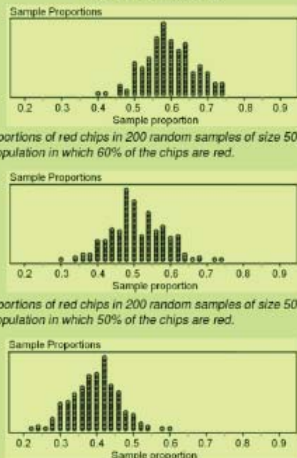
## Statistics and Probability 6-8

	<p>Reporting the number of observations.</p> <p>CCSS.Math.Content.6.SP.B.5.B Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p>CCSS.Math.Content.6.SP.B.5.C</p> <ul style="list-style-type: none"> <li>Calculate quantitative measures of center (including but not limited to median and/or mean) and variability (including but not limited to interquartile range and/or mean absolute deviation).</li> <li>Use the calculations to describe any overall pattern and any striking deviations (outliers) from the overall pattern with reference to the context in which the data were gathered.</li> </ul> <p>Note: Instructional focus should be on summarizing and describing data distributions.</p> <p>Rationale: Strikethrough – too limiting, added the word outliers to explain striking deviations</p> <p>CCSS.Math.Content.6.SP.B.5.D Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. For example, demonstrate in the case where there are outliers in the data median would be a better measure of center than the mean</p> <p>Rationale: example added for clarification</p>
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### Grade 7

Statistics and Probability	Use random sampling to draw inferences about a population
CCSS.Math.Content.7.SP.A.1	<p>Understand</p> <ul style="list-style-type: none"> <li>that statistics can be used to gain information about a population by examining a sample of the population;</li> <li>that generalizations about a population from a sample are valid only if the sample is representative of that population.</li> </ul>

## Statistics and Probability 6-8

	<ul style="list-style-type: none"> <li>that random sampling tends to produce representative samples and support valid inferences.</li> </ul> <p>Rationale: Bullet to improve readability</p>
CCSS.Math.Content.7.SP.A.2	<p>Use data from a random sample to draw inferences about a population with a specific characteristic Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p> <p><i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p> <p>Rationale: Clarification</p> <div data-bbox="1348 630 1726 1149"> <p><b>Results of simulations</b></p>  <p>Sample Proportions</p> <p>Proportions of red chips in 200 random samples of size 50 from a population in which 60% of the chips are red.</p> <p>Sample Proportions</p> <p>Proportions of red chips in 200 random samples of size 50 from a population in which 50% of the chips are red.</p> <p>Sample Proportions</p> <p>Proportions of red chips in 200 random samples of size 50 from a population in which 40% of the chips are red.</p> </div>

## Statistics and Probability 6-8

Statistics and Probability	Draw informal comparative inferences about two populations
CCSS.Math.Content.7.SP.B.3	<p>Draw conclusions about the degree of visual overlap of two numerical data distributions with similar variabilities, expressing the difference between the centers as a multiple of a measure of variability.</p> <p><i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> <p>Rationale: Clarification and focus</p>
CCSS.Math.Content.7.SP.B.4	<p>Draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples.</p> <p><i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> <p>Rationale: Move important skills to beginning of sentence.</p>
Statistics and Probability	Investigate chance processes and develop, use, and evaluate probability models
CCSS.Math.Content.7.SP.C.5	<p>Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> <p>Rationale: "Larger numbers" is misleading (deleted)</p>
CCSS.Math.Content.7.SP.C.6	<p>Collect data to approximate the probability of a chance event. Observe its long-run relative frequency, and predict the approximate relative frequency given the probability.</p> <p><i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but</i></p>

## Statistics and Probability 6-8

	<p><i>probably not exactly 200 times.</i></p> <p><b>*Note to teacher: emphasis on relationship between experimental and theoretical probability</b></p> <p>Rationale: clarify and note to teacher for continuity for upper grades</p>
CCSS.Math.Content.7.SP.C.7	<p>Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>CCSS.Math.Content.7.SP.C.7.A Develop a uniform probability model (assigning equal probability to all outcomes), and use the model to determine probabilities of events.</p> <p><i>For example, if a student is selected at random from a class of 6 girls and 4 boys, the probability that Jane will be selected is .10 and the probability that a girl will be selected is .60.</i></p> <p>Rationale: clarification of example</p> <p>CCSS.Math.Content.7.SP.C.7.B Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p> <p><i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> <p>Rationale: continuation of 7.SP.C.7.6 and 7a</p>
CCSS.Math.Content.7.SP.C.8	<p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>CCSS.Math.Content.7.SP.C.8.A Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>CCSS.Math.Content.7.SP.C.8.B</p>





## Statistics and Probability 6-8

	<p>Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. Identify the outcomes in the sample space which compose the event.</p> <p>Rationale: wordy- deleted some wording</p> <p>CCSS.Math.Content.7.SP.C.8.C Generate frequencies for compound events <b>using a simulation.</b></p> <p><i>For example, what is the frequency of pulling a red from a deck of cards and rolling a 5 on a die?</i></p> <p>Rationale: removed "design" and clarify</p>
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### Grade 8

<b>Statistics and Probability</b>	<b>Investigate patterns of association in bivariate data</b>
CCSS.Math.Content.8.SP.A.1	<ul style="list-style-type: none"> <li>Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities.</li> <li>Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</li> </ul> <p>Rationale: Clarify importance of both aspects of the standard.</p>
CCSS.Math.Content.8.SP.A.2	<p>Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. <b>(For example, identify weak, strong, or no correlation.)</b></p> <p>Rationale: Clarify "informally."</p>

## Statistics and Probability 6-8

CCSS.Math.Content.8.SP.A.3	<p>Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercepts. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p> <p>Rationale: Clarify that there is more than one intercept in linear equations.</p>																
CCSS.Math.Content.8.SP.A.4	<ul style="list-style-type: none"><li>Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table.</li><li>Construct and interpret a two-way table on two categorical variables collected from the same subjects.</li><li>Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</li></ul> <p><a href="http://mathbitsnotebook.com/Algebra1/StatisticsReg/ST2TwoWayTable.html">http://mathbitsnotebook.com/Algebra1/StatisticsReg/ST2TwoWayTable.html</a></p> <p>Example: Two-Way Frequency Table</p> <div><div></div><table><tr><th></th><th>Sport Utility Vehicle (SUV)</th><th>Sports Car</th><th>Totals</th></tr><tr><th>male</th><td>21</td><td>39</td><td>60</td></tr><tr><th>female</th><td>135</td><td>45</td><td>180</td></tr><tr><th>Totals</th><td>156</td><td>84</td><td>240</td></tr></table><div><div>Column Totals</div><div>Row Totals</div></div><div>MathBits.com</div></div> <p>Example: Two-Way Relative Frequency Table</p>		Sport Utility Vehicle (SUV)	Sports Car	Totals	male	21	39	60	female	135	45	180	Totals	156	84	240
	Sport Utility Vehicle (SUV)	Sports Car	Totals														
male	21	39	60														
female	135	45	180														
Totals	156	84	240														

## Statistics and Probability 6-8

MathBits.com	Whole Table Relative Frequencies - Divide all cells by 240.			
	Sport Utility Vehicle (SUV)	Sports Car	Totals	
	male	$\frac{21}{240} = 0.09$	$\frac{39}{240} = 0.16$	$\frac{60}{240} = 0.25$
	female	$\frac{135}{240} = 0.56$	$\frac{45}{240} = 0.19$	$\frac{180}{240} = 0.75$
	Totals	$\frac{156}{240} = 0.65$	$\frac{84}{240} = 0.35$	$\frac{240}{240} = 1.00$

(For example: Students might be asked to interpret from the tables above, if they saw an SUV in the parking lot, would it be more likely to belong to a male or female?)

Rationale: Clarify two-way frequency tables and two-way relative frequency tables.

Note of Clarification: Suggested connections for instruction: Standard 8.NS.1. On the Two-Way Relative Frequency Table, it is not required to include the fractional representation for each value, this is simply provided as an example.

# Functions



## Grade 8 Common Core State Standards

Functions	Define, evaluate, and compare functions
CCSS.Math.Content.8.F.A.1	<p>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.<sup>1</sup></p> <p>Rationale: Already Clear</p>
CCSS.Math.Content.8.F.A.2	<p>Compare properties <b>[y-intercept/initial value, slope/rate of change]</b> of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i></p> <p>Rationale: Clarification of “properties”</p>
CCSS.Math.Content.8.F.A.3	<p><b>Interpret the equation <math>y = mx + b</math> as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function <math>A = s^2</math> giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</b></p> <p><b>Identify the unique characteristics of functions (linear, quadratic, and exponential)</b> by comparing their graphs, equations, and input/output tables.</p> <p>Rationale: Clarification of linear and non-linear functions and their characteristics.</p>

Functions	Use functions to model relationships between quantities
CCSS.Math.Content.8.F.B.4	<p>Construct a function to model a linear relationship between two quantities.</p> <p>A. Determine the rate of change and initial value of the function</p> <ul style="list-style-type: none"> <li>From a verbal description of a relationship</li> <li>From two <math>(x, y)</math> values, <b>including reading these</b></li> <li>From a table</li> </ul>

## Grade 8 Common Core State Standards

	<ul style="list-style-type: none"><li>• From a graph</li></ul> <p>B. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p>Rationale: Clarity of expectations.</p>
CCSS.Math.Content.8.F.B.5	<p>Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p> <p>Rationale: Qualitative data is hard to measure and it didn't add to the standard.</p>

<sup>1</sup> Function notation is not required for Grade 8.

DRAFT

# Arkansas Math Standards Summary

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# Arkansas State Math Standards Summary

CC Math Standard	Algebra I	Algebra II	CC Math Standard	Geometry
N.RN.1		•	G.CO.1	
N.RN.2			G.CO.2	
N.RN.3	•	•	G.CO.3	
N.RN.4	•	•	G.CO.4	
N.O.1	•		G.CO.5	
N.O.2	•	•	G.CO.6	
N.O.3			G.CO.7	
N.CN.1		•	G.CO.8	
N.CN.2		•	G.CO.9	
N.CN.3a		•	G.CO.10	
N.CN.3b		•	G.CO.11	
N.CN.7		PREAP	G.CO.12	
A.SSE.1	•	•	G.CO.13	
A.SSE.2	•	•	G.SRT.1	
A.SSE.3a	•	•	G.SRT.2	
A.SSE.3b	•	•	G.SRT.3	
A.SSE.3c	•	•	G.SRT.4	
A.ARP.1	•		G.SRT.5	
A.ARP.2		•	G.SRT.6	
A.ARP.3	•	•	G.SRT.7	
A.ARP.4	•	•	G.SRT.8	
A.ARP.6		•	G.SRT.9	
A.ARP.7	•	•	G.SRT.10	
A.CED.1	•	•	G.SRT.11	
A.CED.2	•	•	G.C.1	
A.CED.3	•	•	G.C.2	
A.CED.4	•	•	G.C.3	
A.REI.1	•	•	G.C.4	
A.REI.2	•	•	G.C.5	
A.REI.3	•	•	G.GPE.1	
A.REI.4	•	•	G.GPE.2	
A.REI.5	•		G.GPE.3	
A.REI.6	•	•	G.GPE.4	
A.REI.7		•	G.GPE.5	
A.REI.8		•	G.GPE.6	
A.REI.9		•	G.GPE.7	
A.REI.10	•		G.GMD.1	
A.REI.11	•	•	G.GMD.2	
A.REI.12	•	•	G.GMD.3	
F.IF.1	•		G.GMD.4	
F.IF.2	•		G.MG.1	
F.IF.3	•	•	G.MG.2	
F.IF.4	•	•	G.MG.3	
F.IF.5	•	•		
F.IF.6	•	•		
F.IF.7a				
F.IF.7b	•			
F.IF.7c		•		
F.IF.7d		•		
F.IF.7e		•		
F.IF.8a	•			
F.IF.8b		•		
F.IF.9				
F.BF.1a	•	•		
F.BF.1b		•		
F.BF.1c		•		
F.BF.2		•		
F.BF.3	•	•		
F.BF.4a		•		
F.BF.4b		•		
F.BF.4c		•		
F.BF.4d		•		
F.BF.5		•		
F.LE.1	•			
F.LE.2	•	•		
F.LE.3	•			
F.LE.4		•		
F.LE.5	•			
S.ID.1	•			
S.ID.2	•			
S.ID.3	•			
S.ID.4		•		
S.ID.5				
S.ID.6a	•			
S.ID.6b		•		
S.ID.7	•			
S.ID.8	•			
S.ID.9	•			
S.IC.6		•		
S.CP.9		•		

CC Standard	AI	STAI	G	AI	AIIF	PG	LS	MAA	ATMA
N.RN.1				•					
N.RN.2				•					
N.RN.3	•								
N.RN.4	•			•					
N.O.1	•								
N.O.2	•			•					
N.O.3	•								
N.CN.1				•					
N.CN.2				•					
N.CN.3b				•					
N.CN.3c				•					
N.CN.4									
N.CN.5									
N.CN.6									
N.CN.7				•					
N.CN.8									
N.CN.9									
N.VN.1									
N.VN.2									
N.VN.3									
N.VN.4a									
N.VN.4b									
N.VN.4c									
N.VN.5a									
N.VN.5b									
N.VN.6									
N.VN.7									
N.VN.8									
N.VN.9									
N.VN.10									
N.VN.11									
N.VN.12									
A.SSE.1	•			•					
A.SSE.2	•			•					
A.SSE.3a	•			•					
A.SSE.3b	•			•					
A.SSE.3c				•					
A.APR.4									
A.APR.1	•								
A.APR.2				•					
A.APR.3	•			•					
A.APR.4	•			•					
A.APR.5									
A.APR.6				•					
A.APR.7	•			•					
A.CED.1	•			•					
A.CED.2	•			•					
A.CED.3	•			•					
A.CED.4	•			•					

[illegible]

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# Arkansas State Mathematics Standards

CC Standard	AI	BTAI	G	AI	AI	PC	ISS	MAA	ATMM
A-REI.1	•			•					
A-REI.2	•			•					
A-REI.3	•								
A-REI.4	•			•					
A-REI.5	•								
A-REI.6	•			•					
A-REI.7				•					
A-REI.8				•					
A-REI.9				•					
A-REI.10	•								
A-REI.11	•			•					
A-REI.12	•			•					
E-F.1	•								
E-F.2	•								
E-F.3	•			•					
E-F.4	•			•					
E-F.5	•								
E-F.6	•			•					
E-F.7	•								
E-F.8	•								
E-F.9	•								
E-F.10	•			•					
E-F.11				•					
E-F.12				•					
E-F.13	•			•					
E-F.14				•					
E-F.15				•					
E-F.16				•					
E-F.17				•					
E-F.18				•					
E-F.19				•					
E-F.20				•					
E-F.21				•					
E-F.22				•					
E-F.23				•					
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E-F.27				•					
E-F.28				•					
E-F.29				•					
E-F.30				•					
E-F.31				•					
E-F.32				•					
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E-F.36				•					
E-F.37				•					
E-F.38				•					
E-F.39				•					
E-F.40				•					
E-F.41				•					
E-F.42				•					
E-F.43				•					
E-F.44				•					
E-F.45				•					

CC Standard	AI	BTAI	G	AI	AI	PC	ISS	MAA	ATMM
E-F.36									
E-F.37									
E-F.38	•								
E-F.39	•								
E-F.40	•								
E-F.41	•			•					
E-F.42	•								
E-F.43	•								
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# Algebra

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Arithmetic with Polynomials and Rational Expressions	Perform arithmetic operations on polynomials
AR.Math.Content.HSA.APR.A.1	<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> <p>Algebra I and Algebra II</p>

Arithmetic with Polynomials and Rational Expressions	Understand the relationship between zeros and factors of polynomials
AR.Math.Content.HSB.APR.B.2	<p>Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</p> <p>Algebra II</p>
AR.Math.Content.HSB.APR.B.3	<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> <p>Algebra I(quadratics) and Algebra II</p>

Arithmetic with Polynomials and Rational Expressions	Use polynomial identities to solve problems
AR.Math.Content.HSA.APR.C.4	<p>Prove polynomial identities and use them to describe numerical relationships.</p> <p>Note: Examples of Polynomial Identities may include but are not limited to the following:</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> <li><math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples (Algebra 2).</li> </ul>



AR.Math.Content.HSA.APR.C.5	<p>(+) Know and apply the Binomial Theorem for the expansion of <math>(x + y)^n</math> in powers of <math>x</math> and <math>y</math> for a positive integer <math>n</math>, where <math>x</math> and <math>y</math> are any numbers, with coefficients determined for example by Pascal's Triangle.</p> <p>Note: The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.</p> <p>This is currently in the Linear Systems course, but this standard may need to be moved to another course.</p>
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Arithmetic with Polynomials and Rational Expressions	Rewrite rational expressions
AR.Math.Content.HSA.APR.D.6	<p>Rewrite simple rational expressions in different forms; write <math>\frac{a(x)}{b(x)}</math> in the form <math>q(x) + \frac{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>For example, <math>\frac{3x^3 - 5x^2 + 10x - 3}{3x + 1} = x^2 - 2x + 4 + \frac{-7}{3x + 1}</math></p> <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 coefficient other than one, (such as <math>3x + 1</math>, where <math>x = -\frac{1}{3}</math> 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.</p> <p>Algebra II</p>
AR.Math.Content.HSA.APR.D.7	<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 <b>closed</b> under addition, subtraction, and multiplication</li> </ul> <p>Algebra I and Algebra II</p>

Creating Equations	Create equations that describe numbers or relationships
AR.Math.Content.HSA.CED.A.1	<p>Create equations and inequalities in one variable and use them to solve problems.</p> <p>Note: Include equations arising from:</p> <ul style="list-style-type: none"> <li>Linear functions</li> <li>Quadratic functions</li> <li>Simple rational functions</li> <li>Exponential functions</li> </ul> <p>Algebra I and Algebra II</p>
AR.Math.Content.HSA.CED.A.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> <p>Algebra I and Algebra II</p>
AR.Math.Content.HSA.CED.A.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> <p>Algebra I and Algebra II</p>
AR.Math.Content.HSA.CED.A.4	<p>Rearrange literal equations using the properties of equality</p> <p>Algebra I and Algebra II</p>

\* Modeling Standards: Modeling is best interpreted not as a collection of isolated topics but rather in relation to other standards. Making mathematical models is a Standard for Mathematical Practice, and specific modeling standards appears throughout the high school standards indicated by a star symbol (\*).

Reasoning with Equations and Inequalities	Understand solving equations as a process of reasoning and explain the reasoning
AR.Math.Content.HSA.REI.A.1	<p>Assuming that equations have a solution, construct a solution and justify the reasoning used.</p> <p>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.</p> <p>Algebra 1 and Algebra 2</p>
AR.Math.Content.HSA.REI.A.2	<p>Solve simple rational and radical equations in one variable, and give examples showing how <b>extraneous</b> solutions may arise.</p> <p><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></p> <p>Algebra 1 and Algebra 2</p>

Reasoning with Equations and Inequalities	Solve equations and inequalities in one variable
AR.Math.Content.HSA.REI.B.3	Solve linear equations, inequalities and absolute value equations in one variable, including equations with coefficients represented by letters.

	Algebra I and Algebra II
AR.Math.Content.HSA.REI.B.4	<p>Solve quadratic equations in one variable.</p> <p>AR.Math.Content.HSA.REI.B.4.A 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.</p> <p>Note:</p> <ul style="list-style-type: none"> <li>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).</li> <li>Introduce this with a leading coefficient of 1 in Algebra I. Finish mastery in Algebra II.</li> </ul> <p>AR.Math.Content.HSA.REI.B.4.B Solve quadratic equations (as appropriate to the initial form of the equation) by:</p> <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> <p>Recognize complex solutions and write them as <math>a \pm bi</math> for real numbers <math>a</math> and <math>b</math>.</p> <p>Algebra I and Algebra II</p>

Reasoning with Equations and Inequalities	Solve systems of equations and inequalities graphically
AR.Math.Content.HSA.REI.C.5	<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> <p>Algebra I and Algebra II</p>

AR.Math.Content.HSA.REI.C.6	Solve <b>systems of equations</b> algebraically and graphically. Algebra I and Algebra II
AR.Math.Content.HSA.REI.C.7	Solve <b>systems of equations</b> consisting of a linear equations and nonlinear equations in two variables algebraically and graphically.  <i>For example: Find the points of intersection between <math>y = -3x</math> and <math>y = x^2 + 2</math>.</i> Algebra I and Algebra II
AR.Math.Content.HSA.REI.C.8	(+) Represent a system of linear equations as a single matrix equation in a vector variable. 4 <sup>th</sup> year math course
AR.Math.Content.HSA.REI.C.9	(+) 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). 4 <sup>th</sup> year math course

Reasoning with Equations and Inequalities	Solve systems of equations
AR.Math.Content.HSA.REI.D.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. Algebra I and Algebra II
AR.Math.Content.HSA.REI.D.11	<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 (Algebra 1 and Algebra 2)</li> <li>• Making tables of values (Algebra 1 and Algebra 2)</li> <li>• Finding successive approximations (Algebra 1 and Algebra 2)</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 (Algebra 1 and Algebra 2)</li> <li>• Polynomial (Algebra 1 and Algebra 2)</li> <li>• Rational (Algebra 2)</li> <li>• Absolute value (Algebra 1)</li> <li>• Exponential (Introduction in Algebra 1, Mastery in Algebra 2)</li> <li>• Logarithmic functions (Algebra 2)</li> </ul> <p>Note: Modeling should be applied throughout this standard.</p>
AR.Math.Content.HSA.REI.D.12	Solve linear inequalities and systems of linear inequalities in two variables by graphing. Algebra I and Algebra II

Seeing Structure in Expressions	Interpret the structure of expressions
AR.Math.Content.HSA.SSE.A.1	<p>Interpret expressions that represent a quantity in terms of its context.*</p> <p>AR.Math.Content.HSA.SSE.A.1.A Interpret parts of an expression, such as terms, factors, and coefficients. Attend to precision by using the appropriate vocabulary.</p> <p>AR.Math.Content.HSA.SSE.A.1.B Interpret complicated expressions by viewing one or more of their parts as a single entity.</p> <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> Algebra I and Algebra II</p>
AR.Math.Content.HSA.SSE.A.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> Algebra I and Algebra II</p>

Seeing Structure in Expressions	Write expressions in equivalent forms to solve problems
AR.Math.Content.HSA.SSE.B.3	<p>Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <p>AR.Math.Content.HSA.SSE.B.3.A Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p>AR.Math.Content.HSA.SSE.B.3.B 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^2 + bx + c</math></li> </ul>

	<ul style="list-style-type: none"> <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> <p>Algebra I and Algebra II</p> <p>AR.Math.Content.HSA.SSE.B.3.C 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> <p>Instructional connection with F.IF.C.8b</p> <p>Algebra II</p>
AR.Math.Content.HSB.SSE.A.4	<p>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></p> <p>Move to Pre-Cal and make a (+) standard.</p>



# Functions

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Building Functions	Build a function that models a relationship between two quantities
AR.MATH.CONTENT.HSF.BF.A.1	<p>Write a function that describes a relationship between two quantities. *</p> <p>AR.MATH.CONTENT.HSF.BF.A.1.A From a context, determine an explicit expression, a recursive process, or steps for calculation.</p> <p>AR.MATH.CONTENT.HSF.BF.A.1.B Combine standard function types using arithmetic operations.</p> <p><i>For example: 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></p> <p>AR.MATH.CONTENT.HSF.BF.A.1.C Compose functions.</p>
	<p>AR.MATH.CONTENT.HSF.BF.A.2.A Write arithmetic and geometric sequences both recursively and with an explicit formula, and translate between the two forms.</p> <p>AR.MATH.CONTENT.HSF.BF.A.2.B Use arithmetic and geometric sequences to model situations*</p>

Building Functions	Build new functions from existing functions
AR.MATH.CONTENT.HSF.BF.B.3	<p>AR.MATH.CONTENT.HSF.BF.B.3.a 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);</p> <p>AR.MATH.CONTENT.HSF.BF.B.3.b Find the value of <math>k</math> given the graphs of the transformed functions.</p>

	<p>AR.MATH.CONTENT.HSF.BF.B.3.c 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></p>
AR.MATH.CONTENT.HSF.BF.B.4	<p>Find inverse functions.</p> <p>AR.MATH.CONTENT.HSF.BF.B.4.A 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^3</math> or <math>f(x) = (x + 1)/(x - 1)</math> for <math>x \neq 1</math>.</i></p> <p>AR.MATH.CONTENT.HSF.BF.B.4.B Verify by composition that one function is the inverse of another. (Algebra II)</p> <p>AR.MATH.CONTENT.HSF.BF.B.4.C Read values of an inverse function from a graph or a table, given that the function has an inverse. (Algebra II)</p> <p>AR.MATH.CONTENT.HSF.BF.B.4.D (+) Produce an invertible function from a non-invertible function by restricting the domain.</p>
AR.MATH.CONTENT.HSF.BF.B.5	<p>AR.MATH.CONTENT.HSF.BF.B.5.A Understand the inverse relationship between exponents and logarithms.</p> <p>AR.MATH.CONTENT.HSF.BF.B.5.B Use the inverse relationship between exponents and logarithms to solve problems.</p>

Interpreting Functions	Understand the concept of a function and use function notation
AR.MATH.CONTENT.HSF.IF.A.1	<p><b>AR.MATH.CONTENT.HSF.IF.A.1.A</b> 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.</p> <p><b>AR.MATH.CONTENT.HSF.IF.A.1.B</b> <b>Understand that</b> 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>.</p> <p><b>AR.MATH.CONTENT.HSF.IF.A.1.C</b> <b>Understand that</b> the graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</p>
AR.MATH.CONTENT.HSF.IF.A.2	<p><b>In terms of a real-world context:</b></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>
AR.MATH.CONTENT.HSF.IF.A.3	<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, f(n + 1) = f(n) + f(n - 1)</math> for <math>n \geq 1</math>.</i></p>

Interpreting Functions	Interpret functions that arise in applications in terms of the context
AR.MATH.CONTENT.HSF.IF.B.4	<p><b>For a function that models a relationship between two quantities:</b></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><b>Key features may include:</b> intercepts; intervals where the function is increasing, decreasing, positive, or</p>

	negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
AR.MATH.CONTENT.HSF.IF.B.5	<p>AR.MATH.CONTENT.HSF.IF.B.5.A Relate the domain of a function to its graph.</p> <p>AR.MATH.CONTENT.HSF.IF.B.5.B Relate the domain of a function to the quantitative relationship it describes.</p> <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>
AR.MATH.CONTENT.HSF.IF.B.6	<p>AR.MATH.CONTENT.HSF.IF.B.6.A Calculate and interpret the average rate of change of a function (presented algebraically or as a table) over a specified interval.</p> <p>AR.MATH.CONTENT.HSF.IF.B.6.B Estimate the rate of change from a graph.*</p>

Interpreting Functions	Analyze functions using different representations
AR.MATH.CONTENT.HSF.IF.C.7	<p>Graph functions expressed algebraically and show key features of the graph, with and without technology.</p> <p>AR.MATH.CONTENT.HSF.IF.C.7.A Graph linear and quadratic functions and, when applicable, show intercepts, maxima, and minima.</p> <p>AR.MATH.CONTENT.HSF.IF.C.7.B Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>AR.MATH.CONTENT.HSF.IF.C.7.C</p>

	<p>Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>AR.MATH.CONTENT.HSF.IF.C.7.D (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p> <p>AR.MATH.CONTENT.HSF.IF.C.7.E Graph exponential and logarithmic functions, showing intercepts and end behavior.</p> <p>AR.MATH.CONTENT.HSF.IF.C.7.F (+)Graph trigonometric functions, showing period, midline, and amplitude.</p>
AR.MATH.CONTENT.HSF.IF.C.8	<p>Write expressions for functions in different but equivalent forms to reveal key features of the function.</p> <p>AR.MATH.CONTENT.HSF.IF.C.8.A 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.</p> <p>Note: Connection to A.SSE.B.3b</p> <p>AR.MATH.CONTENT.HSF.IF.C.8.B Use the properties of exponents to interpret expressions for exponential functions.</p> <p>Note: Connection to A.SSE.B.3c</p> <p>Note: Various forms of exponentials might include representing the base as <math>1 \pm r</math>, where <math>r</math> is the rate of growth or decay.</p>
AR.MATH.CONTENT.HSF.IF.C.9	<p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>

Linear, Quadratic, and Exponential Models	Construct and compare linear, quadratic, and exponential models and solve problems
AR.MATH.CONTENT.HSF.LE.A.1	<p>Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>AR.MATH.CONTENT.HSF.LE.A.1.A  Show that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.</p> <p>AR.MATH.CONTENT.HSF.LE.A.1.B  Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>AR.MATH.CONTENT.HSF.LE.A.1.C  Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>
AR.MATH.CONTENT.HSF.LE.A.2	<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>
AR.MATH.CONTENT.HSF.LE.A.3	<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>
AR.MATH.CONTENT.HSF.LE.A.4	<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</p>

	without technology. Connection to F.BF.B.5
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<b>Linear, Quadratic, and Exponential Models</b>	<b>Interpret expressions for functions in terms of the situation they model</b>
AR.MATH.CONTENT.HSF.BF.B.5	In terms of a context, interpret the parameters (such as: rates of growth or decay, domain and range restrictions where applicable, etc.) in a function.



Trigonometric Functions	Extend the domain of trigonometric functions using the unit circle
AR.MATH.CONTENT.HSF.TF.A.1	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
AR.MATH.CONTENT.HSF.TF.A.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.
AR.MATH.CONTENT.HSF.TF.A.3	<p>AR.MATH.CONTENT.HSF.TF.A.3.a            (+) Use special <b>right</b> triangles to determine geometrically the <b>exact</b> 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></p> <p>AR.MATH.CONTENT.HSF.TF.A.3.b            (+) 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 <b>exact</b> values for <math>x</math>, where <math>x</math> is any real number.</p>
AR.MATH.CONTENT.HSF.TF.A.4	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

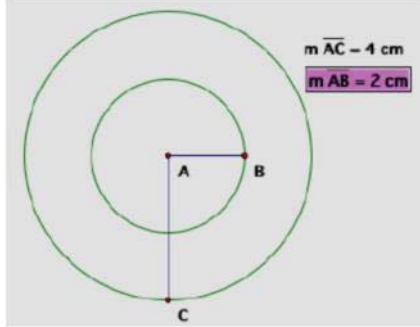
Trigonometric Functions	Model periodic phenomena with trigonometric functions
AR.MATH.CONTENT.HSF.TF.B.5	<p>Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*</p> <p><b>Move to PreCalculus</b></p>
AR.MATH.CONTENT.HSF.TF.B.6	<p>(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.</p> <p><b>*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.</b></p>
AR.MATH.CONTENT.HSF.TF.B.7	(+) <b>Use inverse functions to:</b>

	<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>
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Trigonometric Functions	Prove and apply trigonometric identities
AR.MATH.CONTENT.HSF.TF.C.8	<p>(+)AR.MATH.CONTENT.HSF.TF.C.8.a Develop the Pythagorean identity, <math>\sin^2(\theta) + \cos^2(\theta) = 1</math>.</p> <p>(+)AR.MATH.CONTENT.HSF.TF.C.8.b 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.</p>
AR.MATH.CONTENT.HSF.TF.C.9	(+) Develop the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

# Geometry

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Circles	Understand and apply theorems about circles
AR.MATH.CONTENT.HSG.C.A.1	<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-AR-flip-book-usd-259-2012.pdf">http://www.azed.gov/azcommoncore/files/2012/11/high-school-AR-flip-book-usd-259-2012.pdf</a></p>
AR.MATH.CONTENT.HSG.C.A.2	<p>Identify, describe, and use relationships among angles, radii, segments, lines, arcs, and chords as related to circles.</p> <p><i>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.</i></p>
AR.MATH.CONTENT.HSG.C.A.3	<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>
AR.MATH.CONTENT.HSG.C.A.4	Deleted Standard

Circles	Find arc lengths and areas of sectors of circles
AR.MATH.CONTENT.HSG.C.B.5	<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>Content connection: F.TF.1 (+)</p>

Expressing Geometric Properties with Equations	Translate between the geometric description and the equation for a conic section
AR.MATH.CONTENT.HSG.GPE.A.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>
AR.MATH.CONTENT.HSG.GPE.A.2	(+) Derive the equation of a parabola given a focus and directrix.
AR.MATH.CONTENT.HSG.GPE.A.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.

Expressing Geometric Properties with Equations	Use coordinates to prove simple geometric theorems algebraically
AR.MATH.CONTENT.HSG.GPE.B.4	<p>Use coordinates to prove simple geometric theorems algebraically.</p> <p>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>.</p>
AR.MATH.CONTENT.HSG.GPE.B.5	<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>Examples 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>

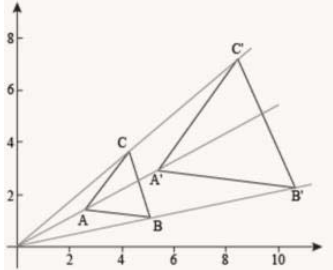
AR.MATH.CONTENT.HSG.GPE.B.6	<p>Find the midpoint between two given points; and find the endpoint of a line segment given the midpoint and one endpoint.</p> <p>Note: An extension of this standard would be to find the point on a directed line segment between two given points that partitions the segment in a given ratio.</p>
AR.MATH.CONTENT.HSG.GPE.B.7	<p>Use coordinates to compute perimeters of polygons and areas of triangles and rectangles.</p> <p><i>Examples include but are not limited to: using the distance formula and area of composite figures.</i></p>

Geometric Measurement and Dimension	Explain volume formulas and use them to solve problems
AR.MATH.CONTENT.HSG.GMD.A.1	<p>Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.</p> <p><i>For Example: Use dissection arguments, Cavalieri's principle, and informal limit arguments.</i></p>
AR.MATH.CONTENT.HSG.GMD.A.2	(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.
AR.MATH.CONTENT.HSG.GMD.A.3	<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> <p><i>For Example: how is the volume affected by doubling, tripling, or halving a dimension?</i></p>

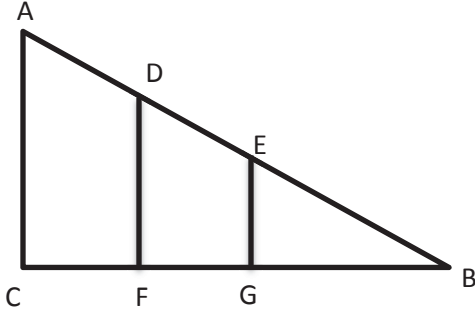
Geometric Measurement and Dimension	Visualize relationships between two-dimensional and three- dimensional objects
AR.MATH.CONTENT.HSG.GMD.B.4	<ul style="list-style-type: none"> <li>Identify the shapes of two-dimensional cross-sections of three- dimensional objects</li> <li>Identify three-dimensional objects generated by rotations of two-dimensional objects.</li> </ul>



<b>Modeling with Geometry</b>	<b>Apply geometric concepts in modeling situations</b>
AR.MATH.CONTENT.HSG.MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). ★
AR.MATH.CONTENT.HSG.MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ★
AR.MATH.CONTENT.HSG.MG.A.3	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). ★

Similarity, Right Triangles, and Trigonometry	Understand similarity in terms of similarity transformations
AR.MATH.CONTENT.HSG.SRT.A.1	<p>Verify experimentally the properties of dilations given by a center and a scale factor.</p> <p>AR.MATH.CONTENT.HSG.SRT.A.1.A 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.</p> <p>AR.MATH.CONTENT.HSG.SRT.A.1.B The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</p>  <p><a href="http://www.shmoop.com/common-core-standards/AR-hs-g-srt-1a.html">http://www.shmoop.com/common-core-standards/AR-hs-g-srt-1a.html</a></p>
AR.MATH.CONTENT.HSG.SRT.A.2	<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>
AR.MATH.CONTENT.HSG.SRT.A.3	Use the properties of similarity transformations to establish the AA, SAS~, SSS~ criteria for two triangles to be similar.

Similarity, Right Triangles, and Trigonometry	Apply and prove theorems involving similarity
AR.MATH.CONTENT.HSG.SRT.B.4	<p>Use triangle similarity to apply and prove theorems about triangles.</p> <p>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.</p> <div data-bbox="646 505 1297 935" data-label="Image"> </div> $\frac{x}{b} = \frac{b}{c}, \quad \frac{y}{a} = \frac{a}{c}$ $x = \frac{b^2}{c}, \quad c - x = \frac{a^2}{c}$ $x + (c - x) = c$ $\frac{a^2}{c} + \frac{b^2}{c} = c$ $a^2 + b^2 = c^2$
AR.MATH.CONTENT.HSG.SRT.B.5	<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>

Similarity, Right Triangles, and Trigonometry	Define trigonometric ratios and solve problems involving right triangles
AR.MATH.CONTENT.HSG.SRT.C.6	<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>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)?</p> 
AR.MATH.CONTENT.HSG.SRT.C.7	Explain and use the relationship between the sine and cosine of complementary angles.
AR.MATH.CONTENT.HSG.SRT.C.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><i>This standard includes but is not limited to angles of elevation and depression, navigation, and surveying.</i></p>

Similarity, Right Triangles, and Trigonometry	Apply trigonometry to general triangles
AR.MATH.CONTENT.HSG.SRT.D.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.
AR.MATH.CONTENT.HSG.SRT.D.10	(+) Prove the Laws of Sines and Cosines and use them to solve problems.
AR.MATH.CONTENT.HSG.SRT.D.11	<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>This standard includes, but is not limited to surveying problems and resultant forces.</i></p>

# Numbers and Quantity

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The Complex Number System	Perform arithmetic operations with complex numbers
AR.Math.Content.HSN.CN.A.1	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.
AR.Math.Content.HSN.CN.A.2	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
AR.Math.Content.HSN.CN.A.3	3A. Find the conjugate of a complex number; 3B. Use conjugates to find quotients of complex numbers; and (+)3C. Use conjugates to find <b>moduli</b> .

The Complex Number System	Represent complex numbers and their operations on the complex plane
AR.Math.Content.HSN.CN.B.4	A.) (+) Represent complex numbers on the <b>complex plane</b> in rectangular and <b>polar form</b> (including real and imaginary numbers) B.) (+) Explain why the rectangular and polar forms of a given complex number represent the same number.
AR.Math.Content.HSN.CN.B.5	A.) (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; B.) (+) use properties of geometrical representation for computation.  <i>For example: <math>(-1 + \sqrt{3}i)^3 = 8</math> because <math>(-1 + \sqrt{3}i)</math> has modulus 2 and argument <math>120^\circ</math>.</i>
AR.Math.Content.HSN.CN.B.6	(+) 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.

The Complex Number System	Use complex numbers in polynomial identities and equations
AR.Math.Content.HSN.CN.C.7	Solve quadratic equations with real coefficients that have <b>real or</b> complex solutions.
AR.Math.Content.HSN.CN.C.8	(+) Extend polynomial identities to the complex numbers. <i>For example, rewrite <math>x^2 + 4</math> as <math>(x + 2i)(x - 2i)</math>.</i>
AR.Math.Content.HSN.CN.C.9	(+) Know the <b>Fundamental Theorem of Algebra</b> ; show that it is true for quadratic polynomials.



Quantities	Reason quantitatively and use units to solve problems
AR.Math.Content.HSN.Q.A.1	1A. Use units as a way to understand problems and to guide the solution of multi-step problems; 1B. Choose and interpret units consistently in formulas; and 1C. Choose and interpret the scale and the origin in graphs and data displays.
AR.Math.Content.HSN.Q.A.2	Define appropriate quantities for the purpose of descriptive modeling. (I.E., Use units appropriate to the problem being solved.)
AR.Math.Content.HSN.Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

The Real Number System	Extend the properties of exponents to rational exponents
AR.Math.Content.HSN.RN.A.1	<p>Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.</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 be equivalent.</i></p>
AR.Math.Content.HSN.RN.A.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.

The Real Number System	Use properties of rational and irrational numbers
AR.Math.Content.HSN.RN.B.3	<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>
AR.Math.Content.HSN.RN.B.4 New Standard	<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>

Vector and Matrix Quantities	Represent and model with vector quantities
AR.Math.Content.HSN.VM.A.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>
AR.Math.Content.HSN.VM.A.2	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
AR.Math.Content.HSN.VM.A.3	(+) Solve problems involving velocity and other quantities that can be represented by vectors.

Vector and Matrix Quantities	Perform operations on vectors
AR.Math.Content.HSN.VM.B.4	<p>(+) Add and subtract vectors.</p> <p>AR.Math.Content.HSN.VM.B.4.A Add vectors end-to-end, component-wise, and by the <b>parallelogram rule</b>. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.</p> <p>AR.Math.Content.HSN.VM.B.4.B Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.</p> <p>AR.Math.Content.HSN.VM.B.4.C</p> <ul style="list-style-type: none"> <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>

AR.Math.Content.HSN.VM.B.5	<p>(+) Multiply a vector by a scalar.</p> <p>AR.Math.Content.HSN.VM.B.5.A</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> </ul> <p>AR.Math.Content.HSN.VM.B.5.B</p> <ul style="list-style-type: none"> <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  \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>
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Vector and Matrix Quantities	Perform operations on matrices and use matrices in applications
AR.Math.Content.HSN.VM.C.6	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
AR.Math.Content.HSN.VM.C.7	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
AR.Math.Content.HSN.VM.C.8	(+) Add, subtract, and multiply matrices of appropriate dimensions.
AR.Math.Content.HSN.VM.C.9	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
AR.Math.Content.HSN.VM.C.10	(+) 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 <b>determinant</b> of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
AR.Math.Content.HSN.VM.C.11	<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>

AR.Math.Content.HSN.VM.C.12	(+) Work with $2 \times 2$ matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.
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# Statistics and Probability

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<b>Conditional Probability and the Rules of Probability</b>	<b>Understand independence and conditional probability and use them to interpret data</b>
AR.MATH.CONTENT.HSS.CP.A.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"). <a href="#">In a Statistics class</a>
AR.MATH.CONTENT.HSS.CP.A.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. <a href="#">In a Statistics class</a>
AR.MATH.CONTENT.HSS.CP.A.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. <a href="#">In a Statistics class</a>
AR.MATH.CONTENT.HSS.CP.A.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> <li>• 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.</li> </ul> <a href="#">In a Statistics class</a>
AR.MATH.CONTENT.HSS.CP.A.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. <a href="#">In a Statistics class</a>

<b>Conditional Probability and the Rules of Probability</b>	<b>Use the rules of probability to compute probabilities of compound events.</b>
AR.MATH.CONTENT.HSS.CP.B.6	Find the conditional probability of A given B. In a Statistics class
AR.MATH.CONTENT.HSS.CP.B.7	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. In a Statistics class
AR.MATH.CONTENT.HSS.CP.B.8	(+) 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. In a Statistics class
AR.MATH.CONTENT.HSS.CP.B.9	Use permutations and combinations to compute probabilities of compound events and solve problems. Algebra II
AR.MATH.CONTENT.HSS.CP.B.10 New Standard	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> <li>Tree Diagrams</li> </ul>



Interpreting Categorical and Quantitative Data	Summarize, represent, and interpret data on a single count or measurement variable
AR.MATH.CONTENT.HSS.ID.A.1	Represent data with plots on the real number line (dot plots, histograms, and box plots). Algebra I
AR.MATH.CONTENT.HSS.ID.A.2	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. Algebra I
AR.MATH.CONTENT.HSS.ID.A.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).  For example: Be able to explain the effects of extremes or outliers on the measures of center and spread. Algebra I
AR.MATH.CONTENT.HSS.ID.A.4	<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>Notes:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Recognize that normal distributions are only appropriate for unimodal and symmetric shapes.</li> </ul> Algebra II

Interpreting Categorical and Quantitative Data	Summarize, represent, and interpret data on two categorical and quantitative variables
AR.MATH.CONTENT.HSS.ID.B.5	<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> <p>Algebra I</p>
AR.MATH.CONTENT.HSS.ID.B.6	<p>Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>AR.MATH.CONTENT.HSS.ID.B.6.A Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Note: Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</p> <p>Note:</p> <ul style="list-style-type: none"> <li>Algebra I – focus is more on linear models and exponential models</li> <li>Algebra II – focus is more on quadratic and exponential models</li> </ul> <p>AR.MATH.CONTENT.HSS.ID.B.6.B Informally assess the fit of a function by plotting and analyzing residuals.</p> <p>In a statistics course</p>

Interpreting Categorical and Quantitative Data	Interpret linear models
AR.MATH.CONTENT.HSS.ID.C.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. Algebra I
AR.MATH.CONTENT.HSS.ID.C.8	Compute (using technology) and interpret the correlation coefficient of a linear fit. Algebra I
AR.MATH.CONTENT.HSS.ID.C.9	Distinguish between correlation and causation. Algebra I

Making Inferences and Justifying Conclusions	Understand and evaluate random processes underlying statistical experiments
AR.MATH.CONTENT.HSS.IC.A.1	<p>Recognize statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>Algebra II</p>
AR.MATH.CONTENT.HSS.IC.A.2	<p>Compare theoretical and empirical probabilities using simulations</p> <p><i>For example: Students could flip a coin, roll a number cube, spin a spinner, and use technology.</i></p> <p>Algebra II</p>

Making Inferences and Justifying Conclusions	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
AR.MATH.CONTENT.HSS.IC.B.3	<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> <p>Algebra II</p>
AR.MATH.CONTENT.HSS.IC.B.4	<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> <p>Statistics</p>
AR.MATH.CONTENT.HSS.IC.B.5	<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> <p>Statistics</p>
AR.MATH.CONTENT.HSS.IC.B.6	<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> </ul>

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|  | <ul style="list-style-type: none"><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> <p>Algebra II</p> |
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Using Probability to Make Decisions	Calculate expected values and use them to solve problems
	Bullet content and separate examples from text of standards
AR.MATH.CONTENT.HSS.MD.A.1	<p>(+) 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.</p> <p>In a Statistics course</p>
AR.MATH.CONTENT.HSS.MD.A.2	<ul style="list-style-type: none"> <li>(+) Calculate the expected value of a random variable.</li> <li>(+) Interpret the expected value of a random variable as the mean of the probability distribution.</li> </ul> <p>In a Statistics course</p>
AR.MATH.CONTENT.HSS.MD.A.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> <p>In a Statistics course</p>
AR.MATH.CONTENT.HSS.MD.A.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> <p>In a Statistics course</p>

Using Probability to Make	Use probability to evaluate outcomes of decisions
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Decisions	
AR.MATH.CONTENT.HSS.MD.B.5	<p>(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.</p> <p>AR.MATH.CONTENT.HSS.MD.B.5.A Find the expected payoff for a game of chance.</p> <p><i>For example: Find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</i> In a Statistics course</p> <p>AR.MATH.CONTENT.HSS.MD.B.5.B Evaluate and compare strategies on the basis of expected values.</p> <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> In a Statistics course</p>
AR.MATH.CONTENT.HSS.MD.B.6	<p>(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). In a Statistics course</p>
AR.MATH.CONTENT.HSS.MD.B.7	<p>(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). In a Statistics course</p>

## **Pine Bluff Dollarway: District Update Report**

### **Office of Intensive Support**

**February 2016**

Since the beginning of the second semester of school year 2015-2016, members of the Office of Intensive (OIS) and the ADE Unit leaders have been providing technical and targeted assistance to the Dollarway School District. Given the recent action to place the District under State Authority, our first order of business was to conduct a collaborative assessment to identify high priority needs based upon previous findings by the ADE and the district and use those identified priorities to guide the focus of our initial work. Additional focuses will be uncovered as we continue to conduct a gap analysis and/or root cause analysis of current internal and external systems, skills, structures, sustainable practices, services and supports that impact leadership, teaching and learning and finance.

Commissioner Key facilitated two meetings with all ADE Unit Leaders and the OIS team to:

1. Establish protocols of communication, collaboration and coordination of services among and between the ADE Units and OIS;
2. To identify previous essential findings by the ADE and the district; and
3. Made assignments to appropriate individuals to address the identified priorities within an established timeline.

To that end, the following identified priorities have been addressed, completed or are in progress:

#### **Leadership:**

- Legal issues regarding lawsuits filed
- Needs Assessment of major sections/system
- Day to day operational procedures
- Practices vs. Policies vs. Procedures
- Personnel Policy Committee process
- Salary schedule revisions/update
- Employee issues, i.e. SIS positions, contracts, etc.
- Audit findings
- Use of Categorical funds
- Establishing Standard Operational Procedures

In an effort to establish a more effective working relationship with Ms. Warren, the OIS team met with her on December 14, 2015 to set the proper protocol, and to provide the strategies and plans of action to be used. Ms. Warren has been very cooperative, eager to learn and



focused on putting systems in place to aid in the development of smooth day to day operations of the district. Given this focus, plans are to develop a Needs Assessment of these major areas:

- Academics
- Health Services
- Food Services
- Transportation
- Maintenance
- Activities
- Athletics
- Technology at each of the four schools

In assessing the above areas, major concern will be given to the financial impact each will have on student services and academic outcomes.

**Legal:**

- Employee Contracts
- Complaints
- External Provider Contracts

**Fiscal:**

- Annual Financial Review (Analysis of School Years 2009-10 through 2015-16) done by Ray Beardsley on 01/19/16
- ACSIP completion and use of Categorical funds
- Parent Right to Know Letter Indistar Upload request
- Parent Teaching Licensure Areas Letter Indistar Upload request
- Federal Gross Payroll and Expenditure Reports Upload Into Indistar by 01/15/16
- Start of Business Procedures Manual
- APSCN Detail Expenditure Status Report Documentation Steps
- APSCN Expenditure Audit Trail Report Documentation Steps
- APSCN Basic Journal Entry How to Completion (APSCN Finance Field Rep Assistance)

**Accreditation:**

- District Site Monitoring
  - Teacher Licensure: Issue with math teacher's licensure has been resolved.
  - Standards Review Desk Audit visit was conducted on 01/20/16

**Academics:**

● **Audit Student Transcripts-** Grades 12 and 11 have been completed.

○ **Critical Findings:**

1. Some 11th and 12th grade students have been enrolled in repeated the same courses with passing grades.
2. Repeated coursework is not found on the 10th grade level.
3. Some blank grades exists in Triand for past years courses completed.
4. A credit value of .25 instead of .50 has been assigned to Summer School and Credit Recovery completed course work.
5. Missing Triand records for past years coursework for some students
6. A large number of 11th graders received failing grades for this past first semester (2015).

○ **Other Relevant Findings:**

1. Students in the 11th and 12th grades are appropriately placed based upon Student/Parent Handbook.
2. Students in grades 11 and 12 have excellent placements in required courses in grades 9 and 10 that will allow them to focus on college and career coursework in grades 11 and 12 (including concurrent credit courses).
3. Previously, students who failed required courses were promptly advised and placed in needed courses in order to make up the credits in credit recovery, summer school or during the following school year.

● **Recommendations:**

1. The Dollarway School District should receive additional training on the eSchool Graduation Requirement Program and develop an implementation plan for the 2016-17 school year which will allow the district to conduct internal audits of transcripts using the eSchool software. This will allow immediate corrective actions.
2. The Dollarway School District should develop a focused calendar to regularly crosswalk eSchool students' records with Triand students' records.
3. Counselors need to meet with juniors and seniors who received failing grades for first semester (2015) and immediately program them into Credit Recovery, send out letters for summer school requirement, and/or provide additional coursework during the second semester for make-up. \* This will impact the graduation rate if not acted upon expeditiously and accurately.

● **Curriculum:**

- LDC and MDC reports have been received by the OIS. These documents are under review.
- There is no indication that the district has a curriculum that is fully aligned and implemented.
- There is no indication that the district has scheduled curriculum alignment committees meetings to support the schools in aligning instructional planning, instructional program implementation, assessment and progress monitoring of students' gains.

- **Recommendation:** The district will form a district level curriculum committee which will function to support the schools in developing and seeking approval of appropriate course offerings; conducting an evaluation of all programs to determine effectiveness; developing a district level RTI program with specified tiered interventions and a system for progress monitoring; developing an aligned curriculum and conducting a gap analysis of curriculum, instruction and assessment; and determine future professional development based upon the needs identified.

- **Educator Effectiveness**

- A Needs Assessment was conducted with all schools within the district. The results of this assessments have been submitted to the ADE Educator Effectiveness Unit. The ADE Educator Effectiveness Unit will develop a plan of support/training based upon the needs identified. Mrs. Sandra Hurst will be responsible for developing this plan along with the district.
- TESS and LEADS- all principals have passed the required proficiency test which enables them to evaluate teachers.

- **Recommendations:**

1. The district will establish timelines for completing formative and summative evaluation by May 30, 2016 for James Matthews' principal.
2. Set up training schedule with ADE Educator Effectiveness Unit.
3. Develop a district plan of support for TESS and LEADS.

- **Academic Audits**

- Special Education Audit- On January 26, 2016 the ADE Special Education Unit headed by Becky Cezar conducted an audit of the Dollarway School District special programs and provided the district leaders with relevant longitudinal data.
- The district along with OIS have developed protocols for conducting in-district academic audits to strengthen the district's instructional systems, structures and sustainable practices within the schools/district, to aid in appropriate allocation of resources and supports, to identify professional development needs more systematically, and to identify the impact of professional development on professional practices.

- **Recommendations:**

1. Conduct academic audits, interviews, classroom observations, and document/program reviews.
2. Use data to determine gaps in curriculum, instruction, and assessment, and professional practices.
3. Develop academic audit protocols and observation tools.
4. Develop diagnostic analysis tools for program evaluation and effectiveness (including professional development, curriculum, instruction, assessment, school culture/climate, operations, and student services).

## **School Improvement**

- ☐ ACSIP Application
- ☐ ACSIP Budget
- ☐ Priority Schools and Non-Priority Schools Indicators and 45 Day Plans
- ☐ District Indicators
- ☐ MOU, Leadership Team Policy, Diagnostic Analysis Tool

**ARKANSAS DEPARTMENT OF EDUCATION  
RULES AND REGULATIONS GOVERNING ETHICAL GUIDELINES AND  
PROHIBITIONS FOR EDUCATIONAL ADMINISTRATORS, EMPLOYEES,  
BOARD MEMBERS AND OTHER PARTIES**

~~March 2014~~\_\_\_\_\_

**1.00 REGULATORY AUTHORITY**

- 1.01 These rules and regulations shall be known as the Arkansas Department of Education Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members and other parties.
- 1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-24-101 et seq., ~~and 25-15-201 et seq.~~ and Act 846 of 2015.

**2.00 PURPOSE**

- 2.01 The purpose of these rules is to set forth certain ethical guidelines and prohibitions for educational administrators, employees, board members and other parties which involve contracts, transactions or agreements with Arkansas public school districts, charter schools, educational cooperatives or any publicly supported entity having supervision over public educational entities excluding institutions of higher education.

**3.00 DEFINITIONS**

Unless otherwise specifically stated herein, the term:

- 3.01 "Administrator" means any superintendent, assistant superintendent or his/her equivalent, open-enrollment public charter school director, school district treasurer, business manager, or other individual responsible for entity-wide purchasing. *The determining factor for being considered an "administrator" for the purposes of these regulations is the actual or implied authority of an individual to make purchases on behalf of the entire organization. This definition excludes many building principals (whose purchasing authority is often limited to their own school), but could include athletic directors or others. Classified employees serving in food services, business/accounting or other capacities may also be considered "administrators" when they exercise autonomous system-wide purchasing authority.*
- 3.02 "Board" means local school boards or other governing bodies of public educational entities;
- 3.03 "Board Member" means any board member, director, or other member of a

governing body of a public educational entity;

- 3.04 “Board of Education” means the State Board of Education;
- 3.05 “Commissioner” means the Commissioner of the Arkansas Department of Education or his or her designee.
- 3.06 “Commodities” means all supplies, goods, material, equipment, computers, software, machinery, facilities, personal property, and services, other than personal and professional services, purchased for or on behalf of a public educational entity;
- 3.07 “Compensation or other benefits” means any monetary or non-monetary gain including without limitation, salary, fringe benefits, gratuities and bonuses received by owners, officers, directors, trustees, partners, managerial employees, or other executive level employees.
  - 3.07.1 The definition does not include compensation or other benefits received by the following individuals:
    - 3.07.1.1 Non-managerial or non-executive level employees
    - 3.07.1.2 Clerical or other similar hourly compensated employees
    - 3.07.1.3 Individuals who own ~~less than a five percent (5%)~~ five percent (5%) or less interest in a company or entity; and
    - 3.07.1.4 Individuals who own stock or other equity holdings in any publicly held company.
- 3.08 “Contract” means any transaction or agreement for the purchase, lease, transfer, or use of real property or personal property and personal or professional services, including but not limited to, motor vehicles, equipment, commodities, materials, services, computers or other electronics, construction, capital improvements, deposits, and investments;
- 3.09 “Contract disclosure form” means the form herein incorporated and attached to these rules as Appendix Form B;
- 3.10 “Day” means a working day in which the Arkansas Department of Education is open to transact official governmental business;
- 3.11 “Department” means the Arkansas Department of Education;

- 3.12 “Directly” or “directly interested” means receiving compensation or other benefits personally or to an individual’s household from the person, business, or entity contracting with the public educational entity;
- 3.13 “Emergency purchase” means purchases mandated by unforeseen and unavoidable circumstances in which human life, health, or public property is in immediate jeopardy; and the expenditure is necessary to preserve life, health, or public property;
- 3.14 “Employee” means a full-time employee or part-time employee of a public educational entity;
- 3.15 “Employment contract” means an agreement or contract between an employer and an employee in which the terms and conditions of the employment are provided.
- 3.16 “Family” or “family members” means:
- 3.16.1 An individual’s spouse;
  - 3.16.2 Children of the individual or the children of the individual’s spouse;
  - 3.16.3 The spouse of a child of the individual or the spouse of a child of the individual’s spouse;
  - 3.16.4 Parents of the individual or parents of the individual’s spouse;
  - 3.16.5 Brothers and sisters of the individual or brothers and sisters of the individual’s spouse;
  - 3.16.6 Anyone living or residing in the same residence or household with the individual or in the same residence or household with the individual’s spouse; or
  - 3.16.7 Anyone acting or serving as an agent of the individual or as an agent of the individual’s spouse.
- 3.17 “Financial interest” in a business or other entity means:
- 3.17.1 Ownership of more than a five percent (5%) interest;
  - 3.17.2 Holding a position as officer, director, trustee, partner, or other top level management; or

- 3.17.3 Being an employee, agent, independent contractor, or having any other arrangement in which the individual's compensation is based in whole or in part on transactions with the public educational entity.
- 3.17.4 "Financial interest" does not include:
- 3.17.4.1 The ownership of stock or other equity holdings in any publicly held company; or
  - 3.17.4.2 Clerical or other similar hourly compensated employees.
- 3.18 "Gratuity" means a payment, loan, subscription, advance, deposit of money, travel, services or anything having a present market value of one hundred dollars (\$100) or more unless consideration of substantially equal or greater value is received;
- 3.19 "Indirectly" or "indirectly interested" means that a family member, business, or other entity in which the individual or family member has a financial interest will receive compensation or benefits;
- 3.20 "Initially employed" means:
- 3.20.1 Employed in either an interim or permanent position for the first time or following a severance in employment with the school district; or
  - 3.20.2 A change in the terms and conditions of any existing contract, excluding:
    - 3.20.2.1 Any renewal of a teacher contract under Ark. Code Ann. § 6-17-1506;
    - 3.20.2.2 Renewal of a noncertified employee's contract that is required by law; or
    - 3.20.2.3 Movement of an employee on the salary schedule that does not require board action.
- 3.21 "Public educational entity" means Arkansas public school districts, charter schools, education service cooperatives, or any publicly-supported entity having supervision over public educational entities. "Public educational entity" does not include institutions of higher education.
- 3.22 "Unusual and limited circumstances" means, without limitation, those circumstances that are uncommon, rare and restricted.



3.22.1 For the purposes of employment contracts, unusual and limited circumstances may include without limitation, a shortage of qualified candidates.

3.22.2 For contracts and transactions other than employment contracts, unusual and limited circumstances may include without limitation: the selected vendor being the only vendor within a reasonable distance offering the required services; or the selected vendor offering the lowest bid for prices or services as compared to two (2) or more other bidders.

3.23 “Written resolution” means the form herein incorporated and attached to these rules and regulations as Appendix Form C.

#### **4.00 COMPLIANCE WITH OTHER LAWS AND RULES**

4.01 Nothing in these rules alters or diminishes other statutory or regulatory requirements regarding purchasing, contracting, bidding, disposition of property, or other transactions with public educational entities.

4.02 Nothing in these rules alters or diminishes the professional and/or ethical obligations of licensed personnel.

#### **5.00 GENERAL PROHIBITION**

5.01 No board member, administrator, or employee shall knowingly use or attempt to use his or her official position to secure unwarranted privileges or exemptions for himself or others.

5.02 While serving as a board member, administrator, or employee, an individual shall not accept employment, contract, or engage in any public or professional activity that a reasonable person would expect might require or induce him or her to disclose any information acquired by the member by reason of his or her official position that is declared by law or regulation to be confidential.

5.03 No board member, administrator, or employee shall knowingly disclose any confidential information gained by reason of his or her position, nor shall the member knowingly otherwise use such information for his or her personal gain or benefit.

5.04 Nothing in these rules prohibits board members, administrators, or employees of public educational entities from donating services or property to a public educational entity.

## **6.00 GENERAL ETHICAL STANDARDS FOR NON-EMPLOYEES**

Any effort by a nonemployee to influence a public educational entity board member, administrator, or employee to breach the standards of ethical conduct stated in these rules and Ark. Code Ann. § 6-24-101 et seq. is a breach of ethical standards punishable under the criminal penalties set forth in Ark. Code Ann. § 6-24-101 et seq.

## **7.00 RESTRICTIONS ON EMPLOYMENT OF PRESENT AND FORMER ADMINISTRATORS**

- 7.01 Unless written approval is granted by the Commissioner it is a breach of ethical standards for an administrator to be or become the employee, agent, or independent contractor of any party contracting with the public educational entity the administrators serve. The Commissioner's approval letter shall be filed with and maintained by the public educational entity employing the administrator.
- 7.02 Unless written approval is granted by the Commissioner it is a breach of ethical standards for administrators to engage in selling or attempting to sell commodities or services to the public educational entity they served or were employed by for one (1) year following the date employment or service ceased.

## **8.00 GRATUITIES AND KICKBACKS**

- 8.01 It is a breach of the ethical standards for any person to offer, give, or agree to give any board member, administrator, or employee a gratuity or an offer of employment in connection with any contract or transaction of a public educational entity.
- 8.02 It is a breach of the ethical standards for any board member, administrator, or employee to solicit, demand, accept, or agree to accept from another person or entity a gratuity or an offer of employment in connection with any contract or transaction of a public educational entity.
- 8.03 It is a breach of the ethical standards for any payment, gratuity, or offer of employment to be made by or on behalf of a person or an entity as an inducement for the award of a contract or transaction with a public educational entity.

## **9.00 EMERGENCY PURCHASES**

- 9.01 Any emergency purchases or contracts with a public educational entity shall be exempt from the prohibitions of these rules.
- 9.02 Emergency purchases shall only be used for the preservation of life, health or public property, and shall not be used to substantially improve the condition of an

asset of the public educational entity, the board member, administrator or employee of the public educational entity prior to the emergency.

- 9.03 Each public educational entity shall maintain records and copies of all documentation relating to and supporting a determination that the transactions qualify as emergency purchases.
- 9.04 Any person using emergency purchases to avoid the intent of these rules shall be guilty of violating these rules and shall be subject to the penalties provided for in these rules and in Ark. Code Ann. § 6-24-101 et seq.

## **10.00 SCHOOL BOARDS**

- 10.01 General Prohibition: Except as otherwise provided, it is a breach of the ethical standards for a board member to contract with the public educational entity the member serves if the board member has knowledge that he or she is directly or indirectly interested in the contract.
- 10.02 Employment of Family Members: A board member's family member may not be initially employed by the public educational entity the member serves during the member's tenure of service on the local board for compensation in excess of five thousand dollars (\$5,000) unless the Commissioner issues a letter of exemption and approves the employment contract based on unusual and limited circumstances.
  - 10.02.1 The determination of unusual and limited circumstances shall be at the sole discretion of the Commissioner as further defined by these rules.
  - 10.02.2 A family member of a school board member who was employed by the public educational entity during the school year immediately preceding the election of the board member may continue employment with the public educational entity under the same terms and conditions of the previously executed contract and any renewal of the contract under Ark. Code Ann. § 6-17-1506.
  - 10.02.3 Subject to the local board's written policy, a qualified family member of a board member may be employed as a substitute teacher, substitute cafeteria worker, or substitute bus driver for a period of time not to exceed a total of thirty (30) days per fiscal year for the public educational entity served by the board member.
  - 10.02.4 No employment contract that is prohibited under this section is valid or enforceable by any party to the employment contract until approved in writing by the Commissioner.

- 10.02.5 The Commissioner's approval of an employment contract may include restrictions and limitations that are by this section incorporated as terms or conditions of the contract.
- 10.02.6 Excluding any renewal of a contract under Ark. Code Ann. § 6-17-1506, any change in the terms and conditions of an employment contract, a promotion, or a change in employment status for a family member of a school board member employed by a public educational entity that will result in an increase in compensation of more than two thousand five hundred dollars (\$2,500) must be approved in writing by the Commissioner before any change in the terms or conditions of the employment contract or promotion or changes in employment status are effective, valid, or enforceable.

10.03 Exceptions:

- 10.03.1 Board Approval: In unusual or limited circumstances, a public educational entity's board may approve a contract, but not an employment contract, between the public educational entity and the board member or the member's family if the board determines that the contract is in the best interest of the public educational entity.
- 10.03.1.1 In unusual or limited circumstances, a public educational entity's board may approve an employment contract as provided in this section.
- 10.03.1.2 The approval by the public educational entity's board shall be documented by written resolution (Form C) after fully disclosing the reasons justifying the contract or employment contract in an open meeting. Such disclosure should include without limitation the contract disclosure form (Form B). The resolution shall state the unusual and limited circumstances necessitating the contract or employment contract and shall document the restrictions and limitations of the contract or employment contract.
- 10.03.1.3 If any proposed contract or employment contract is with a family member of a board member or a board member directly or indirectly interested in the proposed contract or employment contract, then the board member shall leave the meeting until the

voting on the issue is concluded, and the absent member shall not be counted as having voted.

10.03.2 Independent Approval: If it appears the total transactions or contracts with the board member or a family member for a fiscal year total, or will total, ~~five~~ ten thousand dollars (~~\$5,000~~ \$10,000) or more, the superintendent or other chief administrator of the public educational entity shall forward the written resolution (Form C) along with all relevant data, including Form B, to the Commissioner for independent review and approval.

10.03.2.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.

10.03.2.2 Upon review of the submitted data for any contract, including an employment contract, the Commissioner, within twenty (20) days of receipt of the resolution and other relevant data, shall approve or disapprove in writing the board's request.

10.03.2.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data are needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.

10.03.2.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for proper review of the contract, the contract shall be deemed to be approved by the Commissioner.

10.03.2.5 If approved, the Commissioner shall issue an approval letter stating all the relevant facts and circumstances considered and any restrictions or limitations pertaining to the approval. The Commissioner may grant the approval for a particular transaction or contract, a series of related transactions or contracts, or employment contracts.

However, the approval shall not be granted for a period greater than two (2) complete and consecutive fiscal years, excluding employment contracts.

10.03.2.6 No contract subject to the Commissioner's review and approval shall be valid or enforceable until an approval letter has been issued by the Commissioner or the Commissioner fails to respond to the public educational entity within the time periods specified in this section.

10.04 Records: The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to transactions or contracts with board members or members of their families.

10.05 Providing False or Incomplete Information: Any board member or other person knowingly furnishing false information or knowingly not fully disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and Ark. Code Ann. § 6-24-101 et seq.

10.06 School board members should also be mindful of the requirements of Ark. Code Ann. § 6-13-616, which prohibits school board members from being employed by the school district they serve.

## **11.00 ADMINISTRATORS**

11.01 Except as otherwise provided, it is a breach of the ethical standards for an administrator to contract with the public educational entity employing him or her if the administrator has knowledge that he or she is directly or indirectly interested in the contract.

11.02 Except as otherwise provided, it is a breach of the ethical standards for an administrator to contract with any public educational entity if the administrator has knowledge that he or she is directly interested in the contract.

11.03 Family Members as Employees: These rules do not prohibit an administrator's family members from being employed by the public educational entity the administrator serves or any other public educational entity. However, a member of an administrator's immediate family or former spouse may not be initially employed as a disbursing officer of the public educational entity where the administrator is employed unless the public educational entity receives written

approval from the Commissioner. Before issuing written approval or denial, the Commissioner shall request the Division of Legislative Audit to review the internal controls, including the segregation of duties, present at the public educational entity. The Division of Legislative Audit shall report its findings to the Commissioner.

#### 11.04 Exceptions:

- 11.04.1 In unusual and limited circumstances and only with prior written approval from the Commissioner, an administrator may contract with a public educational entity other than the public educational entity employing him or her.
- 11.04.2 In unusual and limited circumstances and only with prior written approval from the Commissioner, an administrator's family members may contract with a public educational entity employing the administrator.
- 11.04.3 An administrator seeking to contract with other public educational entities, or an administrator's family member seeking to contract with the public educational entity employing the administrator, shall first present the request, with all relevant facts and circumstances justifying approval, to the board currently employing the administrator at an open meeting. Such request should include without limitation the contract disclosure form (Form B).
- 11.04.4 After reviewing the request in an open meeting, the board may, by written resolution (Form C), approve the contract subject to approval by the Commissioner. A copy of the approval resolution (Form C) and all relevant data, including Form B, shall be forwarded by the board president to the Commissioner.
  - 11.04.4.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.
  - 11.04.4.2 Upon review of the submitted data, the Commissioner shall, within twenty (20) days of receipt of the resolution and other relevant data,

approve or disapprove in writing the board's request.

11.04.4.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data is needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.

11.04.4.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for a proper review of the contract, the contract shall be deemed to be approved by the Commissioner.

11.04.4.5 If approved, the approval letter shall state all relevant facts and circumstances considered in the approval and shall state any restrictions or limitations of the approval. The Commissioner may grant an approval for a particular transaction or a series of related transactions. No approval shall be granted for a period greater than two (2) complete and consecutive fiscal years.

11.04.5 The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to an exemption from the provisions of these rules.

11.04.6 A contract subject to this section is not valid until the Commissioner:

11.04.6.1 Approves the contract; or

11.04.6.2 Fails to respond to the public educational entity within the time periods specified in this section.

11.05 Providing False or Incomplete Information: Any administrator knowingly furnishing false information or knowingly not disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and Ark. Code Ann. § 6-24-101 et seq.

11.06 "Contract" defined: For the purposes of this section only, "contract" does not  
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apply to employment contracts issued to an administrator of a public educational entity for administrative or other duties such as, but not limited to, teaching, bus driving, or sponsorship of clubs or activities.

- 11.07 Compensation for Officiating Athletic Events: Nothing in this section prohibits administrators from receiving compensation for officiating school-sponsored athletic activities with any public education entity.
- 11.08 Compensation for Conducting Seminars: Nothing in this section prohibits administrators from receiving compensation for conducting seminars for, or making presentations to, public educational entities other than the public educational entity employing them.

## **12.00 EMPLOYEES**

- 12.01 Except as otherwise provided, it is a breach of the ethical standards for an employee to contract with the public educational entity employing him or her if the employee has knowledge that he or she is directly interested in the contract.

### **12.02 Exceptions**

- 12.02.1 Approval by Board: In unusual and limited circumstances, a public educational entity's board may approve a contract between the public educational entity and the employee if the board determines that the contract is in the best interest of the public educational entity.

- 12.02.1.1 The approval by the public educational entity's board shall be documented by written resolution (Form C) after fully disclosing the reasons justifying the contract in an open meeting. Such disclosure should include without limitation the contract disclosure form (Form B). The resolution shall state the unusual circumstances necessitating the contract and shall document the restrictions and limitations of the contract.

- 12.02.1.2 Any board member directly or indirectly interested in the proposed contract shall leave the meeting until the voting on the issue is concluded, and the absent member shall not be counted as having voted.

- 12.02.2 Independent Approval: If it appears that the total transactions with

an employee for a fiscal year total, or will total, ~~five ten thousand~~ dollars (~~\$5,000~~\$10,000) or more, the superintendent or other chief administrator of the public educational entity shall forward the written resolution (Form C) along with all relevant data, including Form B, to the Commissioner for independent review and approval.

- 12.02.2.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.
- 12.02.2.2 Upon review of the submitted data, the Commissioner shall, within twenty (20) days of receipt of the resolution and other relevant data, approve or disapprove in writing the board's request.
- 12.02.2.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data is needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.
- 12.02.2.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for a proper review of the contract, the contract shall be deemed to be approved by the Commissioner.
- 12.02.2.5 If approved, the Commissioner shall issue an approval letter stating all relevant facts and circumstances considered and any restrictions or limitations pertaining to the approval. The Commissioner may grant the approval for a particular transaction or series of related transactions. However, approval shall not be granted for a period greater than two (2) complete and consecutive fiscal years.

- 12.02.2.6 No contract subject to the Commissioner's review and approval shall be valid or enforceable until an approval letter has been issued by the Commissioner or the Commissioner fails to respond to the public educational entity within the time periods specified in this section.

- 12.03 Documentation: The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to transactions with employees.
- 12.04 Providing False or Incomplete Information: Any employee or other person knowingly furnishing false information or knowingly not fully disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and of Ark. Code Ann. § 6-24-101 et seq.
- 12.05 "Contract" defined: For the purposes of this section only, the term "contract" does not apply to employment contracts issued to public educational entity employees or other transactions for the performance of teaching or other related duties such as, but not limited to, bus driving, sponsorship of clubs or activities, tutoring, summer school duties, or working at school sponsored events.
- 12.06 Technology Employees: All transactions involving the purchase, lease, acquisition, or other use of computers, software, copies, or other electronic devices from family members of an employee responsible for establishing specifications or approving purchases of such equipment shall be approved according to the requirements of this section regarding the purchase from an employee with a direct interest in the transaction.

### **13.00 REIMBURSEMENT OF EXPENSES**

Nothing in these rules prevents board members, administrators, or employees from being reimbursed by the appropriate public educational entity for necessary and documented travel or other job-related expenses in accordance with law and school district policy.

### **14.00 EDUCATIONAL AWARDS, RECOGNITIONS, GRANTS AND GIFTS**

Nothing in these rules prohibits administrators or employees of public educational entities from receiving monetary or other awards, grants, or benefits from entities generally recognized as providing benefits based upon exceptional skills or exemplary contributions to education.

**15.00 REGISTRATION, TRAVEL, CONVENTIONS AND SEMINARS**

- 15.01 Board members, administrators and employees of a public educational entity are prohibited from receiving any payment or reimbursement from a vendor for any registration, travel, lodging, food, entertainment or other expenses not directly associated with an educational interest or business interest of the public educational entity.
- 15.02 Board members, administrators and employees of a public educational entity are prohibited from receiving any trip or attending any convention or seminar which is paid for by a vendor when the purpose for the trip or attendance at the convention or seminar is not directly associated to an educational interest or business interest of the public educational entity.
- 15.03 Board members, administrators and employees of a public educational entity are prohibited from receiving any gift or award from any public educational entity except as allowed for by Arkansas law.
- 15.04 All public educational entities shall maintain a record and copy for at least three (3) years of all documentation relating to payments or reimbursements made by a vendor on behalf of a board member, administrator or employee for travel, lodging, food, registration, entertainment, or other expenses when the payments or reimbursements total \$300.00 or more per fiscal year per individual board member, administrator, or employee.
- 15.05 Any board member, administrator or employee of a public educational entity that violates any provisions of these rules may be subject to the penalties and sanctions provided for in Section 17.00 of the rules.

**16.00 FILING STATEMENT OF FINANCIAL INTEREST**

- 16.01 Every board member, public and charter school superintendent, or executive director of a public school or educational cooperative shall timely file a financial statement of interest as required by Ark. Code Ann. § 21-8-701 et seq. The financial statement of interest and instructions for completing and filing the financial statement of interest can be found on the website of the Arkansas Ethics Commission: <http://www.arkansasethics.com/>.
- 16.02 Any person required to file a financial statement of interest as required under Arkansas law who fails to file said financial statement of interest shall be in violation of the provisions of these rules and regulations and may be subject to the sanctions and penalties provided for in Section 17.00 of these rules.

**17.00 ADMINISTRATIVE SANCTIONS AND PENALTIES**

- 17.01 The Department of Education may review alleged violations of these rules and of Ark. Code Ann. § 6-24-101 et seq. If the Department of Education reviews the allegations and the Commissioner determines that there is adequate evidence of a violation, the Commissioner may refer the allegations to the State Board of Education for review. If a licensed educator is alleged to have violated these rules or Ark. Code Ann. § 6-24-101 et seq., the Commissioner may refer the allegation(s) against the licensed educator to the Professional Licensure Standards Board in lieu of following the procedures listed below.
- 17.02 Upon the State Board's approval to review the alleged violation and after reasonable notice in writing to all parties, the State Board may schedule a hearing to determine whether an administrator or employee has knowingly violated the provisions of these rules or Ark Code Ann. § 6-24-101 et seq. At the State Board hearing, a member of the Arkansas Department of Education or a member of the Professional Licensure Standards Board staff, as appropriate, shall present the allegations against the administrator or employee.
- 17.03 A hearing by the State Board shall be subject to the following procedures:
- 17.03.1 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Arkansas Department of Education or the Professional Licensure Standards Board. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.
  - 17.03.2 Each party will be given thirty (30) minutes to present their cases, beginning with the representative of the Arkansas Department of Education or the Professional Licensure Standards Board. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.
  - 17.03.3 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination, cross examination, and questioning by the State Board.
  - 17.03.4 For the purposes of the record, documents offered during the hearing by the Arkansas Department of Education or the Professional Licensure Standards Board shall be clearly marked in sequential, numeric order (e.g. 1, 2, 3).

- 17.03.5 For the purposes of the record, documents offered during the hearing by the administrator or employee shall be clearly marked in sequential, alphabetic letters (e.g. A, B, C).
- 17.03.6 The Arkansas Department of Education or the Professional Licensure Standards Board shall have the burden of proving the basis for the violation by a preponderance of the evidence.
- 17.04 After presentation of all evidence, if the State Board determines that the administrator or employee knowingly violated the provisions of these rules, the State Board may provide any or all of the following administrative remedies:
  - 17.04.1 Issue a letter of reprimand; or
  - 17.04.2 Suspend or revoke the administrator's or teacher's Arkansas teaching license for a definite period, or permanently.
- 17.05 After reasonable notice and opportunity for a hearing, a board of a public educational entity may take appropriate administrative remedies against an administrator or employee that has allegedly violated the provisions of these rules. If an administrator or employee of a public educational entity is charged by the prosecuting attorney for a possible violation of this chapter, the public educational entity's board may, after reasonable notice and opportunity for a hearing, place the individual charged on leave, with or without pay, dismiss the individual, or provide any other proper administrative remedy. If the individual is dismissed by the board due to charges being filed for an alleged violation of these rules, any employment contracts with the public educational entity shall be deemed void from the date of the action of the board.

## **18.00 NOTICE OF POTENTIAL CRIMINAL PENALTIES**

- 18.01 Any board member, administrator, employee, or nonemployee who shall knowingly violate the provisions of Ark. Code Ann. § 6-24-101 et seq. shall be guilty of a felony.
- 18.02 Upon pleading guilty or nolo contendere to or being found guilty of violating the provisions of Ark. Code Ann. § 6-24-101 et seq., the court shall order restitution to the public educational entity.
- 18.03 In addition, the court may fine the violator in any sum not to exceed the greater of ten thousand dollars (\$10,000) or double the dollar amounts involved in the transactions, sentence the violator to prison for not more than five (5) years, or impose both a fine and imprisonment.

## **19.00 REQUEST FOR REVIEW OF TRANSACTIONS**

At the request of a board of a public educational entity, the executive administrator at a public educational entity, the Commissioner, or the Legislative Joint Auditing Committee, the appropriate prosecuting attorney shall review contracts or transactions for compliance with the provisions of Ark. Code Ann. § 6-24-101 et seq.

## **20.00 BOARD POSITION VACANT UPON CONVICTION**

If a board member is found guilty of violating the provisions of Ark. Code Ann. § 6-24-101 et seq., the board member shall immediately cease to be a board member, the position is declared vacant, and a replacement shall be named as provided by law.

## **21.00 ENFORCEMENT OF CRIMINAL SANCTIONS BY THE PROSECUTING ATTORNEY**

21.01 It shall be the duty and responsibility of the prosecuting attorneys to supervise compliance with Ark. Code Ann. § 6-24-101 et seq. and prosecute violators.

21.02 If the prosecuting attorney fails or refuses to enforce this chapter when the facts are known by the prosecuting attorney, or are called to his or her attention, the Attorney General or any citizen of this state may bring mandamus proceedings to compel the prosecuting attorney to perform his or her duties.

21.03 All criminal actions related to alleged violations of this chapter shall be filed in circuit court and shall be subject to the criminal rules and procedures of this state.

## **22.00 FORM PROCEDURES AND REQUIREMENTS**

22.01 For purposes of these rules the following attached Forms A – C are herein incorporated into these rules as Appendix Forms A – C and supporting documents.

22.02 A public educational entity shall use Forms A – C when such form is specifically required by any section of these rules.

22.03 A public educational entity seeking independent review and approval from the Commissioner shall submit a separate contract disclosure form (Form B) and written resolution (Form C) of approval for each contract involving a different party or entity.

**NOTIFICATION LETTER**

(Date)

Dear Board Members, Administrators and Employees:

A.C.A. § 6-24-101 et seq. requires full open disclosure and approval before a school district board member, administrator or employee may enter into contracts or other transactions with the school district where he/she serves or is employed.

A.C.A. § 6-24-101 et seq. does not apply to reimbursements paid for proper work-related expenses. However, in the case of hiring family members of administrators and/or board members, the district must meet all requirements set forth in A.C.A. § 6-24-101 et seq.

A.C.A. § 6-24-101 et seq. applies when the board member, administrator or school employee is “financially interested” or “directly interested” in the transaction. “Financially interested” means ownership or more than 5% interest; holding a position of officer, director, trustee, partner, or top level management; and/or the employee’s compensation is based in whole or in part on transactions with the public education entity. For board members and administrators, restrictions may also apply to family members. “Directly interested” means receiving compensation or other benefits personally or to an individual’s household from the person, business, or entity contracting with the public educational entity.

Therefore, board members, administrators and employees of this district have an affirmative obligation under A.C.A. § 6-24-101 et seq. to disclose relationships with vendors before the district enters into the contract or before services are performed. Disclosure is to be made to the superintendent of the district. Forms for this purpose will be provided by the district.

All transactions involving the purchase, lease, acquisition, or other use of computers, software, copiers, or other electronic devices from family members of an employee responsible for establishing specifications or approving purchases of such equipment shall be approved according to the requirements of Arkansas law regarding the purchase from an employee with a direct interest in the transaction.

A.C.A. § 6-24-101 et seq. requires proper disclosure and approval of the transaction at an open board meeting. In certain instances, approval by the Commissioner of the Department of Education is required.

Therefore, every district board member, administrator or employee will be required to disclose any potential vendor relationship by completing a disclosure form provided by the district. Failure to fully disclose could result in criminal charges being brought against the board member, administrator or employee. A copy of A.C.A. § 6-24-101 et seq. is available in the central office if you wish to review it. The law may also be viewed at [www.arkleg.state.ar.us](http://www.arkleg.state.ar.us).



Sincerely,

Superintendent

Please sign below to acknowledge receipt of this notification.

\_\_\_\_\_  
Board Member, Administrator or Employee

\_\_\_\_\_  
Date

MARK-UP

**B****CONTRACT DISCLOSURE FORM**

Name of Public Educational Entity: \_\_\_\_\_

Name of Person Disclosing Transaction: \_\_\_\_\_

***Note: Fully complete this form and return to the administration office.  
NO TRANSACTION OR SERVICE MAY BE RENDERED UNTIL THIS  
FORM HAS BEEN COMPLETED AND APPROVED. A.C.A. § 6-24-101 et  
seq. requires FULL and COMPLETE DISCLOSURE of transactions with  
public educational entities. KNOWINGLY FAILING to FULLY DISCLOSE  
pertinent information relating to a transaction could result in criminal charges.***

I am a (an) ☐ Board Member ☐ Administrator ☐ Employee

***Note: "Board member" means any board member, director, or other member of a governing body of a public educational entity.***

***"Administrator" means any superintendent or assistant superintendent or his or her equivalent, open-enrollment public charter school director, school district treasurer, business manager, or other individual directly responsible for entity-wide purchasing.***

***"Employee" means a full-time employee or part-time employee of a public educational entity.***

Mailing Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

Nature of transaction subject to disclosure and approval: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Estimated dollar amount of transactions with public educational entity for entire school year: \_\_\_\_\_

Total dollar amount of transactions to date for current fiscal year: \_\_\_\_\_

Check One:

- ☐ I have an interest in the transaction with the public educational entity.
- ☐ A family member has an interest in the transaction with the public educational entity.
- ☐ Both a family member and I have an interest in the transaction with the public educational entity.

Nature of financial interest: (State how you and/or family members are financially interested in the transaction): \_\_\_\_\_

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Justification for Approval: (State reason why you believe the transactions are in the best interest of the public educational entity. State the unusual and limited circumstances involved.)

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- ☐ Check here if Emergency Transaction as defined by A.C.A. § 6-24-101(9) and Ark. Code Ann. § 6-24-109.

PLEASE ATTACH ANY OTHER ADDITIONAL INFORMATION OR DOCUMENTS YOU BELIEVE ARE NECESSARY FOR A FULL, COMPLETE, AND ACCURATE DISCLOSURE OF THE FACTS AND CIRCUMSTANCES OF THE TRANSACTIONS.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

---

**FOR OFFICE USE ONLY:**

Date completed form received by district: \_\_\_\_\_

\_\_\_\_\_  
School Official's Signature

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
FAX Number

Local Board Action:

☐ APPROVED

☐ DISAPPROVED

Date Presented to Board: \_\_\_\_\_

Board President's Signature: \_\_\_\_\_

Required to be presented to the Commissioner of the Department of Education for written approval: ☐ YES ☐ NO

Written Adopted Resolution Attached: ☐ YES ☐ NO

Required Additional Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date Certified to ADE: \_\_\_\_\_

Date Commissioner's Written Approval received by district: \_\_\_\_\_

Effective Date: \_\_\_\_\_

Please return by certified mail to: Office of the Commissioner  
Arkansas Dept. of Education  
#4 Capitol Mall, Room 304-A  
Little Rock, AR 72201

**RESOLUTION**  
**A.C.A. § 6-24-101 et seq.**

Whereas the \_\_\_\_\_ School District Board of Directors met in a (regular/special), open, and properly-called board meeting on (MM/DD/YY), in (location).

Whereas (Number) members were present, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation to adopt a resolution to enter into a contract with \_\_\_\_\_

Full disclosure of all relationships and interest as required by A.C.A. § 6-24-101 et seq. that are relevant to proposed contract:

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Specific facts and reasons for justifying the contract were:

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The unusual and limited circumstances necessitating the contract were:

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List of relevant data enclosed supporting the unusual and limited circumstances:

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*Note: For employment contracts, the following information may be necessary to support a finding of unusual and limited circumstances:*

- *A copy of the job vacancy announcement or posting;*
- *A description of how/where the job vacancy announcement was posted;*
- *Copies of applications received;*
- *A list of those applicants who were interviewed;*
- *Interview/Applicant score sheets kept by the interviewer or hiring committee;*
- *A copy of the interviewer's or hiring committee's recommendation(s); and*
- *Specific justification of why the selected applicant is the best qualified candidate.*

*For contracts and transactions other than employment contracts, the following information may be necessary to support a finding of unusual and limited circumstances:*

- *Request for bids (if bids were required);*
- *Copies of bids submitted by interested vendors (if bids were required);*
- *Price lists or quotes by interested vendors;*
- *Number of bidders or interested vendors with names and addresses; and*
- *A list of those vendors offering similar services in the area.*

Whereas \_\_\_\_\_, board member(s) having declared an interest in the proposed contract, left the meeting prior to the discussion of the contract and did not return to the meeting room until the voting on the contract had been concluded.

Whereas the Board, after serious consideration, moved to approve the contract with:

Whereas the contract was approved with the following restrictions and/or limitations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Whereas the period of the contract shall be from \_\_\_\_\_ to \_\_\_\_\_.

Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the \_\_\_\_\_ School District Board of Directors to award this contract to \_\_\_\_\_

As is required by A.C.A. § 6-24-101 et seq., the contract is contingent upon approval by the Commissioner of the Arkansas Department of Education, if required. If approval is denied, this contract approved by the Board would be null and void.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**ARKANSAS DEPARTMENT OF EDUCATION**  
**RULES GOVERNING EDUCATION SERVICE COOPERATIVES**  
**August 2012**

**1.00 REGULATORY AUTHORITY**

- 1.1 These rules shall be known as the Arkansas Department of Education Rules Governing Education Service Cooperatives.
- 1.2 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-13-1001 et seq., ~~and 25-15-201 et seq.,~~ and Act 846 of 2015.

**2.00 DEFINITIONS**

- 2.1 “Capital Outlay Expenditures” means land, land improvements, buildings, infrastructure and equipment having a unit value of \$1,000 or more and a life expectancy of more than one year.
- 2.2 “Declining Balance” means the current year expenditures exceeding current year revenues.
- 2.3 “Education Service Cooperative” means intermediate service units in the state’s elementary and secondary education system established by the State Board of Education pursuant to Ark. Code Ann. § 6-13-1001 et seq.
- 2.4 “Fiscal integrity” means the education service cooperative’s ability to comply completely, accurately, and timely with financial management, accounting, auditing, and reporting procedures required by state or federal law and regulations.
- 2.5 “Material” means that the act, omission, or violation jeopardizes the fiscal integrity of the education service cooperative.

Source: Ark. Code Ann. § 6-13-1027

### **3.00 BOARD OF DIRECTORS**

- 3.1 Each education service cooperative shall be governed by a board of directors consisting of one (1) representative appointed by each school district board of directors within the boundary of the education service cooperative.
- 3.2 No school district may have official representation on more than one (1) education service cooperative board of directors.
- 3.3 The board of directors of each established education service cooperative shall function as a public corporate body, shall meet, except as otherwise provided in Ark. Code Ann. § 6-13-1007 and Section 8.00 of these rules, at least eight (8) times each year, and shall exercise general fiduciary responsibilities for the education service cooperative with regard to policies and practices which guard the integrity of the agency and maintain public trust in its operation.
- 3.4 Such responsibilities, consistent with funds available, shall include, but not be limited to:
  - 3.4.1 Employment of a director of the education service cooperative who shall serve as the nonvoting executive officer of the board of directors;
  - 3.4.2 Establishment of policies and procedures for the operation and management of the education service cooperative which shall be in written form and shall be filed with the State Board of Education;
  - 3.4.3 Preparation of an annual budget estimating income and expenditures for programs and services in accordance with procedures established by the state board;
  - 3.4.4 Receipt and expenditure of funds needed to provide programs and services in the area;
  - 3.4.5 Making such surveys or other inquiries which may be required to determine the service needs of school districts in the education service cooperative and developing plans to provide such needed services;
  - 3.4.6 Employment, upon the recommendations of the director of the education service cooperative, of such personnel as may be required to provide the services requested by the school districts in the area;



- 3.4.7 Implementation of policies established by the state board for the operation of education service cooperatives;
- 3.4.8 Cooperation with other education service cooperatives, school districts, and other agencies to provide programs and services for children and adults residing within their respective areas;
- 3.4.9 Renting, leasing, purchasing, constructing, or receiving by gift such facilities and buildings as may be required to provide authorized programs and services; and
- 3.4.10 Carrying out such other duties as may be required for the efficient operation of the education service cooperative for which the board of directors is responsible.

Source: Ark. Code Ann. § 6-13-1006

#### **4.00 MULTICOUNTY EDUCATION SERVICE COOPERATIVES - ESTABLISHMENT**

- 4.1 The State Board of Education is authorized to establish a statewide system of not more than fifteen (15) multicounty education service cooperatives of school districts. Such education service cooperatives shall be intermediate service units in the state's elementary and secondary education system and as such shall be eligible to receive and expend funds from state and federal governments, school districts, and other public or private sources.
- 4.2 Education service cooperatives established by Title 6, Chapter 13, Subchapter 10 of the Arkansas Code will provide to school districts which choose to use them assistance in:
  - 4.2.1 Meeting or exceeding accreditation standards and equalizing educational opportunities;
  - 4.2.2 Using educational resources more effectively through cooperation among school districts; and
  - 4.2.3 Promoting coordination between school districts and the Department of Education in order to provide services which are consistent with the needs

identified by school districts and the educational priorities of the state as established by the General Assembly or the State Board of Education.

Source: Ark. Code Ann. § 6-13-1002

## **5.00 BOUNDARIES AND ADJUSTMENTS**

- 5.1 The State Board of Education shall establish tentative boundaries for the system of education service cooperatives authorized by Title 6, Chapter 13, Subchapter 10 of the Arkansas Code.
- 5.2 These education service cooperatives shall be established so that:
  - 5.2.1 They include at least three (3) but no more than nine (9) counties;
  - 5.2.2 They include at least ten (10) but no more than thirty-five (35) school districts;
  - 5.2.3 They include at least twenty thousand (20,000) pupils in kindergarten through grade twelve (K-12) average daily membership;
  - 5.2.4 They include at least one (1) postsecondary education institution; and
  - 5.2.5 There is no more than fifty (50) miles distance or approximately one (1) hour driving time to the area's main offices for ninety percent (90%) of the school districts.
- 5.3 The State Board of Education may make adjustments in the boundaries when criteria such as minimum average daily membership and maximum driving distances conflict. However, no more than four (4) of the areas formed may contain fewer than twenty thousand (20,000) students. In no case shall any education service cooperative be established with fewer than twelve thousand (12,000) pupils.

Source: Ark. Code Ann. § 6-13-1003

## **6.00 REQUESTS FOR ESTABLISHMENT**

- 6.1 Education service cooperatives shall be established when seventy-five percent (75%) of the school districts in a proposed education service cooperative area

request such action by formal resolutions filed by the school district boards of directors with the Commissioner of Education.

- 6.2 Each resolution shall, in addition to requesting establishment of an education service cooperative, indicate by name or position that school district's representative on the board of directors of the proposed education service cooperative.
- 6.3 Requests must be filed by seventy-five percent (75%) of the school district boards of directors by May 1 if an education service cooperative is to be established for the following school year.

Source: Ark. Code Ann. § 6-13-1004

## **7.00 ALTERATION OF BOUNDARIES**

- 7.1 The State Board of Education, upon the request of one (1) or more school district boards of directors, and consistent with the provisions of § 6-13-1003, may alter the boundaries of a proposed or operational education service cooperative when it determines such alteration to be in the best interest of the school districts in the education service cooperatives involved.
- 7.2 Consistent with § 6-13-1003, a member of an education service cooperative formed after January 1, 1984, under The Public School Educational Cooperative Act of 1981, § 6-13-901 et seq., may not be moved to another education service cooperative without that member's consent.

Source: Ark. Code Ann. § 6-13-1005

## **8.00 EXECUTIVE COMMITTEE**

- 8.1 In a meeting, with a majority of its members present and voting, the board of directors of an education service cooperative may elect from its membership an executive committee of seven (7), nine (9), or eleven (11) members.
- 8.2 Candidates for the executive committee, if one is formed, shall be chosen so that the school districts within the education service cooperative are equitably represented.

- 8.3 All subsequent members of the executive committee shall be elected by a majority vote of the board of directors in attendance at the annual meeting.
- 8.4 The function of the executive committee shall be to carry out those duties delegated to it by the governing board of directors, the provisions of Ark. Code Ann. § 6-13-1006 and Section 8.00 of these rules notwithstanding.
- 8.5 Terms of executive committee members shall be three (3) years except for the initial members which shall have terms assigned by lot so as to stagger terms to equalize as nearly as possible the number of members to be elected each year. Vacancies occurring after the annual meeting shall be filled by the executive committee until the next annual meeting.
- 8.6 Should an executive committee be established in any education service cooperative, it shall meet at least nine (9) times per year, and the requirements for board of directors meetings shall be reduced to three (3) times annually. The president of the board of directors shall serve as chair of the executive committee. No person, however, may serve in this position for more than two (2) consecutive years.

Source: Ark. Code Ann. § 6-13-1007

## **9.00 TEACHER CENTER AND TEACHER CENTER COMMITTEE**

- 9.1 Each education service cooperative shall establish a teacher center which will provide, consistent with funds available, curriculum development assistance, educational materials, and staff development services to teachers within the school districts in the service area.
- 9.2 A teacher center committee, composed of at least one (1) representative from the staff of each school district, shall advise the director and the governing body on the staffing, programs, and operation of the teacher center.
- 9.3 The governing body of each cooperative shall determine the initial composition of the teacher center committee to achieve a balance of elementary, middle school or junior high, and high school personnel and assure that at least one-half ( $1/2$ ), but not more than two-thirds ( $2/3$ ), of the members are classroom teachers.
- 9.4 All positions on the committee shall be assigned to school districts by lot.

- 9.5 Each teacher must be elected by colleagues in his or her school district, and each administrator or support person shall be appointed by the superintendent.
- 9.6 Initial terms shall be determined by lot for equal or nearly equal periods of one (1), two (2), and three (3) years.
- 9.7 Thereafter, terms shall be for three (3) years.
- 9.8 The committee shall meet at least three (3) times per year.
- 9.9 In the last meeting each year, positions represented by expiring terms shall be reassigned by lot.

Source: Ark. Code Ann. § 6-13-1008

#### **10.00 OTHER NECESSARY COMMITTEES**

Each education service cooperative may establish other committees of local school personnel needed to keep its programs responsive to the schools it serves.

Source: Ark. Code Ann. § 6-13-1009

#### **11.00 DIRECTOR**

- 11.1 Each education service cooperative shall be administered by a director who shall perform the following duties:
  - 11.1.1 Administer the programs and services of the education service cooperative;
  - 11.1.2 Recommend the employment of professional and nonprofessional personnel authorized by the education service cooperative's governing body;
  - 11.1.3 Prepare the budget for adoption by the education service cooperative's governing body;
  - 11.1.4 Direct expenditures of funds within the budget; and

11.1.5 Perform other duties as required by the education service cooperative's governing body and the policies, rules, and regulations of the State Board of Education.

11.2 The director of each education service cooperative shall:

11.2.1 Hold an administrator's license and meet all requirements to serve as a superintendent of schools in the State of Arkansas; or

11.2.2 Have an equivalent level of education and administrative experience and obtain the approval of the state board.

11.2.3 The governing body of any education service cooperative may enter into a contract with a director for a period not to exceed three (3) years.

Source: Ark. Code Ann. § 6-13-1010

## **12.00 PERSONNEL**

12.1 Personnel of education service cooperatives shall be employed in accordance with laws, rules, regulations, and procedures applicable to the school districts of this state.

12.2 In lieu of a salary schedule, an education service cooperative annually may submit to the Department of Education a complete listing of all employees of the education service cooperative and each employee's position, salary, and benefits.

12.3 Licensure requirements shall be the same as those expected of persons holding similar positions in local school districts.

12.4 Termination or contract nonrenewal of education service cooperative personnel shall be as provided by law for the school district personnel.

Source: Ark. Code Ann. § 6-13-1011

### **13.00 PERSONNEL FROM THE DEPARTMENT OF EDUCATION**

With the approval of an education service cooperative's governing body, the assistant commissioners in the Department of Education may assign state educational agency personnel to that education service cooperative.

Source: Ark. Code Ann. § 6-13-1012

### **14.00 GENERAL POLICIES, RULES AND REGULATIONS**

- 14.1 The Board of Directors of each education service cooperative has the obligation to oversee administrative and program expenditures of the education service cooperative.
- 14.2 The Board of Directors of each education service cooperative shall operate the education service cooperative in accordance with all applicable state and federal laws and regulations.
- 14.3 Each education service cooperative shall adopt and file for approval by the Commissioner of Education guidelines for settling possible disputes between member school districts and in equity or jurisdictional matters relating to shared assets and services. The guidelines shall contain at a minimum:
  - 14.3.1 The right of any school district within the boundaries of the education service cooperative to file a complaint regarding any issue related to the programs and services of the cooperative, or regarding any obligation of the cooperative under law or these Rules;
  - 14.3.2 The right of any school district in contract with the education service cooperative under Section 19.04 to file a complaint regarding any issue related to programs and services of the cooperative for which the school district has contracted;
  - 14.3.3 The procedure by which a complaint may be filed; this procedure may impose a time limitation on the filing of complaints of no less than thirty (30) days after the act or omission complained of;
  - 14.3.4 The authority of the director of the education service cooperative to investigate the complaint and issue an initial written decision within no more than sixty (60) days of receipt of the complaint;

- 14.3.5 The right of the complaining party, or any affected school district, to appeal the initial decision to the board of directors or executive committee of the education service cooperative, as chosen by the cooperative in its guidelines; and
- 14.3.6 The responsibility of the board of directors or executive committee to grant a hearing on no less than thirty (30) days' notice, and to issue a final written decision within no more than sixty (60) days of receipt of the appeal.

Source: Ark. Code Ann. § 6-13-1013

## **15.00 LIAISON FOR SHARING AND COORDINATION OF ACTIVITIES**

- 15.1 The Department of Education shall encourage sharing and coordination of activities among the education service cooperatives.
- 15.2 The Commissioner of Education shall name a person to serve as liaison between the department and the education service cooperatives.
- 15.3 This liaison shall provide information on resources and programs and be the general contact person in the department for the education service cooperatives.

Source: Ark. Code Ann. § 6-13-1014

## **16.00 LIAISON WITH POSTSECONDARY INSTITUTIONS**

- 16.1 Each education service cooperative, in carrying out its programs and services, shall cooperate with the various state-supported postsecondary educational institutions located within its area.
- 16.2 Each such postsecondary institution, within the availability of funds and personnel, shall establish liaison with the education service cooperatives in its service area and assist them in all practical ways.

Source: Ark. Code Ann. § 6-13-1015

## **17.00 ANNUAL SURVEYS AND NEEDS ASSESSMENTS**

- 17.1 Each education service cooperative shall conduct annual surveys and needs assessments to assist the education service cooperative in its first priority of helping school districts improve their educational programs and practices.



- 17.2 Such activities may include written surveys, visits to schools to meet with local personnel, and other means to identify local needs throughout the service area.
- 17.3 Each education service cooperative shall work with the Department of Education to conduct statewide surveys which complement, rather than duplicate, the work of the Department of Education.
- 17.4 The objective shall be to obtain statewide, area, and local data with as little duplication as possible.

Source: Ark. Code Ann. § 6-13-1016

## **18.00 PROGRAMS AND SERVICES**

- 18.1 The programs and services of each education service cooperative shall be based upon the needs of the school districts included in its service area and upon the educational priorities of the state.
- 18.2 Each education service cooperative shall provide a teacher center as its basic curriculum and staff development capability.
- 18.3 Education service cooperatives may provide shared educational programs and services such as needs assessment and school improvement planning, staff development, curriculum development, itinerant teachers, instructional materials, adult and vocational education, programs for gifted and talented, education for children with disabilities, alternative educational programs, secondary area vocational centers, community-based education programs and other services which the State Board of Education may approve or which school districts may support with local funds.

Source: Ark. Code Ann. § 6-13-1017

## **19.00 PARTICIPATION OF LOCAL SCHOOL DISTRICTS**

- 19.1 Each school district within the service area of the education service cooperative shall be entitled to participate in those programs and services which are fully supported by state funds.
- 19.2 No school district shall be required to participate in any service.

- 19.3 School districts may enter into contracts with the education service cooperative for services supported partially or completely by local school funds.
- 19.4 School districts within one (1) education service cooperative may also contract for services with another education service cooperative.

Source: Ark. Code Ann. § 6-13-1018

## **20.00 FUNDING OF EDUCATION SERVICE COOPERATIVES**

- 20.1 The state shall provide funds to support the basic structure of the education service cooperatives established under the provisions of Title 6, Chapter 13, Subchapter 10 of the Arkansas Code and these rules.
- 20.2 This structure shall include:
  - 20.2.1 Salaries and fringe benefits for a director, a teacher center coordinator, and support staff;
  - 20.2.2 Costs such as travel, utilities, rent, equipment, and supplies;
  - 20.2.3 Funds to support staff and curriculum development activities; and
  - 20.2.4 Funds in an annual amount not to exceed twenty-five thousand dollars (\$25,000) for the travel expenses of itinerant personnel employed by the education service cooperative to serve the part-time needs of local school districts.
- 20.3 School districts may contract with their education service cooperative for services and part-time personnel to be supported in whole or in part by local funds, but no school district shall be assessed a membership fee.
- 20.4 Categorical state or federal funds may also be assigned to any education service cooperative upon approval of its governing body and under conditions set by the State Board of Education.

- 20.5 As a public agency, each education service cooperative shall be eligible to receive and expend public and private funds.

Source: Ark. Code Ann. § 6-13-1019

## **21.00 POLICIES, PROCEDURES, EXPENDITURES, REPORTS AND AUDITS**

- 21.1 On or before August 31 of each year, each education service cooperative shall file with the State Board of Education for the state board's approval:
- 21.1.1 The policies and procedures of the education service cooperative, including without limitation the board of directors' policies and procedures for overseeing the administrative and program expenditures of the education service cooperative;
  - 21.1.2 A record of the education service cooperative's employment policies and practices for the year that includes without limitation:
    - 21.1.2.1 The race and sex of each person the education service cooperative employed or terminated during the year;
    - 21.1.2.2 The race and sex of every person who sought employment with the education service cooperative during the year;
    - 21.1.2.3 The name of each person employed by the education service cooperative during the year who is related by blood or marriage to another employee or board member of the education service cooperative; and
    - 21.1.2.4 A report of its receipts and expenditures made in accordance with uniform accounting procedures adopted by the Commissioner of Education.
    - 21.1.2.5 The report shall contain without limitation:

- 21.1.2.5.1 An itemization of administrative and program expenditures; and
  - 21.1.2.5.2 The result of the board of directors' review of the expenditures made under its oversight function.
- 21.2 The Department of Education may prescribe the forms and procedures for filing the information required by Section 21.01 of these rules.
- 21.3 Each education service cooperative is subject to an annual audit by the Legislative Joint Auditing Committee.
- 21.4 In an annual meeting of the board of directors which must convene between May 15 and July 15, each education service cooperative shall report to its constituent school districts on the year's operations.
- 21.4.1 The report also shall include information on fiscal distress under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules.
  - 21.4.2 The education service cooperative shall supplement its report with written reports to each school district and to the department on a school-by-school, service-by-service accounting basis.
- 21.5 Following the end of each fiscal year, any balances in particular service accounts must be apportioned and returned to the schools involved or credited to their accounts for the following year.

Source: Ark. Code Ann. § 6-13-1020

## **22.00 EVALUATIONS AND PERFORMANCE RATING**

- 22.1 Each education service cooperative shall be evaluated during the 2012-2013 school year, and at least once within each five-year period, on a schedule established by the Commissioner of Education, all active education service cooperatives must be visited by an evaluation committee of not more than nine (9) persons.

- 22.2 Each evaluation shall include, but not be limited to, an investigation of user satisfaction, service adequacy, extent of local financial support, staff qualifications, and performance and administration effectiveness.
- 22.2.1 At least forty-five (45) calendar days prior to the on-site evaluation conducted by the evaluation committee, the education service cooperative to be evaluated shall complete a self-study and submit the self-study to the Commissioner of Education or his or her designee. The self-study should include an analysis of each of the evaluation categories listed in Section 22.05 of these rules. A self-study guide and rubric for the evaluations are attached as an appendix to this rule.
- 22.2.2 During the on-site evaluation, the evaluation committee shall review available evidence to verify the conclusions of the self-study.
- 22.3 The final evaluation, including any self-evaluation, shall be included in the annual report to the Department of Education required by Ark. Code Ann. § 6-13-1020 and Section 21.00 of these rules, and made available on the website of the education service cooperative.
- 22.4 The evaluation criteria herein have been developed collaboratively between the Department of Education and the director of each education service cooperative.
- 22.5 The evaluation criteria shall be as follows:
- 22.5.1 User Satisfaction
- 22.5.1.1 “Level 5”: Summative data are provided for all phases of the program and evidence is provided to support improved district satisfaction linked to teacher and student performance. Narrative is coherent with data and documents adequacy of services to meet identified needs.
- 22.5.1.2 “Level 4”: Data supporting the effective operation of the teacher center, professional development and technology are provided, but the

narrative description is inconsistent with data provided or not linked to documented needs.

22.5.1.3 “Level 3”: Data such as use records and teacher session evaluations are provided, but there is no synthesis of the data and the description is limited to organization, not teacher satisfaction or future offerings.

22.5.1.4 “Level 2”: The operation and management of the teacher center are detailed but no data are presented to provide evidence that teacher/administrator satisfaction has been achieved.

22.5.1.5 “Level 1”: Adequacy is supported by broad, general statements with minimal or no specifics related to data that support adequacy of service. Services provided are inconsistent with needs assessment if such data are available.

## 22.5.2

### Service Adequacy

22.5.2.1 “Level 5”: Summative data are provided for all phases of the program and evidence is provided to support improved services that can be linked to student performance at the local district level. Narrative is coherent with data and documents adequacy of services to meet identified needs.

22.5.2.2 “Level 4”: Data supporting the effective operation of the teacher center, resources, curriculum, professional development and technology are provided, but the narrative description is inconsistent with data provided or not linked to documented needs.

22.5.2.3 “Level 3”: Data such as use records and teacher session evaluations are provided, but there is no synthesis of the data and the use of the data is

limited and not directed for future planning that would enhance local district student performance.

22.5.2.4 “Level 2”: The operation and management of the teacher center are detailed but no data are presented to provide evidence that cooperative services are provided to meet the districts’ needs.

22.5.2.5 “Level 1”: Adequacy is supported by broad, general statements with minimal or no specifics related to data that support adequacy of service. Services provided are inconsistent with needs assessment if such data are available.

### 22.5.3 Extent of Local Financial Support

22.5.3.1 “Level 5”: Resources of the educational service cooperative are enhanced by forming support networks among the member schools to provide extended services, provide new services and combine funding to support programs such as group purchasing, thus maximizing local school district funding. All or most all of the member LEAs participate by purchasing services and providing released time for staff to engage in specialized training and services.

22.5.3.2 “Level 4”: External grants are secured but not all local districts participate in the extended services. At least half, but not all, LEAs enter into two or more externally funded activities or events supported with local contributions.

22.5.3.3 “Level 3”: At least fifty percent (50%) of the local districts support the cooperative in offering extended services in one or two activities or events or purchased services with local district funds. Education service cooperative develops proposals for external funding but is not successful with acquiring outside funding.

22.5.3.4 “Level 2”: The education service cooperative documents proposals to extend services to local school districts, but a limited number of districts opt to purchase services with local funds. No external grants are submitted to extend local services.

22.5.3.5 “Level 1”: Local districts do not support programs or extended services by purchasing additional services with local funds. There are no external grants to support extended services to local districts.

#### 22.5.4 Staff Qualifications

22.5.4.1 “Level 5”: All staff meet or exceed licensure qualifications for the position in which they are employed. Employment decisions are always based on professional qualifications.

22.5.4.2 “Level 4”: Employment decisions are generally based on licensure qualifications; however, there may be documented reasons to employ a person(s) for a position for which no qualified individual is available.

22.5.4.3 “Level 3”: No more than twenty-five percent (25%) of staff fail to meet appropriate licensure requirements. In cases where an employee was hired without having proper licensure, strategies were implemented to assure that the employee becomes qualified in a reasonable amount of time.

22.5.4.4 “Level 2”: Employment decisions are made without regard for licensure requirements; deficiency plans are in place, but the employees fail to meet expected progress and are not dismissed.

22.5.4.5 “Level 1”: Fifty percent (50%) or more of the staff hold positions for which they lack full



licensure/certification. Employment decisions seem to be based on criteria other than professional licensure standards.

## 22.5.5 Performance and Administrative Effectiveness

22.5.5.1 “Level 5”: The education service cooperative has personnel policies that are up-to-date (reviewed within the past year). Annual reports are developed and submitted to the Department of Education/State Board of Education and to local school districts. Any audit findings from the most recent audit report have been addressed completely. There is documentation of an annual performance evaluations of the director and staff.

22.5.5.2 “Level 4”: There is clear documentation of performance of the director and staff. There is documentation of a recent state audit, but one or more deficiencies have not been addressed. There is a staff performance evaluation, but there is no evidence of a performance evaluation of the director. Annual reports are prepared and distributed, but not posted for public review.

22.5.5.3 “Level 3”: Budgets and accounting policies are current and most audit findings have been addressed, but changes may not be fully implemented. Personnel policies are in place but have not been reviewed within the past three years. The director and staff have documented performance evaluations within the past three years. Annual reports are prepared, but not distributed to all local school participants.

22.5.5.4 “Level 2”: Personnel policies are in place and up-to-date, but there is no evidence of performance evaluations for the director or staff. Annual reports have been prepared and submitted to the Department of Education and State Board, but were

not posted or submitted to LEA members. Follow-up to audit report documents is incomplete.

22.5.5.5 “Level 1”: Cooperative budgets are prepared but do not seem to be used for administration of the cooperative. There are audit findings from recent state audits that have not been addressed. Personnel policies, if available, are out of date and have not been reviewed for over five years.

22.5.6 Each education service cooperative shall receive an overall evaluation rating from one (1) to five (5). The overall evaluation rating will consist of an average of the individual category ratings from Sections 22.05.1 through 22.05.5 above.

22.6 The report of the evaluation committee shall be filed with the education service cooperative visited, with its constituent school districts, and with the State Board of Education.

22.6.1 The State Board of Education shall acknowledge receipt of the report and comment on any deficiencies identified in the report that should be corrected for the education service cooperative to remain eligible for base funding.

22.6.2 The report shall identify each education service cooperative as being in one (1) of the following category levels, based on the evaluation:

22.6.2.1 “Level 5”, education service cooperative of excellence;

22.6.2.2 “Level 4”, education service cooperative exceeding standards;

22.6.2.3 “Level 3”, education service cooperative meeting standards;

22.6.2.4 “Level 2”, education service cooperative on alert; or

- 22.6.2.5 “Level 1”, education service cooperative in need of immediate improvement.
- 22.6.3 As set forth in Ark. Code Ann. §§ 6-13-1021-6-13-1022 and Sections 22.00-23.00 of these rules, the evaluation committee may recommend to the State Board of Education that an education service cooperative be dissolved.
- 22.7 The intent of this evaluation procedure is to provide a means for school districts to express their concerns about the operation of their education service cooperative and to ensure that each education service cooperative remains alert and responsive to the needs of the local schools it serves.
- 22.8 An education service cooperative that receives a performance category level of level 1 shall be reevaluated during the evaluation cycle the following year.
- 22.9 For all education service cooperatives that receive a performance category level of level 1 for two (2) consecutive years, the Department of Education shall:
- 22.9.1 Withhold base funding to the education service cooperative; or
- 22.9.2 Take over administration of the education service cooperative.
- 22.10 For each evaluation, the Commissioner of Education shall appoint the committee and designate its chairperson.
- 22.10.1 The committee shall include the following from outside the boundary of the education service cooperative being evaluated:
- 22.10.1.1 A Department of Education staff member;
- 22.10.1.2 A teacher;
- 22.10.1.3 An administrator;
- 22.10.1.4 A college staff member; and
- 22.10.1.5 A present or former staff member of an area education service agency.

22.10.2 In addition, the committee shall include from within the education service cooperative's area:

22.10.2.1 A member of a school district board of directors;

22.10.2.2 A representative of business and industry; and

22.10.2.3 A school parent from each of two (2) school districts.

22.11 Each education service cooperative shall pay the reasonable costs of its evaluation.

Source: Ark. Code Ann. § 6-13-1021

### **23.00 DISSOLUTION OF AN EDUCATION SERVICE COOPERATIVE**

23.1 The State Board of Education shall be authorized to dissolve any education service cooperative upon the request of a majority of its school district boards of directors or upon the recommendation of the evaluation committee provided for in Ark. Code Ann. §§ 6-13-1021-6-13-1022 and Sections 22.00-23.00 of these rules.

23.2 A dissolved education service cooperative's area shall be assigned to one (1) or more adjacent education service cooperatives, the provisions of Ark. Code Ann. § 6-13-1003 and Section 5.00 of these rules notwithstanding, with the dissolved education service cooperative's base funding apportioned to all remaining education service cooperatives in the state.

23.32 After payment of debts, the assets of a dissolved education service cooperative shall be distributed to the school districts in its service area based on each school district's ~~third-quarter~~ three-quarter average daily membership for the immediately preceding school year.

23.43 Any active grant funds held by the dissolved education service cooperative shall be distributed to the Commissioner of Education in accordance with the grant requirements, state and federal law, and the best interests of the school districts within the boundaries of the dissolved cooperative. To the extent allowed by the grant requirement or by law, active grant funds may be transferred to one or more public school districts or education service cooperatives, or to the Department, for future administration of the grant funds.

Source: Ark. Code Ann. § 6-13-1022

## **24.00 TECHNOLOGY CENTERS**

- 24.1 Consistent with funds available and upon a majority vote of the members present and voting, the board of directors of each education service cooperative established under Title 6, Chapter 13, Subchapter 10 of the Arkansas Code is authorized to establish a technology training center and employ a technology coordinator who has demonstrated expertise in computer technology and staff development.
- 24.2 The duties of the technology coordinator at such technology training center shall include, but not be limited to, the following:
- 24.2.1 To provide staff development for personnel of member schools;
  - 24.2.2 To assist member schools with determining technology needs and types of computer hardware and software necessary to meet those needs;
  - 24.2.3 To assist with technology system analysis and local network design;
  - 24.2.4 To provide member schools with information on technology standards and specifications;
  - 24.2.5 To develop and coordinate a technology training center located at the education service cooperative;
  - 24.2.6 To coordinate information with the Arkansas Public School Computer Network, the Instructional Microcomputer Project for Arkansas Classrooms, and the Governor's Technology Task Force so that member schools will be informed on technological activity in the state; and

- 24.2.7 To assist with requests for proposal development and bid analysis so that member schools will be better able to spend funds for technology.

Source: Ark. Code Ann. § 6-13-1023

## **25.00 MATHEMATICS AND SCIENCE CENTER**

- 25.1 Consistent with funds available and upon a majority vote of the members present and voting, the board of directors of each education service cooperative established under this subchapter is authorized to establish a mathematics and science center and to employ a mathematics and science coordinator who has demonstrated expertise in mathematics and science content, in pedagogy, and in staff development.
- 25.2 The duties of the mathematics and science coordinator at the mathematics and science resource center shall include, but not be limited to, the following:
- 25.2.1 Providing mathematics and science staff development for and individual technical assistance to personnel of member schools;
  - 25.2.2 Assisting member schools with determining mathematics and science curricula, with instruction, and with assessment of needs and resources necessary to meet those needs;
  - 25.2.3 Enhancing curricula and instruction using technology;
  - 25.2.4 Providing member schools with information for curriculum alignment with mathematics and science standards and state frameworks;
  - 25.2.5 Developing and coordinating a mathematics and science resource center located at the education service cooperative; and
  - 25.2.6 Assisting with the development of requests for proposals for teacher enhancement in mathematics and science.

Source: Ark. Code Ann. § 6-13-1025

## **26.00 COOPERATIVES AS LOCAL EDUCATION AGENCIES**

- 26.1 Education service cooperatives created by Title 6, Chapter 13, Subchapter 10 of the Arkansas Code meet the definition of “local education agencies” by virtue of the fact that each is a public authority, legally constituted within this state to perform a service function for a public elementary and secondary school in school districts and other political subdivisions of the state and to form a consortia of school districts which are recognized by the General Assembly as administrative agents for public elementary and secondary schools.
- 26.2 This section intends to recognize the function of the cooperatives and to provide eligibility to cooperatives to receive state and federal funds upon written requests from the school districts.

Source: Ark. Code Ann. § 6-13-1026

## **27.00 FISCAL DISTRESS – EDUCATION SERVICE COOPERATIVES**

- 27.1 Any education service cooperative that meets one (1) or more of the following criteria may be identified by the Department of Education as being in fiscal distress upon final approval of the State Board of Education:
  - 27.1.1 A declining balance that jeopardizes the fiscal integrity of the education service cooperative. The Department of Education shall not use capital outlay expenditures from the education service cooperative’s balance for facilities to identify the education service cooperative as being in fiscal distress;
  - 27.1.2 A material failure to meet the education service cooperative’s obligation to maintain the education service cooperative’s facilities;
  - 27.1.3 A material violation of local, state, or federal law or regulations relating to:
    - 27.1.3.1 Fire, health, or safety codes;
    - 27.1.3.2 Construction codes;
    - 27.1.3.3 Audit requirements; or

- 27.1.3.4 Procurement, bidding, and purchasing requirements;
- 27.1.4 A material failure to provide timely and accurate legally required financial reports to the department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;
- 27.1.5 A material failure to maintain sufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;
- 27.1.6 A material default on any debt obligation;
- 27.1.7 A material discrepancy between budgeted and actual expenditures;  
or
- 27.1.8 Any other fiscal condition of the education service cooperative that the Department of Education determines materially impacts the education service cooperative's delivery of education services.
- 27.2 The Department of Education may identify an education service cooperative as being in fiscal distress at any time a fiscal condition of the education service cooperative is discovered to have a detrimental negative impact on the continuation of educational services provided by the education service cooperative.
- 27.3 If the Department of Education identifies an education service cooperative as being in fiscal distress, the Department of Education shall notify the education service cooperative in writing of the identification of fiscal distress within ten (10) calendar days.
- 27.4 The Department of Education shall identify in the notice each criteria for fiscal distress on which the department based the identification of fiscal distress.
- 27.5 The Department of Education shall deliver the notice by certified mail, return receipt requested, and addressed to:
  - 27.5.1 The president of the education service cooperative's board of directors; and



- 27.5.2 The director of the education service cooperative employed under Ark. Code Ann. § 6-13-1010 and Section 11.00 of these rules.
- 27.6 The identification of fiscal distress made by the Department of Education under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules may be appealed to the State Board of Education under Ark. Code Ann. § 6-13-1031 and Section 31.00 of these rules in which case the final order entered upon appeal is the final classification of fiscal distress.
- 27.7 Within two (2) weeks following the date the education service cooperative receives the final classification by the State Board of Education of fiscal distress, the education service cooperative shall:
- 27.7.1 Notify in writing each public school district in its service area that the education service cooperative is classified as being in fiscal distress; and
- 27.7.2 File with the Department of Education a fiscal distress plan under Ark. Code Ann. § 6-13-1028 and Section 28.00 of these rules.
- 27.8 An education service cooperative that is identified as being in fiscal distress shall not incur any debt without the prior written approval of the department.
- 27.9 The education service cooperative shall include in the annual report to constituent school districts under Ark. Code Ann. § 6-13-1020(d) and Section 21.00 of these rules the progress the education service cooperative had made on its fiscal distress plan.

Source: Ark. Code Ann. § 6-13-1027

## **28.00 FISCAL DISTRESS PLAN**

- 28.1 An education service cooperative that is classified by the State Board of Education as being in fiscal distress shall file with the Department of Education a fiscal distress plan that:
- 28.1.1 Addresses each area of fiscal distress identified by the Department of Education;

- 28.1.2 Describes how the education service cooperative will remedy the areas experiencing fiscal distress; and
- 28.1.3 Establishes the schedule by which the education service cooperative will implement the fiscal distress plan. The fiscal distress plan implementation schedule shall not exceed two (2) years from the date of the final classification of fiscal distress.
- 28.2 The Department of Education shall approve the fiscal distress plan before the education service cooperative implements the fiscal distress plan.
- 28.3 An education service cooperative identified as being in fiscal distress is required to receive on-site technical evaluation and assistance from the Department of Education.

Source: Ark. Code Ann. § 6-13-1028

## **29.00 FISCAL DISTRESS ACTIONS**

- 29.1 To address the identified areas of fiscal distress of an education service cooperative, the Department of Education shall:
  - 29.1.1 Conduct an on-site evaluation and make recommendations regarding the staffing and fiscal practices of the education service cooperative. The recommendations of the Department of Education are binding on the education service cooperative;
  - 29.1.2 Every six (6) months during which the education service cooperative is classified as being in fiscal distress, submit to the State Board of Education a written evaluation on the fiscal status of the education service cooperative;
  - 29.1.3 Monitor the fiscal operations and accounts of the education service cooperative; and
  - 29.1.4 Require the education service cooperative administrative staff and employees to obtain instruction or training in areas of fiscal concern for the education service cooperative.

29.2 The Department of Education also may take one (1) or more of the following actions:

29.2.1 Reorganize the administrative unit of the education service cooperative by:

29.2.1.1 Removing and replacing the director of the education service cooperative employed under Ark. Code Ann. § 6-13-1010 and Section 11.00 of these rules.

29.2.1.1.1 An individual appointed to replace the director shall administratively operate the education service cooperative under the supervision and approval of the Commissioner of Education.

29.2.1.1.2 The Department of Education may compensate nondepartment agents operating the education service cooperative from the education service cooperative's funding.

29.2.1.2 Removing, replacing, or reassigning other administrative staff of the education service cooperative; or

29.2.2 Impose reporting requirements on the education service cooperative.

29.3 Within two (2) consecutive school years of the State Board of Education's final classification of fiscal distress, the Department of Education shall determine whether to recommend that the education service cooperative be removed from fiscal distress status.

Source: Ark. Code Ann. § 6-13-1029

### **30.00 REMOVAL FROM FISCAL DISTRESS**

- 30.1 The Department of Education shall certify in writing to the education service cooperative that the education service cooperative may be removed from fiscal distress status when the department determines that the education service cooperative has:
- 30.1.2 Corrected all of the criteria under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules that led to the classification of fiscal distress; and
  - 30.1.3 Complied with all Department of Education recommendations and requirements for removal from fiscal distress status.
- 30.2 Within thirty (30) days of receiving the Department of Education's certification under Ark. Code Ann. § 6-13-1030(a) and Section 30.01 of these rules, an education service cooperative may petition the State Board of Education in writing for removal from fiscal distress. An education service cooperative may not petition the State Board of Education for removal from fiscal distress status before the Department of Education makes the certification under Ark. Code Ann. § 6-13-1030(a) and Section 30.01 of these rules.
- 30.3 Within sixty (60) days of receiving the petition for removal from fiscal distress, the State Board shall deny the petition or remove the education service cooperative from fiscal distress status.
- 30.4 If an education service cooperative fails to meet the Department of Education's requirements for removal from fiscal distress status within two (2) consecutive school years of being classified in fiscal distress, the State Board of Education shall:
- 30.4.1 Reorganize the administrative unit of the education service cooperative under Ark. Code Ann. § 6-13-1029 and Section 29.00 of these rules; or
  - 30.4.2 Issue a written finding supported by a majority vote of the State Board of Education explaining in detail that the education service cooperative could not comply with Ark. Code Ann. § 6-13-1030 or Section 30.00 of these rules due to impossibility caused by external forces beyond the education service cooperative's control. The

State Board of Education shall extend the classification of fiscal distress for one (1) additional year within which time the education service cooperative shall comply with all conditions for removal from fiscal distress status.

- 30.05 Within fifteen (15) days of making a decision under Ark. Code Ann. § 6-13-1030 and Section 30.00 of these rules, the State Board shall notify the education service cooperative of its decision and include with the notice a copy of a written finding issued under Ark. Code Ann. § 6-13-1030 and Section 30.04.2 of these rules.

Source: Ark. Code Ann. § 6-13-1030

### **31.00 APPEAL OF FISCAL DISTRESS IDENTIFICATION AND CLASSIFICATION**

- 31.1 An education service cooperative may appeal to the State Board of Education the identification of fiscal distress under Ark. Code Ann. § 6-13-1027 and Section 27.00 of these rules.
- 31.2 The education service cooperative may lodge an appeal by filing a written appeal with the Commissioner of Education by certified mail, return receipt requested, within thirty (30) days of the date the education service cooperative received notice of the identification of fiscal distress.
- 31.3 The written appeal shall state in clear terms the reason why the education service cooperative should not be classified as being in fiscal distress.
- 31.4 The State Board of Education shall hear the appeal within sixty (60) days of receipt of the written notice of appeal.
- 31.5 Notwithstanding any appeal rights in this section, no appeal shall stay the State Board of Education's or the Department of Education's authority to take action to enforce the education service cooperative's compliance with financial management, accounting, auditing, and reporting procedures required by state or federal law and regulations.
- 31.6 The decision of the State Board on the appeal is a final order. There is no further right of appeal except to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1031

**Public Comments – Rules Governing Education Service Coops**

<b>Date</b>	<b>Respondent</b>	<b>Comment</b>	<b>ADE Response</b>
01/12/2016	Jennifer Dedman, APSRC	Section 9.3: This section could be improved by removing the language “but not more than two-thirds (2/3)” which would grant greater discretion to districts that choose to use only classroom teachers for this committee.	Comment referred to the education service cooperatives committee that is currently reviewing the rules for suggested updates.
		Section 11.1.2: This section could be improved by the addition of evaluation (i.e. “recommend and evaluate”) to the director’s duties.	Comment referred to the education service cooperatives committee that is currently reviewing the rules for suggested updates.
		Section 18.3: This section could be improved by substituting the word “and” for the word “or” in the next to last line—“...which the State Board may approve <u>and</u> the school districts may support with local funds.	Comment referred to the education service cooperatives committee that is currently reviewing the rules for suggested updates.

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
SCHOOL DISTRICT REQUIREMENTS FOR PERSONNEL POLICIES, SALARY  
SCHEDULES, MINIMUM SALARIES, AND DOCUMENTS POSTED TO DISTRICT  
WEBSITES**

**July 2014** \_\_\_\_\_

**1.00 REGULATORY AUTHORITY**

**1.01** These rules shall be known as the Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (Rules).

**1.02** The Rules are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-11-105, § 6-11-129, § 6-17-201, § 6-17-207, § 6-17-807, § 6-17-812, § 6-17-2203, § 6-17-2301, § 6-17-2402, and § 6-17-2403.

**2.00 PURPOSE**

The purpose of these Rules is to apprise districts of the requirements for publishing school district classified and licensed personnel policies, salary schedules, establishing minimum salaries, and other documents mandated to be posted to the district's website.

**3.00 DEFINITIONS**

**3.01 Basic Contract** means a teacher employment contract for one hundred ninety (190) days that includes ~~ten (10)~~ no less than six (6) days of professional development, except as provided under 3.01.1 for teachers employed in a C-Step Program or the Arkansas National Guard Youth Challenge Program.

**3.01.1** For the purpose of a teacher employed in the C-Step Program or the Arkansas National Guard Youth Challenge Program, a basic contract for a teacher means full-time employment for one hundred ninety (190) days that includes six (6) days of professional development and all additional days in excess of one hundred ninety (190) days paid at the daily rate under Ark. Code Ann. § 6-17-2403 that are required for full-time annual employment and subject to the policies and guidelines of the Arkansas National Guard.

**3.02 Classified Employee** means any employee who performs work for the school district under a written annual contract in a position that does not require a valid teaching license issued by the Arkansas State Board.

**3.03 Classified Employee Minimum Salary** is the calculation of the minimum rate listed in Ark. Code Ann. §6-17-2203 that has been adjusted by the same percentage of increase as reported in the consumer price index each year. The adjusted rate is announced prior to July 1 each year in a Commissioner's memo.

**3.04 Classified Personnel Policies** are written district policies, guidelines, regulations, and procedures that pertain to the terms and conditions of a classified employee's employment with the district.

**3.05 Classified Salary Schedule** is a set of matrices that are updated and published each school year, which contains the minimum salaries for all classified employees and includes ranges, steps, and rates of pay. The salary schedule is required to reflect the actual pay practices of the district.

**3.06 Full Time Classified Employee** means any classified employee contracted to work twenty (20) or more hours per week.

**3.07 Licensed Employee** is a person hired by the local school district who is compelled by law or regulation to secure a license from the State Board of Education.

**3.08 Licensed Personnel Policies** are written district policies, guidelines, regulations, and procedures that pertain to the terms and conditions of a licensed employee's employment with the district.

**3.09 Licensed Salary Schedule** is a set of matrices that are updated and published each school year that contains the minimum salary licensed employees earn based on number of years of experience, education degrees, computations for extended contracts, and salary supplements for additional duties or responsibilities. The salary schedule is required to reflect the actual pay practices of the district.

**3.10 Teacher** means an individual who is required to hold a teaching license from the Department of Education and who is engaged directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time; a guidance counselor; or a librarian.

**3.11 Website** is a set of interconnected webpages, including a homepage, generally located on the same server. It is prepared and maintained as a collection of information by a person, group, or organization.

#### **4.00 LICENSED PERSONNEL POLICIES AND SALARY SCHEDULES**

**4.01** School districts shall have a set of written licensed personnel policies.



**4.02** The licensed personnel policies shall include, but are not limited to, the following:

**4.02.1** The licensed salary schedule;

**4.02.2** Benefits;

**4.02.3** Compensation;

**4.02.4** Designation of workdays;

**4.02.5** Holidays and non-instructional days;

**4.02.6** The annual calendar;

**4.02.7** Methods of evaluations;

**4.02.8** Extra duties;

**4.02.9** Leave;

**4.02.10** Grievances;

**4.02.11** Dismissal or nonrenewal;

**4.02.12** Reduction in force; and

**4.02.13** Assignment of teacher aides.

**4.03** The licensed personnel policies and salary schedules must be posted to the district's website no later than September 15 each year. The district must keep a copy of the licensed salary schedule and personnel policies, signed by the president of the school board and retained in a central location.

**4.04** The district shall make licensed personnel policies and salary schedules easily accessible on its website through an easily-identifiable direct link titled "State-Required Information" in accordance with 9.03.

**4.05** The district is required to provide to the Arkansas Department of Education, no later than September 15 of each year, the website address where the licensed personnel policies and salary schedules are located. This information is currently collected in state reporting cycles 1-9. The website address must be entered correctly in each cycle, especially if there are changes to the website address.

**4.06** A district failing to meet the above requirements will not receive in any year any additional state foundation funding from the Public School Fund until the licensed personnel policies and salary schedules are posted to the district's website.

**4.07** The Arkansas Department of Education shall not accredit a district that does not have written licensed personnel policies.

**4.08** The Arkansas Department of Education will notify any school district that has not posted its licensed personnel policies and salary schedules on the district's website or provided the Department with the website address as required.

## **5.00 CLASSIFIED PERSONNEL POLICIES AND SALARY SCHEDULES**

**5.01** School districts shall have a set of written personnel policies, including the salary schedule for at least all five classifications of classified employees as listed in 3.02.

**5.02** The personnel policies shall include, but are not limited to:

**5.02.1** Salary schedule, fringe benefits, and other compensation issues;

**5.02.2** Annual school calendar, including work days and holidays;

**5.02.3** Evaluation procedures;

**5.02.4** Leave;

**5.02.5** Grievance procedures;

**5.02.6** Termination, nonrenewal, or suspension

**5.02.7** Reduction in force; and

**5.02.8** Assignments.

**5.03** School districts must post classified personnel policies and salary schedules to the district's website no later than September 15 each year. The district shall maintain in a central records location a written copy of the policies signed by the president of the district's board of directors.

**5.04** The district shall make classified personnel policies and salary schedules easily accessible on its website through an easily-identifiable direct link titled "State-Required Information" in accordance with 9.03.

**5.05** The district is required to provide to the Arkansas Department of Education, no later than September 15 of each year, the website address where the classified personnel policies and salary schedules are located. This information is currently collected in state reporting cycles 1-9. The website address must be entered correctly in each cycle, especially if there are changes to the website address.

**5.06** A district failing to meet the above requirements will not receive in any year any additional state foundation funding from the Public School Fund until the classified personnel policies and salary schedules are posted to the district's website.

**5.07** The Arkansas Department of Education shall not accredit a district that does not have written classified personnel policies.

**5.08** The Arkansas Department of Education will notify any school district that has not posted its classified personnel policies and salary schedules on the district's website or provided the Department with the website address as required.

## **6.00 LICENSED EMPLOYEE MINIMUM SALARY**

**6.01** The district salary schedule shall provide:

**6.01.1** Annual increments for education and experience.

**6.01.2** A base salary for a teacher with a BA degree listing salary increments each year for at least 15 years of experience.

**6.01.3** A minimum salary for a teacher with a master's degree listing salary increments each year for at least fifteen years of experience.

**6.02** Each school district shall have a salary schedule with at least the minimum levels of compensation for a basic contract as listed in Ark. Code Ann. § 6-17-2403(b).

**6.02.1** The minimum teacher compensation schedule under Ark. Code Ann. § 6-17-2403(b) does not apply to a part-time teacher or part-time paraprofessional employed by a school district to work in an adult education program.

**6.02.2** The minimum teacher compensation schedule for a part-time teacher or part-time paraprofessional employed by a school district to work in an adult education program shall be established by the Adult Education Section of the Department of Career Education and approved by the State Board of Career Education.

**6.03** The teaching experience is the total years of experience as a teacher with a valid Arkansas teaching license and teaching at any of the following:

- 6.03.1** A public school accredited by the Department of Education or a nationally recognized accrediting association;
- 6.03.2** Private school within the state of Arkansas accredited by a nationally recognized accrediting association;
- 6.03.3** An Institution of higher education within the State of Arkansas accredited by a nationally recognized higher education institution accrediting association; or
- 6.03.4** A facility operated by the Division of Youth Services or any facility contracting with the division to provide care for juveniles committed to the division.

## **7.00 ADDITIONAL PAY**

**7.01** If a teacher is required to work more days than listed in their contract, then the pay under the contract shall be increased proportionately so that the teacher will receive at least a daily rate of pay for each additional day worked.

**7.02** Each school district shall establish a normal base contract period for teachers.

**7.03** If the base contract period is increased, the teacher's pay under the contract shall be increased proportionately at no less than the daily rate for each day added to the contract.

**7.04** The provisions of sections 7.01, 7.02, and 7.03 shall not apply to separate contracts for employment with a teacher to teach summer school or to perform services that do not require the teacher to hold a teaching license.

**7.04.1** Such services require a separate contract and the district shall not condition initial employment of the teacher or renewal of the teacher's regular teaching contract on entering into a separate contract.

**7.05** A district may employ a teacher in a part time contract to perform services in the teacher's area of certification after expiration of the normal base contract as long as the teacher is agreeable and is paid in accordance with the salary schedule, on a pro rata basis for that work.

**7.06** If a teacher in grades seven through twelve (7-12) volunteers to teach more than the maximum number of students permitted per day under the Standards for

Accreditation of Arkansas Public Schools and School Districts, then the teacher's pay under his or her contract shall be increased by an amount proportionate to the teacher's base pay and the additional number of students taught by the teacher.

- 7.07** A teacher in grades seven through twelve (7-12) may volunteer to use his or her conference period during the day to teach an additional class period or to teach more than the maximum number of students per day and shall be compensated at a pro-rated portion of his or her contract for both the extra class period and for every additional student her or she teaches over the maximum number of students permitted per day under the Standards for Accreditation for Arkansas Public Schools and School Districts.

## **8.00 CLASSIFIED EMPLOYEE MINIMUM SALARY**

- 8.01** For the 2011-2012 school year, a full-time contracted classified employee (working 20 hours a week or more) shall receive an hourly rate of compensation of no less than \$7.74 per hour.
- 8.02** The minimum hourly rate is adjusted each year by increasing the previous year's minimum amount by a percentage equal to the percentage increase of the consumer price index. The new minimum rate is announced in a Commissioner's Memo before July 1 each year.

## **9.00 DATA TO BE ACCESSIBLE ON WEBSITE**

- 9.01** The following data and information are required to be posted to the district's website or the district's education service cooperative website, if the education service cooperative maintains the district's website:
- 9.01.1** Current comprehensive financial data reports, including:
    - 9.01.1.1** Local and state revenue sources;
    - 9.01.1.2** Administrator and teacher salary and benefit expenditure data;
    - 9.01.1.3** School district balances, including legal balances and building fund balances;
    - 9.01.1.4** Minutes of regular and special meeting of the school board;
    - 9.01.1.5** The school district budget for the current year must be posted on the website within thirty (30) days following the state reporting cycle 1 deadline (September 30);

**9.01.1.6** A financial breakdown of monthly expenses of the school district;

**9.01.1.7** Salary schedules for all employees, including extended contract and supplementary pay amounts;

**9.01.1.8** Current contract information with all district employees except that social security numbers, telephone numbers, personal addresses, or signatures shall not be published.

**9.01.1.9** The current year annual budget; and

**9.01.1.10** The annual school district statistical report.

**9.01.2** Licensed and classified personnel policies and salary schedules

**9.02** The above information shall consist of actual data for the two (2) previous school years and the projected budgeted information for the current school year.

**9.03** The information and data required by 9.00 shall be easily accessible through the homepage of the district's website under an easily-identifiable direct link titled "State-Required Information" to a page on the district's website where the information may be found. Under this link, the district shall subdivide the information required by 9.00 by the categories of information.

**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**

9.13.1 Pursuant to Ark. Code Ann. § 6-15-2107, ~~m schools performing at the top twenty percent (20%) of all public schools in Arkansas in combined student performance, student academic growth, and for a secondary school, graduate rate, are eligible for Arkansas School Recognition Program rewards and performance-based funding.~~ public schools that experience high student performance and those with high student academic growth, which includes high school graduation rate comparisons for secondary schools, shall be eligible for the Arkansas School Recognition Program.

9.13.1.1 For the purpose of the Arkansas School Recognition program, student academic growth will be calculated using the Value-Added Model (VAM).

9.13.1.2 Stakeholders were consulted through a series of meetings over several years to learn about and evaluate the use of a student-level growth model during the transition from Arkansas Benchmark Exams to the new exams that assess students' college and career readiness. Simply stated, a student growth model describes the change in student achievement over time. A student growth model becomes value-added when students' growth is attributed to a particular entity such as a classroom, a program, or a school, for example. There are many different VAMs. The VAM used for 2015 Rewards is a simple longitudinal student growth model that uses a students' score history (as many years of prior achievement as are available) to predict how that student will perform. The student's actual performance is compared to hi/hers predicted performance to provide a difference score (residual). The difference score, averaged at the school level, is considered the value added by the school.

**Emergency Clause**

Whereas, Act 854 of 2015 amended Ark. Code Ann. § 6-15-2017 to provide for public schools to be eligible for the Arkansas School Recognition Program based on high student performance and high student academic growth.

Whereas, Ark. Code Ann. § 6-15-2107 authorizes the State Board of Education to adopt rules to establish criteria to calculate student academic progress from one year to the next.

Whereas, prior versions of this section are not in line with current assessments and must be updated before reward money can be awarded to public schools.

Therefore, the State Board of Education hereby determines, pursuant to Ark. Code Ann. § 25-15-204 that immediate peril to the welfare of Arkansas public schools and students will result without the immediate promulgation of these rules.





# ARKANSAS DEPARTMENT OF EDUCATION

## **2015-2016** **Application** **Open-Enrollment Public Charter School**

Deadline for Receipt of Submission: ~~Tuesday July 28, 2015~~ **Thursday, April 28, 2016**  
4:00 p.m.

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



**Name of Proposed Charter School:**

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Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION**  
**2015-2016 APPLICATION**  
**OPEN-ENROLLMENT 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 the proper showing that 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: (\_\_\_\_) \_\_\_\_\_

The proposed charter will be located in the \_\_\_\_\_ School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: _____	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: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located. \_\_\_\_\_ (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

_____	_____	_____
_____	_____	_____
_____	_____	_____

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

**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 on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
- B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
- C. ***The last publication date of the notice was no less than seven days prior to the public meeting.***
- D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

**Applicant Response:**

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.

Complete the following charts to include 2014 the most recent literacy and mathematics performance assessment data and graduation rates available for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name			
District Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name		
Campus Name		
Grade Levels		
Campus Status		
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name		
Campus Name		
Grade Levels		
Campus Status		
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced
All Students (Combined)		
Targeted Achievement Gap Group		
African American		
Hispanic		
White/Caucasian		
Economically Disadvantaged		
English Language Learners/ Limited English Proficient		
Students with Disabilities		



CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

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

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

**Applicant Response:**

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

Describe three (3) 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 their 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, reading-comprehension **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.

6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.  
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

**Applicant Response:**

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

☐ Check to add elementary daily schedule.

**ELEMENTARY DAILY SCHEDULE**

GRADE(S):

ADD/ DELETE ROWS		TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>+</b>	<b>-</b>						

☐ Check to add middle school courses.

**MIDDLE SCHOOL COURSES**

GRADE(S):  YEAR OFFERED:

**REQUIRED COURSES**

**+** **-** •

**ELECTIVE COURSES**

**+** **-** •

☐ Check to add high school courses.

**HIGH SCHOOL COURSES**

GRADE:  YEAR OFFERED:

**REQUIRED COURSES**

**+** **-** •

**ELECTIVE COURSES**

**+** **-** •

Jennifer Davis 1/27/2016 3:05 PM

**Comment [1]:** Chart is new to the rules.

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

**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. List all school districts within the geographical area likely to be affected by the open-enrollment 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.

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

**Applicant Response:**

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

12. Complete the following table with data about the district in which the charter proposes to locate and projections for the charter school.

**Applicant Response:**

I	2015-2016		Percentage of Students Projected at the Charter				
	School District (District in Which the Charter Is to Be Located)		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades Offered							
Enrollment Cap							
I	Number	%	%	%	%	%	%
All							
Two or More Races							
Asian							
Black							
Hispanic							
Native American/ Native Alaskan							
Native Hawaiian/ Pacific Islander							
White							
Free and Reduced Lunch							
	Data Below from 2014-2015 Cycle 4 Report						
Migrant							
LEP							
Gifted & Talented							
Special Education							
Title I							

Jennifer Davis 1/28/2016 9:14 AM  
**Comment [2]:** Chart is new to the rules



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

**Applicant Response:**

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 open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- ☐ Yes  
☐ No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

**Applicant Response:**

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 [in by completing the below information fields below for each position](#). Specify the [salary range](#), qualifications, [and job duties](#) to be met by professional employees (administrators, teachers, ~~counselors, etc.~~ [and support staff](#)) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

**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.

•

Jennifer Davis 1/28/2016 9:16 AM

**Comment [3]:** Chart is new to the rules.

**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.

•

Jennifer Davis 1/28/2016 9:16 AM

**Comment [4]:** Chart is new to the rules.

### **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

Jennifer Davis 1/28/2016 9:16 AM

**Comment [5]:** Chart is new to the rules.

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.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

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

[Explain how the amounts of federal funds included in the budget were calculated.](#)

**Applicant Response:**

Applicant response is limited to 8,500 **9,000** 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 open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

**Applicant Response:**

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

**Applicant Response:**

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. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

**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 parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

**Applicant Response:**

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

22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

**Applicant Response:**

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

23. 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**~~the waiver will increase student achievement and how the increase in achievement will be measured.~~

Add/  
Delete  
Rows



Topic	Statute/ADE- Rule/Standard to be Waived	Rationale	Tool to be Used to- Measure Impact on Achievement	Level of Achievement- that will Show Positive Impact

Jennifer Davis 1/28/2016 9:19 AM  
**Comment [6]:** This chart is to be deleted in lieu  
of the chart below.

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

Jennifer Davis 1/28/2016 9:20 AM

**Comment [7]:** This chart is to be added and it replaces the chart above.



# ARKANSAS DEPARTMENT OF EDUCATION

**Arkansas Department of Education  
Instructions for Completing the  
~~2015~~ 2016 Open-Enrollment Public Charter School  
Application**



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

## **2015-2016 Open-Enrollment Public Charter School Application Timeline**

**~~Thursday, June 2, 2015~~ Tuesday, March 1, 2016**

A letter of intent to apply for an open-enrollment charter must be received at the Arkansas Department of Education by 4:00 p.m.

**~~Tuesday, June 9, 2015~~ Thursday, March 3, 2016**

An open-enrollment 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 charter once a week for three consecutive weeks in a newspaper having general circulation in the public school district in which the school will be located. The notice must not be in the classified or legal section of the newspaper.

The notice of the public hearing about the proposed charter is emailed to the superintendent of each district from which the open-enrollment public charter school is likely to draw students and the superintendent of any district that is contiguous to the district in which the school will be located within seven calendar days of the first publication.

**~~Tuesday, July 28, 2015~~ Thursday, April 28, 2016**

Open-enrollment applications must be received by the Arkansas Department of Education and the superintendent of each public school district likely to be affected by proposed charter school by 4:00 p.m.

**~~July/August/September~~ May/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.

**~~October 2015~~ August 17-18, 2016**

Open-enrollment charter applicant hearings are conducted by the Charter Authorizing Panel.

**~~November 2015~~ 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 Charter Authorizing 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.

Note the following:-

- 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 ~~text box~~ **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 that 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 parental and community support (five-page limit);
- The proposed school's ~~2016-2017~~ **2017-2018** calendar;
- ~~The proposed school's 2016-2017 daily schedule;~~
- The ~~2016-2017~~ **2017-2018** and ~~2017-2018~~ **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;
- If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of 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*** ~~2015-2016~~ **Application.**"



| In order for the application to be considered by the authorizer during the 2015-~~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., Tuesday, July 28,**  
| ~~2015~~**Thursday, April 28, 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.**

An application must be sent, via the same email transmission that the application is sent to the Arkansas Department of Education, to the superintendent of the public school district where the proposed public charter school will be located and the superintendents of other districts from which the charter is likely to draw students.

**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

If the sponsoring entity is a non-profit organization, the name of the 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 the proper documentation showing that 501(c)(3) status has been applied for or received documentation 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 2015 Open-Enrollment 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**

2014-ESEA reports and 2014 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 open-enrollment public charter school shall not commence operations with students in any facility unless the school has obtained a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of any facility 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 parental and community 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 8-104 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 ~~2016-2017~~ 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 ~~2016-2017~~ 2017-2018, list the ~~2016-2017~~ 2017-2018 salary to be budgeted for **1.00 FTE** in that position.
- In the cell to the right of the salary for ~~2016-2017~~ 2017-2018, state the number of FTEs to be employed by the charter school in that position in ~~2017-2018~~ 2018-2019.
- In the cell to the right of the number of FTE positions for ~~2017-2018~~ 2018-2019, list the ~~2017-2018~~ 2018-2019 salary to be budgeted for **1.00 FTE** in that position.

#### NOTES

The salary for 1 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.

#### NOTES

~~Input the rate as a decimal. For example, if the cost for fringe benefits will be 25%, input .25. When .25 is input, the template will automatically show 25% and calculate the totals for fringe benefits, by year, in each section of the salary schedule.~~

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 on Line-  
#112.

## 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

All public schools in Arkansas receive state foundation funding in a set amount of money per student based upon average daily membership.

- The number of students for Line #1 and Line #2 is the number of students expected to be enrolled in the public charter school in ~~2016-2017~~ 2017-2018.

## NOTES

The number must match the ~~2016-2017~~ 2017-2018 enrollment number provided in other sections of the application.

After the number of students is entered in Line #1 and Line #2, the template will automatically calculate the state foundation funding in Line #1 and the professional development funding in Line #2.

Be conservative with estimates for state revenue. A charter that overestimates its number of students will have to return funds after the "truing up" process occurs. A charter that underestimates the number of students will receive additional funds after the "truing up" process occurs.

**The per pupil amounts included in the budget template for foundation funding and professional development may change, but these are reasonable estimates to be used for planning purposes.**

- The number of students in Line #3 is the number of national school lunch students expected to be enrolled in the public charter school in ~~2016-2017~~ 2017-2018.

## NOTE

National school lunch students are those students who qualify for free or reduced-priced lunches.

- ~~Input the rate in Line #3.~~ Use the dropdown menu to select the following amount that corresponds to the estimated percentage of NSL students:

## NOTES

~~The eligible rate for national school lunch (NSL) state categorical funding in Line #3 depends on the percentage of national school lunch students attending the school.~~

~~Use one of the following rates determined by the percentage of NSL students:~~

90% or greater NSL students	\$1,576
70-89% NSL students	\$1,051

Less than 70% NSL students      \$ 526

After the number of NSL students and the rate are entered in Line #3, the template will automatically calculate the NSL funding.

**The per pupil rates for NSL funding may change, but these are reasonable estimates to be used for planning purposes.**

- If the charter will serve another student population for which there is state categorical funding, contact the Arkansas Department of Education Charter School Office for the [funding](#) amount to include. ~~on Line #4.~~
- ~~The number of students for Line #6 and Line #7 is the number of students expected to be enrolled in the public charter school in 2017-2018.~~
- [Provide the enrollment projections for the second year of operation in the 2018-2019 section.](#)

#### NOTES

The number [of students](#) must match the ~~2017-2018~~ [2018-2019](#) enrollment number provided in other sections of the application.

~~After the number of students is entered in Line #6 and Line #7, the template will automatically calculate the state foundation funding in Line #6 and the professional development funding in Line #7.~~

- ~~The number of students in Line #8 is the number of national school lunch students expected to be enrolled in the public charter school in 2017-2018~~ [2018-2019](#).
- ~~Input the rate in Line #8.~~

#### NOTES

~~The eligible rate for national school lunch (NSL) state categorical funding in Line #8 depends on the percentage of national school lunch students attending the school.~~

~~Use one of the following rates determined by the percentage of NSL students:~~

90% or greater NSL students	\$1,576
70-89% NSL students	\$1,051
Less than 70% NSL students	\$ 526

~~After the number of NSL students and the rate are entered in Line #8, the template will automatically calculate the NSL funding.~~

- ~~If the charter will serve another student population for which there is state categorical funding, contact the Arkansas Department of Education Charter School Office for the amount to include on Line #9.~~
- Other Sources of Revenue must ~~not~~ include ~~one-time grants or other~~ [only those](#) funds that are ~~not~~ 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.**

**~~Federal Charter School Program grants are not awarded prior to charter approval and cannot be considered for budgeting purposes.~~**

- Totals from the two revenue sections, by year, are automatically added and populate Line #17 [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 on Line #244.

#### THE BOTTOM LINE

- By year, the expenditure totals are subtracted from the revenue totals and included as the NET REVENUE OVER EXPENDITURES on Line #242 [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.



## **Open-Enrollment Public Charter School Application Checklist**

- q Email the one-page letter of intent to apply for an open-enrollment charter to the Arkansas Department of Education Charter School Office and the superintendent of the district where the charter would be located so that it is **received by the Charter School Office no later than 4:00 p.m., on May-28~~March~~ 1.**

**Be certain that the superintendent's email address is visible as a recipient of the email, as this will serve as evidence that the letter was sent to superintendent.**

- q Publish the notice of public hearing following ~~these~~ all requirements.
  - A. The notice of the public hearing was published on a weekly basis in a newspaper having general circulation in the school district in which the school will likely be located for at least three (3) consecutive 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.
  - C. The last publication of notice is no less than seven (7) days prior to the public meeting.
  - D. Within seven (7) calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing are sent to the superintendents of each of the school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendents of any district that is contiguous to the district in which the open-enrollment public charter school will be located.

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

- q 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 parental and community support is included.
- ❖ A copy of the proposed school's 2016-2017 year 1 calendar is included.
- ❖ ~~A copy of the proposed school's daily schedule 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; and.
- ❖ 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, to the superintendent of the public school district where the proposed public charter school will be located and the superintendents of other districts from which the charter is likely to draw students so that it is received no later than **4:00 p.m. on Tuesday, ~~July 28, 2016~~ Thursday, April 28, 2016.** Be certain that the superintendents' email addresses are visible as recipients of the email, as this will serve as evidence that the application was sent to superintendents.

**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 open-enrollment 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

### **2015-2016 Open-Enrollment 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 open-enrollment 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 Internal Charter 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**  
**Open-Enrollment Public Charter School**  
**2015 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.**

**PRE-APPLICATION MATERIALS**

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

***Evaluation Criteria:***

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## **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 open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

### ***Evaluation Criteria:***

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

**Fully Responsive**

**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, staff, students and community 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 Question**

## 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; 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; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

**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
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

**Fully Responsive**

**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, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

**Fully Responsive**

**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:*

- Data included in table format that demonstrates the application is considering the demographics of the district in which the charter is to be located in developing a recruitment plan;
- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; ~~and~~
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list; 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;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; ~~and~~
- Plans to pay for unexpected but necessary expenses; and
- An explanation of the calculations used to project the amounts of federal funding included in the budget

**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
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C21: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### *Evaluation Criteria:*

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions**

|

## C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### *Evaluation Criteria:*

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

### **Concerns and Additional Questions**



## **C23C22: 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 ~~that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and~~
- ~~The level of achievement that will indicate a positive result~~ 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**



## ARKANSAS DEPARTMENT OF EDUCATION

### **2015-2016 Application** **District Conversion Public Charter School**

**Deadline for Receipt of Submission: ~~Wednesday~~ Thursday, ~~September 9,~~ August 4  
20152016, 4:00 p.m.**

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



**Name of Proposed Charter School:**

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Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION**  
**2015-2016 APPLICATION**  
**DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

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

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

Name of School District: \_\_\_\_\_

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

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

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

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

Charter Site Address: \_\_\_\_\_

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

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

Name of Superintendent: \_\_\_\_\_

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

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

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

**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 §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting.**

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

**Applicant Response:**

Response generated from Section B.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 **the most recent** literacy and mathematics performance assessment data and graduation rates **available** for the district, **the campus proposed for the charter**, and the schools closest to the proposed charter.

DISTRICT DATA			
District Name			
District Status			
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> <del>2014</del> Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY <del>2014</del> ESEA Report Percentage Achieving or Advanced	MATH <del>2014</del> ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> <del>2014</del> Report Card Percent Graduated
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			



CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate <del>2013-2014</del> 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

**Applicant Response:**

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

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

**Applicant Response:**

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

Describe three (3) 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 their 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.

4. On the following table, list the specific measurable goals in reading, reading-comprehension-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

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+

-

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.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.  
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

**Applicant Response:**

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

☐ Check to add elementary daily schedule.

**ELEMENTARY DAILY SCHEDULE**

GRADE(S):

ADD/ DELETE ROWS		TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
+	-						

☐ Check to add middle school courses.

**MIDDLE SCHOOL COURSES**

GRADE(S):

YEAR OFFERED:

Delete Grade

**REQUIRED COURSES**

+ - •

**ELECTIVE COURSES**

+ - •

Add Another Middle School Grade

☐ Check to add high school courses.

**HIGH SCHOOL COURSES**

GRADE:

YEAR OFFERED:

Delete Grade

**REQUIRED COURSES**

+ - •

**ELECTIVE COURSES**

+ - •

Add Another High School Grade

Jennifer Davis 1/27/2016 11:46 AM

Comment [1]: Chart is new to the rules.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Include all associated costs in the proposed budget.  
Explain how the district will pay for all associated costs.

**Applicant Response:**

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

MARK-UP

7. Describe the educational program to be offered by the charter school.

**Applicant Response:**

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

Complete the following table with the grade levels and maximum enrollment by year:

School Year	Grade Levels	Maximum Enrollment
2017-2018		
2018-2019		
2019-2020		
2020-2021		
2021-2022		

Jennifer Davis 1/27/2016 11:36 AM

**Comment [2]:** Chart is new to the rules.

Complete the chart to explain how the key features of the program will be afforded.

**EXPENSES TO BE INCURRED BY NEW CHARTER**

Specific Item/Program/Service

Estimated Cost

ADD/  
DELETE  
ROWS

Description of New Funds to Pay for Item/Program/Service  
*If private, include an attachment to demonstrate commitment.*

Amount



Prior Year Item/Program/Service Expense Reduced to Fund Charter  
*If applicable.*

Amount of Reduction



No variance.

Explanation

Add Another Item/Program/Service

Jennifer Davis 1/27/2016 11:36 AM

**Comment [3]:** Chart is new to the rules.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

**Applicant Response:**

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

MARK-UP

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
  - B) Developing and controlling the charter school budget;
  - C) Managing day-to-day charter school operations;
  - D) Developing and controlling the school calendar; and
  - E) Other areas of autonomy to be afforded to the charter.

**Applicant Response:**

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

10. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

**Applicant Response:**

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



B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

**Applicant Response:**

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

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted 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.

12. 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

**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.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated* 6-23-202.)

**Applicant Response:**

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

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for 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.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- ☐ Yes  
☐ No

15. Name any district personnel, 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.

16. Summarize the job descriptions of the school administrator(s) and other key personnel in the below information fields. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, counselors, support staff, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

**Applicant Response:**

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

**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.

•

Jennifer Davis 1/27/2016 11:36 AM

**Comment [4]:** Chart is new to the rules.

Jennifer Davis 1/27/2016 11:36 AM

**Comment [5]:** Chart is new to the rules.

**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.

•

Unknown

**Formatted:** Font:(Default) Arial Black, 10 pt, Bold, Underline

## 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

Jennifer Davis 1/27/2016 11:36 AM

Comment [6]: Chart is new to the rules.

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 and its use for the past three years.

### Applicant Response:

Applicant response is limited to 6,000 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. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

**Applicant Response:**

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

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

**Applicant Response:**

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

21. 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.



22. 21. 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. 22. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

**Applicant Response:**

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 the waiver will increase student achievement and how the increase in achievement will be measured** each waiver would assist in implementing the educational program of the charter and/or fulfilling the charter's mission.

Add/  
Delete  
Rows

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Topic	Statute/ADE- Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact

Jennifer Davis 1/27/2016 11:56 AM  
**Comment [7]:** This chart is to be deleted in lieu  
of the chart below.

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

Jennifer Davis 1/27/2016 11:33 AM

Comment [8]: This chart is to be added and it replaces the chart above.



# ARKANSAS DEPARTMENT OF EDUCATION

**Arkansas Department of Education  
Instructions for Completing the  
2015-~~2016~~ District Conversion Public Charter School  
Application**



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

## Timeline

~~Thursday, June 2, 2015~~ **Tuesday, March 1, 2016**

District conversion public charter school letters of intent must be filed with the Arkansas Department of Education by 4:00 p.m.

~~Thursday, June 11, 2015~~ **Thursday, March 3, 2016**

A district conversion public charter school applicant technical assistance conference call will be held.

APPLICANT PARTICIPATION IS MANDATORY.

### Dates to Be Determined by the Applicant

The applicant publishes notice of a public hearing about the proposed district conversion charter in a newspaper having general circulation district at least three weeks before the hearing.

The notice of the public hearing must be distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district is initiating the application.

~~Wednesday, September 9, 2015~~ **Thursday, August 4, 2016**

District conversion public charter school applications must be filed with the Arkansas Department of Education by 4:00 p.m.

~~September/October 2015~~ **August/September 2016**

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.

~~November 2015~~ **October 19-20, 2016**

District conversion charter applicant hearings are conducted by the Charter Authorizing Panel.

~~December 2015~~ **November 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 Charter Authorizing 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. **Please take under consideration 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. ~~Note the following:~~

- 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 text box ~~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.

- Documentation showing that all requirements pertaining to the public hearing were met;
- Evidence of parental and community support (five-page limit);
- The proposed school's ~~2016-2017~~ **2017-2018** calendar; **and**
- ~~The proposed school's 2016-2017 daily schedule; and~~
- The signed Statement of Assurances template.

#### ATTACHMENTS TO BE INCLUDED ONLY IF APPROPRIATE

- If an applicant believes that a weighted admissions lottery is required by federal court or administrative order, a copy of the order; and
- A Prior Charter Involvement template for each individual associated with the charter who has prior charter experience.

Save the PDF as "***Proposed Charter School's Name (District Name) 2015-2016*** Application."

In order for the application to be considered by the authorizer during the ~~2015-2016~~ 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. on Wednesday, September 9, 2015** **Thursday, August 4, 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.

## NOTES ON SELECTED SECTIONS OF THE APPLICATION

### Cover Page

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

### Section B - Executive Summary

The mission statement will populate the response for Prompt #2. 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 District Conversion Public Charter School Application 2015 Scoring Rubric found at the end of this document. This is a valuable tool as it includes criteria for each section of the application.

### Prompt 2

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

### Prompt 3

2014-ESEA reports and 2014-Report Cards are located at the following:

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

### Prompt 7

Use the chart provided to demonstrate and explain how the key features of the educational program will be afforded. Provide explanations as to how funds will be reallocated when appropriate. Variances should be avoided.

### Prompt 8

Explain why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus.

### Prompt 12 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 15

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

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

### **Evidence of parental and community 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.

### **Statement of Assurances Template**

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



## 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.
- ❖ Documentation that all requirements pertaining to the public hearing were met is included.
- ❖ Evidence of parental and community support is included.
- ❖ A copy of the proposed school's 2016-2017 year 1-calendar is included.
- ~~❖ A copy of the proposed school's daily schedule 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 ~~Wednesday, September 9, 2015~~ Thursday, August, August 4, 2016.**

**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 a district conversion 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

### **2015-2016 District Conversion 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 district conversion 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 Internal Charter 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. It is the Charter Authorizing Panel 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  
District Conversion Charter School  
2015 Application  
SCORING RUBRIC**

**PRE-APPLICATION MATERIALS**

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

**Evaluation Criteria:**

- A Letter of Intent was filed with Arkansas Department of Education on time and included all the necessary information

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## 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 #2 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 districts must conduct a public hearing before applying for a district conversion or limited charter school to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

### Evaluation Criteria:

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notice published to garner public attention to the hearing; and
- Documentation of required notices about the hearing being sent to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C2: 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**

## C3: 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; and
- Innovations that would distinguish the charter from other schools

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C4: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter’s mission.

### Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C5: 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

## C6: PROGRAMS AND METHODS TO SUPPORT CORE CLASSES

The Programs and Methods to Support Core Classes section should describe the curriculum for core classes.

### Evaluation Criteria:

- A clear description of curriculum, including programs and instructional methods to be used in core classes; and
- An explanation of how the district will pay for all costs associated with the curriculum

**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; ~~and~~
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; ~~and~~
- A clear explanation of how the key program features will be afforded

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C8: CHARTER MODEL

### Evaluation Criteria:

- Specific reasons why it is critical for the district to have a charter school rather than implementing the plan outlined in the application on an existing traditional campus

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

## C9: AUTONOMY

### Evaluation Criteria:

- A clear description of all the ways in which the charter school will have more autonomy than traditional schools in the district, specifically pertaining to personnel, budget, day-to-day operations, and the school calendar

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**



## C10: SCHOOL IMPROVEMENT PLAN

### Evaluation Criteria:

- Meaningful and realistic ways to involve licensed employees and parents in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan; and
- A plan that addresses how the charter school will improve student learning and meet the state education goals

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C11: 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 Common Core State Standards

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C12: 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

## C13: ANNUAL PROGRESS REPORTS

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

### Evaluation Criteria:

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer, **separate from the district's annual report to the public,** 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

## C14: ENROLLMENT CRITERIA AND PROCEDURES

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also provide assurances for a random, anonymous lottery selection process.

### Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C15: PRIOR CHARTER INVOLVEMENT

### 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

## C16: STAFFING PLAN

The Staffing Plan section should describe the job duties of the school administrator(s) 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 administrators and other key personnel, including but not limited to counselors and teachers;
- An outline of the professional qualifications required for administrators, teachers, counselors, and others; and
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions

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 and any changes to be made to 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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C19: 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
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C20: PARENTAL INVOLVEMENT

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### Evaluation Criteria:

- A plan for involving parents and guardians in the school's education programs, and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C21: 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
- 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

## C22C21: 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

## C22: DESEGREGATION ASSURANCES

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### Evaluation Criteria:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

## C23: 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 request; 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

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS  
(EMERGENCY RULE) – Effective . 2016**

**1.1 REGULATORY AUTHORITY**

- 1.2 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards (“Rules”).
- 1.3 The Rules are enacted pursuant to the State Board of Education’s authority under Ark. Code Ann. §§ 6-11-105, 6-15-2105, 6-15-2106, and 25-15-201 *et seq.*

**2.00 PURPOSE**

The purpose of these Rules is to set forth the process and procedures for calculating a letter grade for each public school in accordance with Ark. Code Ann. § 6-15-2105.

**3.1 DEFINITIONS**

- 3.2 **Department** means Arkansas Department of Education.
- 3.3 **Four-Year Adjusted Cohort Graduation Rate** has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).
- 3.4 **Non-mobile student** means a student continuously enrolled at a school from October 1 of the school year through and including the initial date of testing.
- 3.5 **“TAGG” (Targeted Achievement Gap Group)** includes students with membership in any or all of the following ESEA subgroups: Economically Disadvantaged, English Learners (EL), or Students with Disabilities (SWD).
- 3.6 **Value-Added Model (VAM)**. A student growth model describes the change in student achievement over time. A student growth model becomes value-added when students’ growth is attributed to a particular entity such as a classroom, a program, or a school, for example. There are many different VAMs. The VAM used for 2015 is a simple longitudinal student growth model that uses a students’ score history (as many years of prior achievement as are available) to predict how that student will perform in the current year. The student’s actual performance is compared to his/her predicted performance to provide a difference score (residual). The difference score, averaged at the school level, is considered the Value-Added Score (VAS) for the school.

3.7

**4.1 SCHOOL RATING SYSTEM**

- 4.2 Effective with the 2014-2015 school year, each school will receive a letter grade score of “A,” “B,” “C,” “D,” or “F.”



- 4.3** Each school's score will be calculated by the Department using the model set forth in Appendix "A."
- 4.4** If a school district has an Alternative Learning Environment (ALE) and the ALE has a Local Education Agency (LEA) number, the school district shall, for purposes of a letter grade assignment pursuant to these rules only, include the ALE students in their respective area schools.

- 4.5 Each school's score shall be published annually by the Department and by the school district, and shall be available on the Department's and school districts' websites.

**Emergency Clause**

Whereas, Ark. Code Ann. § 6-15-2105 requires each school to receive a letter grade score of "A" through "F."

Whereas, Ark. Code Ann. § 6-15-2106 authorizes the Arkansas State Board of Education to adopt rules to establish the method for determining the letter grade for each school that takes into consideration levels of performance and improvement, and the State Board has done so in these rules.

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that immediate peril to the welfare of Arkansas public schools and students will result without the immediate promulgation of these rules.

## APPENDIX “A”

### **Model for Calculation of Overall School Scores for Determination of School Letter Grades**

The 2015 A – F School Rating formula includes up to four components: *Weighted Performance Score*, *Growth Score*, *Four-Year Adjusted Cohort Graduation Rate* (where applicable)<sup>1</sup> and *Gap Adjustments* (where applicable). In addition to these components, schools may earn Challenge Points that are added to schools’ overall score when applicable. The components of the Rating and the determination of Challenge points are explained in this appendix.

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<sup>1</sup> Throughout this document, the term “graduation rate” refers to schools’ Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

## School Performance Component—the Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. Points are earned based on the number of students at each performance level. Schools earn the following points or credit based on students performance levels:

- Partial credit for students scoring at the lower performance levels,
- Full credit for students scoring at the performance level that represents meeting grade level expectations, and
- Bonus credit for students scoring at the performance level that represents exceeding grade level expectations.

Bonus credit is earned for the number of students exceeding grade level standards that is greater than the number of students at the lowest performance level (did not meet standards). For the number of students at the exceeding standards performance level that is less than or equal to the number at the lowest performance level, the school earns a full credit for each student at the exceeding standards performance level.

### Test Scores and Students Included in the Weighted Performance Score

Grades 3 through 8 and high school required state assessments in Math and ELA are used in the *Weighted Performance Score*. For 2015 these assessments included the PARCC Math (Gr. 3 – 8) exams, PARCC Algebra 1 and Geometry End of Course exams, PARCC ELA (Gr. 3 – 10) exams, and the NCSC Math and ELA exams (Grades 3 – 8, & 11).

Highly mobile students are excluded from the *Weighted Performance Score*.

### Student Performance Levels and Points Earned

The PARCC Exams and the NCSC Exams have two different sets of performance levels to represent students level of achievement relative to grade level standards. The following table indicates the performance levels for each exam and the points earned for those levels.

PARCC Performance Levels	Points Earned	NCSC Performance Levels	Points Earned
PL 1	0.00	PL 1 where Scale Score = 1200 (raw score of 0)	0.00
PL 2	0.50	PL 1 where Scale Score > 1200	0.50
PL 3	0.75	PL 2	0.75
PL 4	1.00	PL 3	1.00
PL 5 for the # of PL 5 students < = # of PL 1 students	1.00	PL 4 for the # of PL 4 students < = # of PL 1 students where Scale Score = 1200	1.00
PL 5 for the # of PL 5 students > # of PL 1 students	1.25	PL 4 for the # of PL 4 students > # of PL 1 students where Scale Score = 1200	1.25

To get the total Weighted Performance Score (WPS) add all points earned for students in math and ELA, divide by the number of nonmobile students with test scores in math and ELA, and multiple by 100 to determine the total points earned. The WPS equation is below. *N* represents the number of nonmobile students in math and ELA at that performance level).

$$WPS = \frac{(0 * N_{PL1}) + (0.50 * N_{PL2}) + (0.75 * N_{PL3}) + (1.00 * N_{PL4}) + (1.00 * N_{PL5 (\#PL5 \leq \#PL1)}) + (1.25 * N_{PL5 (\#PL5 > \#PL1)})}{\text{Number of NonMobile Student Test Scores in Math and ELA}} * 100$$

## School Improvement or Growth Score

The transition between Arkansas's Benchmark, EOC, and Alternate Portfolio Exams to the PARCC and NCSC exams limits the options for the school improvement component of the Rating in 2015. Direct comparisons of schools' prior performance (% proficient on Arkansas standards) to current performance (% meeting college and career ready grade level standards) are not appropriate. Also, the transition in assessments meant that baseline data were not available to set improvement targets for 2015. Despite these limitations, stakeholders indicated a high value for including a growth or improvement component in the A-F school rating. Options for calculating growth during transitions in assessments are available using several statistical methods.

Stakeholders were consulted through a series of meetings over several years to learn about and evaluate the use of a student-level growth model during the transition from Arkansas Benchmark Exams to the new exams that assess students' college and career readiness. Simply stated, a student growth model describes the change in student achievement over time. A student growth model becomes *value-added* when students' growth is attributed to a particular entity such as a classroom, a program, or a school, for example.

Two value-added methods were modeled and presented to stakeholders: the Student Growth Percentile (SGP) and a longitudinal student growth Value-Added Model (VAM). There are many different VAMs. The VAM referenced here simply uses a students' score history (as many years of prior achievement as are available) to predict how that student will perform. The student's actual performance is compared to his/hers predicted performance. The difference is considered *value-added*.

Both models may be used across different tests because both models assess and describe student growth in a relative manner, rather than in a criterion-referenced manner (growth toward a particular standard). In addition, both models provide student level growth values that can be aggregated to various levels to communicate about typical student growth in classroom, grade, or school, for example.

These models differ in how students' relative growth is measured and described by resulting the growth score. Scores from these two models answer slightly different questions about student growth.

- SGP answers the question—How much did this particular student grow compared to other students who performed like this student in prior years (students with similar score histories)?
- The longitudinal growth VAM answers the question—How much did this student grow compared to how much we thought the student would grow based on what we know about this student's performance in prior years (the student's score history)?

The results of both models correlate very highly, meaning they lead to similar conclusions about student growth, thus leaving the choice of one model over the other to other considerations. The VAM was selected based on policy considerations such as which question about student growth is meaningful to students, parents, teachers, and other stakeholders. Another consideration was the flexibility to easily accommodate additional data about the student and other factors or entities that impact the student in the event that VAM is used for TESS, LEADS, and school accountability.

## Value-Added Scores for Student Growth

VAM scores for schools growth are based on student level growth. VAM assesses “student growth” relative to the student’s individual score history and the student’s expectation of growth (predicted score). It reflects the difference between the observed performance and the performance expected (predicted) for each student in a group of students. The computation of the students’ Value-Added Scores (VAS) which is the difference score (residual) is carried out in two steps.

In the first step, a longitudinal individual growth model is run to produce a predicted score for each student. The individual growth model uses as many years of prior scores for each student to maximize the precision of the prediction (best estimate) and accounts for students having different starting points (random intercepts). In VAM, each student’s prior score history acts as the control/ conditioning factor for the expectation of growth for the individual student.

In the second step the student’s predicted score in 2015 is subtracted from his/her actual score for 2015 to generate the student’s value-added score (Actual – Predicted = VAS). Values of VAS indicate the degree to which students did not meet, met, or exceeded expected growth in performance.

- If the student has a VAS with a positive value the student’s performance exceeded expectations for the year. The student had higher than expected growth. The greater the value above zero, the more the student exceeded expectations.
- If the student has a VAS value of zero the student’s performance met expected performance. The student grew at least as much as expected.
- If the student has a VAS with a negative value the student did not meet expectations for growth in performance for the year meaning the student did not grow as much as expected in achievement. The lower the value of the VAS, the larger the degree to which the student did not grow as much as expected.

## VAS for School Growth

Student VAS are averaged for each school to provide a school-level VAS. School VAS indicate, on average, the extent to which students in the school grew compared to how much we thought they would grow based on how they had achieved in the past.

- School VAS answers the question—On average, did students in this school meet, exceed, or not meet expected growth?

School VAS scores in math and ELA are averaged to produce a value that describes the average student growth for the school across both subjects. Before school VAS can be included in the A-F school rating the values must be transformed to a scale that will work within the total point scale for the rating system. The VAS were transformed using the equation below.

$$\text{School Growth Score} = (\text{school VAS} \times 35) + 80.85$$

School growth scores are capped so that the minimum school growth score is 70 and the maximum school growth score is 95. This transformation places schools whose students are meeting expected growth on average (VAS ~ 0) at 80.85. Thus, for this transition year, only schools with less than expected average growth values score a C value for this component.

## **Four-Year Adjusted Cohort Graduation Rate**

Schools with at least 25 expected graduates may earn points for their graduation rate. The All Students four-year adjusted cohort graduation rate is added to the Overall School Score for schools with at least 25 expected graduates. These rates are calculated by the ADE. The graduation rate used in accountability determinations usually lags one year behind the year of the test scores used in the accountability determinations.

## **Adjustments for Achievement Gaps and Graduation Gaps**

A school's numeric scores in Weighted Performance and Graduation Rate are adjusted for the size of a school's performance and/or graduation rate gap between TAGG and non-TAGG subgroups within each school. This adjustment can result in schools earning a bonus if the gap is relatively small, a penalty if the gap is relatively large, or no change if the gap is average.

Note: Schools that do not have a TAGG or non-TAGG group of 25 or more students (i.e., do not have a within-school achievement gap) are given a zero for Gap Adjustment.

- A school's achievement gap is the difference between the percentage of TAGG and non-TAGG students meeting or exceeding standards in math plus literacy.
- A school's graduation rate gap is the difference between the TAGG and non-TAGG graduation rates.

### **Achievement Gap Adjustment**

The achievement gap is measured at the school level using the percentage of students meeting or exceeding grade level standards (Levels 4 and 5 for PARCC; Levels 3 and 4 for NCSC).

$$\text{Achievement gap} = \text{NonTAGG \% Meeting or Exceeding} - \text{TAGG \% Meeting or Exceeding}$$

All schools with at least 25 tested students in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

*Gap Adjustments* are determined by dividing the ordered list of all schools with achievement gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments* for achievement are assigned. The table below provides the gap sizes and gap adjustments for 2015.

	<b><u>Largest Gap</u></b>	<b><u>Larger Gap</u></b>	<b><u>Average Gap</u></b>	<b><u>Smaller Gap</u></b>	<b><u>Smallest Gap</u></b>
<b><u>Gap Adjustment</u></b>	<b><u>-6</u></b>	<b><u>-3</u></b>	<b><u>0</u></b>	<b><u>+3</u></b>	<b><u>+6</u></b>
<b><u>Achievement Gap Range</u></b>	<b><u>30.64% or greater</u></b>	<b><u>24.43-30.63%</u></b>	<b><u>19.79-24.42%</u></b>	<b><u>14.88-19.78%</u></b>	<b><u>Less than 14.88%</u></b>

Round the school achievement gap to the nearest hundredth before comparing the values in the table.

### **Graduation Rate Gap Adjustment**

The graduation rate gap is measured at the school level using the difference in graduation rates between a school's non-TAGG and TAGG student populations.

$$\text{Graduation Rate Gap} = \text{NonTAGG Graduation Rate} - \text{TAGG Graduation Rate}$$

All schools with at least 25 expected graduates in each category (non-TAGG and TAGG) are then ordered on the size of each school's gap, from those with the largest percentage point gap to those with the smallest. Schools with the largest gaps earn a penalty. Schools with the smallest gaps earn a bonus. Schools with typical gap sizes receive a zero or no adjustment.

Schools with graduation rates but with too few non-TAGG or TAGG students (< 25) to be eligible for a penalty or bonus are given a score of 0. *Gap Adjustments* for graduation rate are determined by dividing the ordered list of all schools with graduation rate gaps into five groups or quintiles with equal numbers of schools in each group. Based on this classification, *Gap Adjustments for graduation rate* are assigned. The table below provides the gap sizes and gap adjustments.

	<u>Largest Gap</u>	<u>Larger Gap</u>	<u>Average Gap</u>	<u>Smaller Gap</u>	<u>Smallest Gap</u>
<u>Gap Adjustment</u>	<u>-6</u>	<u>-3</u>	<u>0</u>	<u>+3</u>	<u>+6</u>
<u>Graduation Gap Range</u>	<u>16.21% or greater</u>	<u>10.75-16.20%</u>	<u>6.90-10.74%</u>	<u>3.66-6.89%</u>	<u>Less than 3.66%</u>

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

## **Challenge Points**

Schools earn extra points for current year performance when the performance of students in the school exceeds the expected performance considering the schools' level of challenge. A simple statistical analysis of covariance is used to determine schools' performance (% meeting or exceeding grade level standards) adjusting for schools' level of challenge based on the schools' poverty rate as measured by the percentage of students economically disadvantaged. The challenge points are calculated separately for math and ELA. The points are based on the difference between expected current year school performance considering the school's level of challenge and the actual current year school performance. If the difference is positive the school outperformed expectations and earns Challenge Points.

- Schools receive 3 Challenge Points for math and/or ELA if the school has a positive difference that is in the top quartile among all schools.
- Schools receive 2 Challenge Points for math and/or ELA if the school has a positive difference that is in the third quartile among all schools.

Challenge points provide schools with an opportunity to earn extra points for outperforming expectations.

## **Overall Score Calculation**

A school's overall score is calculated by applying the gap adjustment to Weighted Performance and/or Graduation Rate and summing over all the components as indicated below. Schools without graduation rates receive a multiplier to put all schools' overall scores on a scale of 300 possible points.

### **Schools with graduation rate:**

$$\text{Overall school score} = (\text{Weighted Perf.} + \text{Gap Adj.}) + (\text{Improvement}) + (\text{Grad Rate} + \text{Gap Adj.}) + (\text{Challenge Points in Math \& or ELA})$$



**Schools without graduation rate:**

$$\text{Overall school score} = \frac{(1.5)(\text{Weighted Perf.} + \text{Gap Adj.}) + (1.5)(\text{Improvement}) + (\text{Challenge Points in Math \& or ELA})}{3}$$

For schools without a graduation rate, both components of the overall score will be multiplied by 1.5 which puts the Overall School Score for these schools on the same possible points scale as schools with a graduation rate.

**Applying Cut Scores to the Overall Score to Determine Letter Grades**

Schools' final scores are calculated by summing its scores on each component. The sum of these scores is capped at 300 possible points. Letter grades will be assigned as follows.

A = 270 – 300 points

B = 240 – 269 points

C = 210 – 239 points

D = 180 – 209 points

F = Less Than 180 points