



AGENDA

STATE BOARD OF EDUCATION

October 9, 2014

Arkansas Department of Education

ADE Auditorium

10:00 AM

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Consent Agenda

C-1 Minutes - September 11, 2014

Presenter: Deborah Coffman

C-2 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Applications – 3 Second Lien

With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package: Pursuant to Arkansas Code Annotated § 6-20-805 concerning the Revolving Loan Program, 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 revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the application. 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-3 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.

Presenter: Ivy Pfeffer and Clemetta Hood

C-4 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 165 school districts covering a total of 650 waivers. There were also requests for long-term substitutes from 23 school districts requesting a total of 33 waivers for long-term substitutes. These requests have been reviewed, approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Ivy Pfeffer

C-5 Consideration of Waiver Request for Teaching License – Brenda Bagshaw

Brenda Bagshaw has applied for renewal of her standard teaching license. The Department notified Ms. Bagshaw that her background check revealed a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410(c) and employment under § 6-17-411. Ms. Bagshaw is seeking a waiver of the offense from the State Board. The Department recommends that the State Board grant a waiver of the offense.

Presenter: Cheryl Reinhart

C-6 Consideration of Waiver Request for Teaching License – Gary D. Brown

Gary D. Brown has applied for a first-time teaching license. The Department notified Mr. Brown that his background check revealed a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410(c) and employment under § 6-17-411. Mr. Brown is seeking a waiver of the offense from the State Board. The Department recommends that the State Board grant a waiver of the offense.

Presenter: Cheryl Reinhart

C-7 Consideration of Waiver Request for Teaching License – Lucretia Cox

Lucretia Cox applied for a standard teaching license by reciprocity. The Department notified Ms. Cox that her background check revealed a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410(c) and employment under § 6-17-411. Ms. Cox is seeking a waiver of the offense from the State Board. The Department recommends that the State Board grant a waiver of the offense.

Presenter: Cheryl Reinhart

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T14-004 –Patsy Ann Tate

Violation of Standard 2: An educator maintains competence regarding skills, knowledge and dispositions relating to his or her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Ms. Tate a written reprimand and assesses a fine of \$50. Ms. Tate was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 14, 2014.

Presenter: Wayne Ruthven

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-038 – Jason Ryan Hathcock

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 place Mr. Hathcock's license on probation for one (1) year and assesses a fine of \$75. Mr. Hathcock was notified by letter dated, July 16, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the 30-day period provided by law.

Presenter: Wayne Ruthven

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-107 –Theodore Shumpert

Violation of Standard 2: An educator maintains competence regarding skills, knowledge and dispositions relating to his or her organizational position, subject matter, and or pedagogical practice. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board issue Mr. Shumpert a written warning. Mr. Shumpert was notified by letter dated, August 7, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 13, 2014.

Presenter: Wayne Ruthven

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-120 –Jerry Lyn High

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 the State Board place Ms. High's license on probation for three (3) years and assess a fine of \$75. Ms. High was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 19, 2014.

Presenter: Wayne Ruthven

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-134 –Mickey Royce Johnson

Violation of Standard 2: An educator maintains competence regarding skills, knowledge and dispositions relating to his or her organizational position, subject matter, and or pedagogical practice and Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including standardized test materials and results, unless disclosure serves a professional purpose or is required by law. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Johnson's license on probation for two (2) years, assess a fine of \$75 and the educator shall obtain training provided by the Department of Education in each year of the probation period on administration of Arkansas state-mandated assessments (all costs paid by the educator). Mr. Johnson was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 29, 2014.

Presenter: Wayne Ruthven

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-135 –Jeffrey Brent Davis

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Violation of Standard 7: An educator refrain from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Davis' license on probation for two (2) years, assess a fine of \$75 and by December 31, 2014, or within sixty (60) days of the date of the final order of the SBOE, whichever is first, provide a letter from a certified mental health counselor that he is suited to return to the

classroom. Mr. Davis was notified by letter, dated August 5, 2014, of the recommendation of the Ethics Subcommittee and he accepted the recommendation on August 20, 2014.

Presenter: Wayne Ruthven

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-154 – Scott Alan Jones

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 and Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee recommends the State Board place Mr. Jones's license on probation for three (3) years, require Mr. Jones to obtain four (4) hours of training annually for each of the three (3) years of his probationary period from the Arkansas Association of Educational Administrators in fiscal management, and provide documentation to the PLSB of each year's training, and assess a fine of \$75. Mr. Jones was notified by letter dated, July 21, 2014, of the recommendation of the Ethics Subcommittee Evidentiary Hearing determination and recommendation. Mr. Jones has not responded in writing within the period provided by law.

Presenter: Wayne Ruthven

C-15 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-176 – Billy Wayne Major III

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 the State Board issue Mr. Major a written reprimand and assess a fine of \$50. Mr. Major was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on August 14, 2014.

Presenter: Wayne Ruthven

C-16 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-116 –William Baird Caldwell

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 the State Board issue Mr. Caldwell a written reprimand and assess a fine of \$50. Mr. Caldwell was notified by letter dated, August 5, 2014, of the recommendation of the Ethics Subcommittee and has not responded in writing within the 30-day period provided by law.

Presenter: Wayne Ruthven

C-17 Consideration of the Voluntary Surrender and Revocation of Arkansas Educator's License – PLSB Case #14-152 – Donna Ann Shannon Broadway

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Donna Ann Shannon Broadway voluntarily surrendered her teaching license as evidenced by her signed consent form dated, August 1, 2014. Arkansas law does not provide for the mere surrender of a license. As a result, the Board's acceptance of the surrender of her license will result in permanent revocation of the license.

Presenter: Wayne Ruthven and Cheryl Reinhart

Action Agenda

A-1 Charter Authorizing Panel Action on Requested District Conversion Charter School Amendments: Cloverdale Aerospace Technology Conversion Charter Middle School, Little Rock School District

The State Board of Education approved the application for the Little Rock School District to operate the Cloverdale Aerospace Technology Conversion Charter Middle School on January 19, 2010. The charter is approved to serve students in grades 6-8 with a maximum enrollment of 705. Representatives of the Little Rock School District appeared before the Charter Authorizing Panel on September 17, 2014, to request an amendment to the current charter. The panel denied the amendment. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's November 2014 meeting.

Presenter: Cindy Hogue

A-2 Approval of the Open-Enrollment and District Conversion 2015 Renewal Application Timeline

In accordance with the ADE Rules Governing Public Charter Schools §4.02.2 "For renewal requests for a public charter school, the public charter school applicant shall submit its renewal request according to a schedule set forth by the State Board of Education."

Presenter: Cindy Hogue

A-3 End-of-Semester Reviews of Open-Enrollment Public Charter Schools in the Initial Year of Operation: Northwest Arkansas Classical Academy, Premier High School of Little Rock, and Quest Middle School of Pine Bluff

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

Presenter: Cindy Hogue

A-4 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 13-175; Max Alan Adcock

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices and Violation of Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship. Following an evidentiary hearing on August 1, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board permanently revoke Mr. Adcock's license. Mr. Adcock made a timely request for State Board review and has filed written objections and the PLSB has filed its response. Mr. Adcock is represented by attorney Randy Coleman.

Presenter: Cheryl Reinhart

A-5 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-042; Mable Bledsoe

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on July 7, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board permanently revoke Ms. Bledsoe's license. Ms. Bledsoe made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Ms. Bledsoe is represented by attorney Greg Alagood.

Presenter: Cheryl Reinhart

A-6 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 13-003; Christopher Conway

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on July 7, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board permanently revoke Mr. Conway's license. Mr. Conway made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Mr. Conway is represented by attorney Shawn Childs.

Presenter: Cheryl Reinhart

A-7 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-011; Daniel Fullerton

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on June 25, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Mr. Fullerton's license for two (2) years, assess a fine of one hundred dollars (\$100), and require training in classroom management and anger management. Mr. Fullerton made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Mr. Fullerton is represented by attorney Marcia Barnes.

Presenter: Cheryl Reinhart

A-8 Consideration of Recommendation for Revocation of Teaching License – Timothy O'Shields

Timothy O'Shields has an Arkansas teaching license that expired on December 31, 2012. Mr. O'Shields pled guilty to two (2) counts of felony sexual assault, which is a disqualifying offense for licensure under Ark. Code Ann. § 6-17-410. The Department recommends the revocation of Mr. O'Shield's license. Mr. O'Shields was notified and advised of his right to a hearing before the State Board, but did not request a hearing within the time provided by law.

Presenter: Cheryl Reinhart

A-9 Consideration for Emergency Adoption: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowers the State Board of Education to approve a method for assigning letter grades. The method set forth in these

rules was developed by the University of Arkansas Office of Innovation for Education, in conjunction with the ADE and stakeholders. The Department respectfully requests the State Board release these rules for emergency adoption.

Presenter: Lori Freno

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

Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) requires that each public school receive a letter grade score of “A” through “F” effective with the 2014-2015 school year, and empowers the State Board of Education to approve a method for assigning letter grades. The method set forth in these rules was developed by the University of Arkansas Office of Innovation for Education, in conjunction with the ADE and stakeholders. The State Board released these rules for public comment on August 14, 2014. The public comment period ended September 16, 2014. The Rules were revised as a result of the comments. The Department respectfully requests the State Board give final approval to these rules pending Legislative Council review.

Presenter: Lori Freno

A-11 Consideration for Final (Permanent) Rule: Arkansas Department of Education Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas

On July 10, 2014, the State Board adopted an Emergency Rule for the Arkansas Department of Education Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas, and released these rules for public comment as the permanent rule. A public hearing was held on August 19, 2014. The public comment period expired on September 9, 2014. Some changes were made following public comment. Department staff respectfully request the State Board give final approval to these rules pending Legislative Council review.

Presenter: Cheryl Reinhart and Ivy Pfeffer

A-12 Consider Recommendation of a Praxis Chemistry Test

Changes to the availability of the Praxis™ exam currently used for the Physical Science License require a different exam to be used. The Praxis™ Physical Science: Content Knowledge (0481) was discontinued as of August 2014. Candidates for the Physical Science License will have the option of taking the Praxis™ Chemistry: Content Knowledge (5245) or the Praxis™ Chemistry: Content Knowledge (5265). The ADE recommends adoption of the Praxis™ Chemistry: Content Knowledge (5245) with a minimum passing score of 150 (100 - 200 point range) effective September 1, 2015.

Presenter: Karli Saracini

**Minutes
State Board of Education Meeting
Thursday, September 11, 2014**

The State Board of Education met Thursday, September 11, 2014, in the Auditorium of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 10:03 a.m.

Present: Sam Ledbetter, Chairman; Alice Mahony; Dr. Jay Barth; Diane Zook; Mireya Reith; Joe Black; Vicki Saviers; Kim Davis; Jonathan Crossley, Teacher of the Year; and Tony Wood, Commissioner

Absent: Toyce Newton, Vice-Chair

Mr. Ledbetter welcomed new Board member, Kim Davis.

Consent Agenda

The Board pulled C-7 from the consent agenda: C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-023 –Daniel Joseph Brewer.

Ms. Saviers moved, seconded by Dr. Barth, to approve the consent agenda less C-7. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - August 14, 2014
- Minutes - August 15, 2014
- Minutes - August 21, 2014
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-178A – Johnny Lester Fleming
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-058 –Mary Elizabeth Smith
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-074 –Penny Louise Oden
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-075 – Johnna Christine Creasey
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-082 – Alan Keith Geibe
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-095 – Ashley Sue Holder

- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-115 – Charlene Roseann Cooper
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-125 – Linda Kozo Self
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-129 – Earl Deer Young
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-150 – Jeremy David Allen
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-156 – Donna Jean Saul
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-158 – Jerilynn Jill Cravens

Action Agenda

Consideration for Approval of Embedded Courses

Curriculum and Instruction Specialist Mr. Thomas Coy said Act 421 of 2013 allowed curriculum frameworks from two (2) separate courses to be taught in a single course, known as a combined or embedded course. He said several school districts made application to the Curriculum and Instruction Unit for approval of the combined or embedded course and assured, in writing, that the curriculum frameworks for both courses would be fully taught in the combined or embedded course. Mr. Coy said districts understand that when the curriculum frameworks for one of the courses are revised, a new course approval request must be submitted to the Board and approval must be granted before a school would be allowed to offer the embedded courses.

Earle School District - English 9 and Oral Communications
Huntsville School District - Oral Communications and English 10
Poyen School District - Oral Communications and English 9

Dr. Barth moved, seconded by Ms. Saviers, to approve the embedded courses. The motion carried unanimously.

Consideration for Public Comment: Arkansas Department of Education Rules Governing Kindergarten through 12th Grade Immunization Requirements in Arkansas Public Schools

Department Staff Attorney Ms. Kendra Clay said the Arkansas Department of Health recently updated its Rules and Regulations Pertaining to the Immunization Requirements. She said revisions to ADE's rules governing immunizations are necessary to align ADH and ADE's immunization requirements.

Ms. Saviers moved, seconded by Mr. Black, to approve the Arkansas Department of Education Rules Governing Kindergarten through 12th Grade Immunization Requirements in Arkansas Public Schools for public comment. The motion carried unanimously.

Consideration for Final Approval: Proposed Revision of the Arkansas Department of Education Rules Governing Special Education and Related Services, Section 18.00 Residential Placement

Ms. Courtney Salas-Ford, attorney for SPED said the Arkansas Department of Education (ADE) recommended revision of these rules to reflect changes in licensure by the Arkansas Department of Human Services (DHS), Office of Long Term Care, more appropriately define residential placement in-state, and clarify assignment of responsibility for education. She said the State Board of Education released these rules for public comment on July 14, 2014 and a public hearing was held on July 28, 2014. She said the public comment period expired on August 15, 2014. Ms. Salas-Ford said written comments were received during the public comment period and revisions were made to the rules as a result of the comments to more clearly reflect the language in the statute. She asked the Board to give final approval to these rules pending Legislative Council review.

Dr. Barth moved, seconded by Ms. Saviers, to approve the proposed revision of the Arkansas Department of Education Rules Governing Special Education and Related Services, Section 18.00 Residential Placement. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing the College and Career Readiness Planning Programs

Department Deputy General Counsel Lori Freno-Engman said Section 14 of Act 1073 of 2013 made a slight revision to the definition of “college readiness assessment” as that definition applies to the College and Career Readiness Program. She said Department staff revised the rules accordingly and the Board approved the revised rules for public comment on July 10, 2014. She said a public hearing was held on July 28, 2014 and the public comment period expired on August 22, 2014. Ms. Freno-Engman said staff received public comments on the proposed rules, but made no changes to the proposed rules based upon the public comments received.

Ms. Reith moved, seconded by Ms. Saviers, to approve the Arkansas Department of Education Rules Governing the College and Career Readiness Planning Programs. Ms. Mahony voted no. The final vote was 6-1. The motion carried.

Consideration for Final Approval: Arkansas Department of Education Rules Governing the Calculation of Miscellaneous Funds

Department Staff Attorney Ms. Kendra Clay said Act 322 of 2013 significantly revised the method of calculation for miscellaneous funds and bonded debt assistance. She said previously, miscellaneous funds were calculated as an average of the amounts collected by a school district over the past five years. Under Act 322 of 2013, miscellaneous funds are now calculated based upon the aggregate amount collected during the preceding year. She said the Board approved the revised rules for public comment on July 10, 2014, and the Department conducted a public hearing on July 28, 2014. She said the public comment period expired on August 22, 2014, and staff received no public comments on the proposed rules. She asked the Board to grant final approval of these rules pending legislative subcommittee review.

Dr. Barth moved, seconded by Ms. Saviers, to approve the Arkansas Department of Education Rules Governing the Calculation of Miscellaneous Funds. The motion carried unanimously.

Reports

Connecting GIS with Education

Sonora Elementary EAST students, Kylie Miller and Rikki Vaughan, and facilitator Josh Worthy presented projects that students collaborated in Springdale School District to present at the 2014 Esri International Users Conference in San Diego. Kylie and Rikki demonstrated how they utilized GIS to map three different projects.

The Board praised the work of the Springdale School District's students and facilitator.

President and Chief Executive Officer for EAST Initiative Mr. Matt Dozier shared the story of an Arkansas East student that continued in the field:

<http://eastinitiative.wordpress.com/2014/08/05/how-east-equipped-me-to-take-on-anything/>

Mr. Dozier also shared that the East Initiative has partnered with AT&T and received a grant to support the work at the Arkansas Innovation Hub.

Chair's Report

Chairman Ledbetter said the 2015 Arkansas Teacher of the Year Ceremony to honor the 15 regional finalists would be held Tuesday, September 16, at the Capitol.

Dr. Barth said Dr. Francis Eberle will meet with the Board in November for a Thursday work session. He said Dr. Eberle is the Deputy Executive Director of the National Association of State Boards of Education and is responsible for directing the organization's Next Generation Science Standards project.

Dr. Barth said Dr. James Gates would speak at the Clinton School of Public Service at 6:00 pm on Wednesday, December 10, 2014. He encouraged all Board members to attend. The speaking engagement is part of the NASBE grant for Science that Dr. Barth submitted on behalf of the Board and the Department.

Ms. Saviers requested the special committee on academic distress meet to discuss the list of academic distress schools. Mr. Ledbetter encouraged other Board members to join the special committee.

Ms. Reith said the White House Initiative on Educational Excellence for Hispanics kicked off the 2014 Back-to-School Tour with a stop in Springdale, Arkansas. She said the Springdale School District has excelled at reaching out and meeting the needs of the ELL population.

Ms. Zook said it is National Literacy Month. She encouraged everyone to get into a school and read to a child. Ms. Zook said the Jobs Now Summit would be held September 23 at the Convention Center.

Mr. Davis thanked Commissioner Wood for participating in the Springdale celebration.

2014 Arkansas Teacher of the Year Jonathan Crossley said the Arkansas Exemplary Educator Network (AEEN) would meet September 16 at noon, following the ATOY celebration. He invited Board members to attend the meeting. Mr. Crossley recently visited the Mid South Community College in West Memphis and was very impressed with the career education. Mr. Crossley and the ADE Communication's Team will be highlighting positive stories from Arkansas classrooms.

Commissioner's Report

Commissioner Wood said the Mineral Springs School District and the Dollarway School District would be electing a local school board September 2014 and returning to local control October 1, 2014.

Commissioner Wood said the PCSSD would remain under state control due to

the phase-out of the desegregation funding. He said the district is doing well but would still need oversight. He said the Lee County School District and the Helena-West Helena School District would remain under state authority, and he has directed resources to these two districts.

Update on Content Standards and Assessment

Assistant Commissioner for Learning Services Dr. Debbie Jones said the Board received a detailed report from Mr. Lyle Rupert from the Governor's School.

Dr. Jones said approximately 93% of the 2014 Arkansas Graduating Class took the ACT at least once with increases in English, Reading and Science while Math scores remained the same.

Dr. Jones said pursuant to Act 1294 of 2013, the Department has released a Commissioner's Memo for guidance on dyslexia implementation.

Dr. Jones said that Ms. Hope Allen, Student Assessment Director, was at a PARCC meeting. She said students would be able to use paper for math calculations. Dr. Jones encouraged schools to utilize the practice tests.

Mr. Bill Ballard, State Coordinator for Home School said 1,040 home school students were not tested last year. Mr. Ballard said local superintendents contacted parents about the testing requirements for home school students. Dr. Jones said she is working with Mr. Ballard to determine appropriate assessments for home school students. Dr. Jones said that 85 home school students participated in interscholastic activities last year.

Dr. Jones said the state is on track with the PARCC assessments. She said the state would not receive test results until Fall 2015 due to the standard setting process.

Ms. Zook said she met with Department staff and shared that some districts have expressed concerns that the dyslexia guidance may limit the programs that meet the guidelines. She said the team is working with Senator Joyce Elliott to review any possible revisions to the law. She commended the Flippin School District for their early commitment to providing services to students.

Special Board Committee: Parent Communication

Ms. Mahony, Chair of the Special Committee on Parent Communication said the committee met August 15, 2014. She said future meetings have been postponed until a later. Ms. Mahony introduced the My Child/My Student Communication Campaign by sharing the campaign video available on the ADE website at

<http://www.arkansased.org/divisions/communications/my-childmy-student>

Chief of Staff Deborah Coffman explained the goal of the campaign is to support parent and teacher communication. Ms. Coffman and Ms. Mahony encouraged all stakeholders to follow the ADE Social Media – Facebook and Twitter.

Report from the Arkansas Task Force for the Prevention Through Education of Child Sexual Abuse

Chief of Staff Deborah Coffman said pursuant to Act 1298 of 2013, the Arkansas Task Force for the Prevention Through Education of Child Sexual Abuse gathered information concerning the prevalence of child sexual abuse throughout Arkansas; received reports and testimony from individuals, state and local agencies, community-based organizations, and other public and private organizations; and made recommendations concerning evidence-based ways to prevent child sexual abuse through education. The task force recommended K-5 schools consider 21 critical elements of an effective child sexual abuse prevention program. The task force also made ten (10) additional recommendations for consideration by the General Assembly.

Adjournment

The meeting adjourned at 11:44 p.m.

Minutes recorded by Deborah Coffman.

Section 1

Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING
OCTOBER 9, 2014
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

3 2nd Lien	\$	16,045,000.00
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3	\$	16,045,000.00

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

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Greene County Tech	Greene	3,520.37	\$3,810,000	15.01%	\$37,288,301	Constructing, renovating, and equipping school facilities to include the addition of classrooms (\$3,700,000), cost of issuance and underwriter's discount allowance (\$110,000). Any remaining funds will be used for other construction, renovations and equipment purchases.
Malvern	Hot Spring	2,144.63	\$2,325,000	8.43%	\$18,611,450	Making capital improvements to the District's multi-purpose center (project #1314-3004-003) (\$2,250,000), cost of issuance and underwriter's discount allowance (\$75,000). Any remaining funds will be used for other capital improvement projects and equipment purchases.
Stuttgart	Arkansas	1,687.16	\$9,910,000	12.98%	25,355,000	Constructing and equipping new facilities (\$9,665,980), cost of issuance and underwriter's discount allowance (\$244,020). Any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities.

NEWLY EMPLOYED FOR THE PERIOD OF August 22, 2014 – September 19, 2014

James Carter – ADE APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 09/15/14.

Lauryn Cheek – ADE APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, APSCN, effective 09/02/14.

*Danielle Holiday – Administrative Specialist III, Grade C112, Division of Learning Services, Gifted and Talented and Advanced Placement, effective 09/15/14.

PROMOTIONS/DEMOTION/LATERAL TRANSFERS FOR THE PERIOD OF August 22, 2014 – September 19, 2014

Sky Bledsoe from a Public School Program Advisor, Grade C122, Division of Learning Services, Charter/Home Schools, to a Public School Program Coordinator, Grade C123, Division of Learning Services, Charter/Home Schools, effective 09/08/14. Promotion

Abby Gladden from an Administrative Specialist III, Grade C112, Division of Learning Services, Curriculum and Instruction, to an Administrative Analyst, Grade C115, Division of Human Resources/Licensure, effective 08/25/14. Promotion

Rhonda Saunders from a Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, to a Public School Program Coordinator, Grade C123, Division of Learning Services, Special Education, effective 09/01/14. Promotion

Richard Wilde from a Public School Program Advisor, Grade C122, Public School Accountability, School Improvement, to a Public School Program Manager, Grade C126, Public School Accountability, School Improvement, effective 09/01/14. Promotion

SEPARATIONS FOR THE PERIOD OF August 22, 2014 – September 19, 2014

Heather Hardin – Public School Program Advisor, Grade C122, Division of Learning Services, Professional Development, effective 08/29/14. 1 Year, 3 months, 1 day. 01

Star Tippy-Jordan – ADE APSCN Field Analyst, C121, Division of Fiscal and Administrative Services, APSCN, effective 08/25/14. 3 Years, 8 months, 19 days. 01

Ashley White – ADE Area Project Manager, Grade C123, Division Public School Academic Facilities and Transportation (DPSAFT), effective 08/27/14. 4 Years, 8 months, 7 days. 01

*Minority

AASIS Codes:

01 – Voluntary

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
6091	ARK. SCHOOL FOR THE BLIND	11	ANDERS, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	234, 232	234-Special Ed Visual Specialist 4-12, 232-Special Ed Visual Specialist PK-4	12-13 13-14 14-15	Granted
							12-13 13-14 14-15	Granted
			BURNETT, BRANDEY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	232, 234	232-Special Ed Visual Specialist PK-4, 234-Special Ed Visual Specialist 4-12	13-14 14-15	Granted
							13-14 14-15	Granted
			CATON, JAMES	202-Art 7-12, 201-Art PK-8, 284-Sp Ed Visual K-12	276	276-Build Level Admin P-12	14-15	Granted
			NOLES, AMANDA	001-Early Childhood Education PK-4	232, 234	232-Special Ed Visual Specialist PK-4, 234-Special Ed Visual Specialist 4-12	13-14 14-15	Granted
							13-14 14-15	Granted
			POINTS, JAMIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	234, 232	234-Special Ed Visual Specialist 4-12, 232-Special Ed Visual Specialist PK-4	12-13 13-14 14-15	Granted
							12-13 13-14 14-15	Granted
			ROGERS, BRANDY	001-Early Childhood Education PK-4	285	285-Sp Ed Hearing K-12	14-15	Granted
			WILLIAMS, TYRONE	001-Early Childhood Education PK-4, 247-ESL K-12	285	285-Sp Ed Hearing K-12	14-15	Granted

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October State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
6092	ARK. SCHOOL FOR THE DEAF	3	CARTER, MARY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Denied
			MEDLOCK, SHARON	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 268-Life Science 7-12, 269-Physical Science 7-12	257	257-Middle School Science 4-8	13-14 14-15	Granted
			PORTER, FREDERICK	317-Spch Lang Path PK-12	320	320-Curr/Prog Admin (Spec Ed) PK-12	12-13 13-14 14-15	Granted
1002	ARKADELPHIA SCHOOL DISTRICT	2	DIXON, MISTI	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	289	289-Gifted & Talented K-12	14-15	Granted
			YELVERTON, PATRICIA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
	ARKANSAS CONSOLIDATED SCHOOL SYSTEM - DYS	4	JONES, MARVIN	224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	412, 418	412-Career Preparation Endorsement 7-12, 418-Career Development 7-8	14-15	Granted
							14-15	Granted
			SLACK, CARL	250-Business Technology 4-12	412, 418	412-Career Preparation Endorsement 7-12, 418-Career Development 7-8	14-15	Denied
7401	AUGUSTA SCHOOL DISTRICT	2	SANDERS, ANGELA	001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8	296	296-Lib Media Sci 7-12	14-15	Granted
			SCANLON, LORI	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
5401	BARTON-LEXA SCHOOL DISTRICT	8	CARR, MELANIE	001-Early Childhood Education PK-4, 254-Middle School Math 4-8	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			MILLER, MONIQUE	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	288	288-Guid & Counseling K-12	14-15	Granted
			NICHOLS, KYLE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
	BARTON-LEXA SCHOOL DISTRICT Continued		PALMER, FRANCES ANN	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15	Granted
			POOLE, GREGORY	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	256	256-Middle School Social Studies 4-8	13-14 14-15	Granted
			WILLIAMS, KIMBERLY	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15	Granted
			WILLIAMS, TRAVIS	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
3201	BATESVILLE SCHOOL DISTRICT	2	LUETSCHWAGER, KRISTIN	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			TREADWAY, KAY	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	253	253-Elementary K-6	14-15	Granted
6301	BAUXITE SCHOOL DISTRICT	4	GUTHRIE, MICHAEL	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 170-Life/Earth Science 7-12, 417-Driver Education Endorsement 7-12, 6520-General Science 7-12, 6527-Applied Bio/Chem I 7-12, 6528-Applied Bio/Chem II 7-12, 6545-Physical Science 7-12, 271-Coaching K-12	236	236-PE/Wellness/Leisure 7-12	14-15	Granted
			HARRINGTON, DEBORAH	183-Elementary K-6 K-6, 306-Gift & Talented 7-12, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8	288	288-Guid & Counseling K-12	14-15	Granted
			HUDGENS, DENNIS	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 200-Mathematics 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12, 6535-Earth Science 5-8, 6550-Life Science 7-12	267	267-Earth Science 7-12	14-15	Granted
			REYNOLDS, REBECCA	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	276	276-Build Level Admin P-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
5201	BEARDEN SCHOOL DISTRICT	4	GIVENS, DONNA	002-Middle Childhood Lang Arts/SS 4-8	257	257-Middle School Science 4-8	14-15	Granted
			MITCHELL, SHARON	184-Elementary 1-6	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15	Denied
							14-15	Denied
			THOMPSON, CHRISTY	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	12-13 13-14 14-15	Granted
7302	BEEBE SCHOOL DISTRICT	5	EMBREY, ALISON	001-Early Childhood Education PK-4	500	500-P. E. & HEALTH K-12	14-15	Granted
			MCAFEE, JAYMIE	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15	Granted
			MCNULLY, TORREY	035-Business Ed/Comp Tech Endors 7-12, 036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			MOORE, REMONA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Denied
6302	BENTON SCHOOL DISTRICT	1	GREER, IMA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	14-15	Granted
0801	BERRYVILLE SCHOOL DISTRICT	4	ALLEN, LARISSA	001-Early Childhood Education PK-4	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	12-13 13-14 14-15	Granted
							12-13 13-14 14-15	Granted
			FERGUSON, MATTHEW	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	500	500-P. E. & HEALTH K-12	14-15	Granted
			KILLINGSWORTH, ANDREW	001-Early Childhood Education PK-4	168	168-Middle Childhood Science/Math 4-8	13-14 14-15	Granted
2901	BLEVINS SCHOOL DISTRICT	2	MCCAULEY, GAVAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	200	200-Mathematics 7-12	14-15	Granted
			MCKOWN, EMMA	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
4201	BOONEVILLE SCHOOL DISTRICT	3	GARNER, GYANA	230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4	107	107-Grade 5-6 Endorsement (P-4) 5-6	12-13 13-14 14-15	Granted
			MAY, RACHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	296	296-Lib Media Sci 7-12	13-14 14-15	Granted
			SCHMIDT, LAURA	296-Lib Media Sci 7-12, 001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8	253	253-Elementary K-6	14-15	Granted
6303	BRYANT SCHOOL DISTRICT	13	AGUILERA, MICHELLE	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted
			BROCKERT, KARYE	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			CONTORNO, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			GRIST, LYNN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15	Granted
			HUDSON, DEANNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
			LUCY, LESLI	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			MOORE, SHELBI	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	289	289-Gifted & Talented K-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	BRYANT SCHOOL DISTRICT Continued		RYAN, CHARLES	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 086-Middle School Physical Edu 5-8, 087-Coaching 7-12, 111-Middle School Mathematics 5-8, 139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 302-Building Level Administrator 5-12, 271-Coaching K-12	312	312-Build Administrator PK-8	14-15	Denied
			SEABERG, CAROLINE	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			TINSLEY, JESSICA	166-Eng Lang Arts 7-12, 208-Drama/Speech 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			TODD, MIESHA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			WHITTAKER, RANDI	001-Early Childhood Education PK-4	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15 13-14 14-15	Granted Granted
1605	BUFFALO IS. CENTRAL SCH. DIST.	1	COLLINS, KRISTEN	169-Phys/Earth Science 7-12	254	254-Middle School Math 4-8	14-15	Granted
3301	CALICO ROCK SCHOOL DISTRICT	4	GIPSON, WAYNE	159-Middle School Social Studies 5-8, 184-Elementary 1-6	288	288-Guid & Counseling K-12	14-15	Granted
			SARDIN, KIMBERLY	159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			VREDENBURG, CARLA	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8	113	113-Drama 7-12	13-14 14-15	Denied
			WOODS, MINDY	214-Family & Con Sci 4-8, 215-Family & Con Sci 7-12	418	418-Career Development 7-8	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
5204	CAMDEN FAIRVIEW SCHOOL DISTRICT	4	CHRISTOPHER, DESHEKA	228-PE/Wellness/Leisure 7-12, 411-Career Orientation Endorsement 7-12, 418-Career Development 7-8, 227-PE/Wellness/Leisure PK-8	250	250-Business Technology 4-12	14-15	Granted
			FINNEY, KIMBERLY	167-Social Studies 7-12, 410-Career Academy Endorsement 7-12	166	166-Eng Lang Arts 7-12	14-15	Granted
			MITCHELL, STACY	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	14-15	Granted
			ROSCOE, SARAH	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
4303	CARLISLE SCHOOL DISTRICT	4	ANDERSON, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 257-Middle School Science 4-8	250	250-Business Technology 4-12	14-15	Granted
			KITTLER, JULIE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted
			PERKINS, REBECCA	184-Elementary 1-6, 506-Library Media Spec Elementary K-9	286	286-Library Media Spec K-12	14-15	Denied
			WIDENER, LAURA	225-Business Tech 7-12, 411-Career Orientation Endorsement 7-12, 250-Business Technology 4-12	300	300-Guid & Counseling 7-12	14-15	Granted
6802	CAVE CITY SCHOOL DISTRICT	6	APPLEGET, TIM	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15	Granted
			BARNES, MATTHEW	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15	Granted
			CROUCH, REGINA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			FARRIS, JACOB	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
	CAVE CITY SCHOOL DISTRICT Continued		GOODMAN, ANGELA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			WINSTON, ELIZABETH	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
3212	CEDAR RIDGE SCHOOL DISTRICT	2	BUTCHER, RACHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	200	200-Mathematics 7-12	14-15	Granted
			JONES, CATHY	184-Elementary 1-6	253	253-Elementary K-6	13-14 14-15	Granted
1702	CEDARVILLE SCHOOL DISTRICT	4	ATWELL, AMANDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	12-13 13-14 14-15	Granted
			MCELHANEY, NICOLE	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			SMITH, MELINDA	002-Middle Childhood Lang Arts/SS 4-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	13-14 14-15	Granted
			TOWNSEND, LEAH	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
5502	CENTERPOINT SCHOOL DISTRICT	3	DIEMER, THERESA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	11-12 12-13 13-14 14-15	Denied
			ROBERTS, STEVEN	167-Social Studies 7-12, 7010-Arkansas History 5-8, 7035-Global Studies 7-12, 7060-Economics 7-12, 7065-Geography 7-12	114	114-Speech 7-12	14-15	Granted
			ROGERS, SHERI	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 402-Elementary Principal K-9, 229-Adult Educ PK-PS	230	230-Special Ed Inst Specialist 4-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
7102	CLINTON SCHOOL DISTRICT	9	AYNES, DERREK	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	12-13 13-14 14-15	Denied
			FARMER, SHIELA	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	203, 205	203-Vocal Music PK-8, 205-Instrumental Music PK-8	13-14 14-15	Denied
							13-14 14-15	Denied
			GREEN, MELISSA	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			HALL, RITA	183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			MEELER-JONES, JENNY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	14-15	Granted
			MITCHELL, ANNE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4, 201-Art PK-8, 247-ESL K-12	261	261-Art 7-12	14-15	Granted
			SMITH, MARCIA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			SOLOMON, DELORES	107-Grade 5-6 Endorsement (P-4) 5-6, 167-Social Studies 7-12, 001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15	Granted
	COMMUNICATION MADE EASY, INC.	1	WATKINS, CHELSEA	230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
1201	CONCORD SCHOOL DISTRICT	4	BEDNAR, CONNIE	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			ROARK, MIRANDA	001-Early Childhood Education PK-4	264, 256	264-P. E. & HEALTH K-6, 256-Middle School Social Studies 4-8	14-15	Granted
							14-15	Granted
			WILLIAMS, MARY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	286	286-Library Media Spec K-12	14-15	Granted
5707	COSSATOT RIVER SCHOOL DISTRICT	9	ALEXANDER, FREDDIE	166-Eng Lang Arts 7-12, 215-Family & Con Sci 7-12	202, 236	202-Art 7-12, 236-PE/Wellness/Leisure 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			DORSE, DEBORAH	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			EWING, SARA	002-Middle Childhood Lang Arts/SS 4-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-	262, 265	262-Instrumental Music K-12, 265-Vocal Music K-12	14-15	Granted
							14-15	Granted
			FRYAR, SANDRA	166-Eng Lang Arts 7-12, 4040-Journalism 7-12, 4060-Drama 7-12	418	418-Career Development 7-8	14-15	Granted
			JEWELL, TINA	001-Early Childhood Education PK-4	235	235-PE/Wellness/Leisure PK-8	13-14 14-15	Granted
			MCCLESKEY, AMANDA	001-Early Childhood Education PK-4	253	253-Elementary K-6	13-14 14-15	Granted
			RICHARDSON, JANA	183-Elementary K-6 K-6, 300-Guid & Counseling 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8	276	276-Build Level Admin P-12	14-15	Granted
1901	CROSS COUNTY SCHOOL DISTRICT	1	CLARK, BETTY	184-Elementary 1-6, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
0201	CROSSETT SCHOOL DISTRICT	1	TUCKER, TIFFANY	113-Drama 7-12, 114-Speech 7-12	255	255-Middle School English 4-8	14-15	Granted
5620	CROWLEY'S RIDGE EDUCATION COOP	1	WILLBANKS, KIMBERLY	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
2601	CUTTER-MORNING STAR SCHOOL DISTRICT	5	GORDON, AMY	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			SENN, BRITTANY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15	Granted
			STEWART, TINA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 411-Career Orientation Endorsement 7-12, 419-Grade 5/6 Business Tech Endors 5-6	250	250-Business Technology 4-12	14-15	Granted
			WOLF, CORRIE	001-Early Childhood Education PK-4	255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	14-15	Granted
							14-15	Granted
7504	DARDANELLE SCHOOL DISTRICT	4	BRYSON, MONICA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 208-Drama/Speech 7-12, 215-Family & Con Sci 7-12, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			COLE, SARA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			COLLINS, AMANDA	001-Early Childhood Education PK-4	253	253-Elementary K-6	13-14 14-15	Granted
			HUNTER, KRISTI	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
0402	DECATUR SCHOOL DISTRICT	7	HARTMAN, JESSICA	001-Early Childhood Education PK-4, 255-Middle School English 4-8, 257-Middle School Science 4-8	254	254-Middle School Math 4-8	14-15	Denied
			HOLLAND, TERRI	108-Journalism 7-12, 166-Eng Lang Arts 7-12, 300-Guid & Counseling 7-12, 302-Building Level Administrator 5-12, 299-Guid & Counseling PK-8, 311-District Administrator PK-12, 312-Build Administrator PK-8	247	247-ESL K-12	14-15	Denied

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	DECATUR SCHOOL DISTRICT Continued		RICHARDSON, TAMMI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			SCHOELLER, CAMELIA	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	288	288-Guid & Counseling K-12	14-15	Granted
			STACY, AMANDA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			WOODS, MELISSA	Not licensed at this time	108, 114	108-Journalism 7-12, 114-Speech 7-12	14-15	Denied
							14-15	Denied
5106	DEER/MT. JUDEA SCHOOL DISTRICT	2	FREEMAN, EARL	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	276	276-Build Level Admin P-12	13-14 14-15	Granted
			WHORTON, PATRICIA	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
5901	DES ARC SCHOOL DISTRICT	3	COFFEE JR, STEVEN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15	Granted
			GREENWOOD, KAYCI	166-Eng Lang Arts 7-12	108, 208	108-Journalism 7-12, 208-Drama/Speech 7-12	14-15	Granted
							14-15	Granted
0101	DEWITT SCHOOL DISTRICT	3	DAVENPORT, JEAN	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted
			EGGERMAN, JONATHAN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 411-Career Orientation Endorsement 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15	Granted
			WILSON, JEROME	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	170	170-Life/Earth Science 7-12	13-14 14-15	Denied

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
3102	DIERKS SCHOOL DISTRICT	7	BISSELL, DUSTIN	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	254	254-Middle School Math 4-8	14-15	Granted
			LEATHERS, PATRICIA	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted
							12-13 13-14 14-15	Granted
			MANASCO, SAMANTHA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 209-Algebra 1	200, 268	200-Mathematics 7-12, 268-Life Science 7-12	14-15 14-15	Denied Denied
			NEAL, CRYSTAL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	200	200-Mathematics 7-12	14-15	Denied
			WILLIAMSON, MATTHEW	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15	Granted
5802	DOVER SCHOOL DISTRICT	2	HARPER, TIFFANY	166-Eng Lang Arts 7-12	215	215-Family & Con Sci 7-12	14-15	Granted
			MILLER, JANELLE	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
2202	DREW CENTRAL SCHOOL DISTRICT	1	MORGAN, VICKY	184-Elementary 1-6	289	289-Gifted & Talented K-12	14-15	Granted
5608	EAST POINSETT CO. SCHOOL DIST.	5	HATCHER, PAULA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-	215, 250	215-Family & Con Sci 7-12, 250-Business Technology 4-12	14-15 14-15	Denied Denied
			SMITH, CAREY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15	Granted
			WILLIAMS, KATHERINE	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15	Granted
			WRAY, AIMEE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
7001	EL DORADO SCHOOL DISTRICT	12	CAREY, PIERRE	036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	418	418-Career Development 7-8	14-15	Granted
			CORKINS, WESLEY	228-PE/Wellness/Leisure 7-12	264	264-P. E. & HEALTH K-6	14-15	Granted
			LIGGIN, JEFFERY	167-Social Studies 7-12	410	410-Career Academy Endorsement 7-12	14-15	Granted
			LOCKRIDGE, KRISTINA	166-Eng Lang Arts 7-12	250, 418	250-Business Technology 4-12, 418-Career Development 7-8	14-15	Granted
							14-15	Granted
			LOWE, JAMIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	268	268-Life Science 7-12	14-15	Granted
			MONDEN, JEREMIAH	228-PE/Wellness/Leisure 7-12, 5020-Driver Education 7-12, 227-PE/Wellness/Leisure PK-8	169, 170	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			OLNEY, KIMBERLY	Not licensed at this time	257	257-Middle School Science 4-8	14-15	Denied
			RAND, KIMBERLY ROGERS, DESIREE	Not licensed at this time 236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	253 230	253-Elementary K-6 230-Special Ed Inst Specialist 4-12	14-15	Denied Granted
			TURNER, REGINALD	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15	Granted
7201	ELKINS SCHOOL DISTRICT	4	CHADICK, KARLA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			HALL, TERESA	202-Art 7-12, 201-Art PK-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			HANNAFORD, MARLEAH	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			JONES, ERIN	114-Speech 7-12, 166-Eng Lang Arts 7-12, 167-Social Studies 7-12	208	208-Drama/Speech 7-12	13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
1408	EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT	1	SPRUELL, VICKIE	159-Middle School Social Studies 5-8, 184-Elementary 1-6	312	312-Build Administrator PK-8	12-13 13-14 14-15	Granted
4302	ENGLAND SCHOOL DISTRICT	6	BENNETT, TAMMYE	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 288-Guid & Counseling K-12	312	312-Build Administrator PK-8	14-15	Granted
			HOBACK, ANNE	001-Early Childhood Education PK-4	200	200-Mathematics 7-12	13-14 14-15	Denied
			HUDSON, MELISSA	056-Middle School English 5-8, 184-Elementary 1-6	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15	Denied
			JONES, MEAGAN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Denied
			JONES, MEAGAN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
			RUH, JUDY	184-Elementary 1-6, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	282	282-Curr/Prog Admin (Spec Ed) P-12	14-15	Granted
6047	ESTEM PUBLIC CHARTER SCHOOL	1	ALSTON, KIMBERLI	292-Special Ed Hearing Specialist 4-12, 291-Special Ed Hearing Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
0802	EUREKA SPRINGS SCHOOL DISTRICT	2	BELL, WAYMAN	269-Physical Science 7-12	200	200-Mathematics 7-12	14-15	Granted
			JEWELL, KRISTEN	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
	EXALT SOUTHWEST ACADEMY PUBLIC CHARTER SCHOOL	2	MCDONALD, JESSICA	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
							14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
7203	FAYETTEVILLE SCHOOL DISTRICT	11	BENK, SARAH	001-Early Childhood Education PK-4, 247-ESL K-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			CHADWICK, LATISHA	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			CULP, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	13-14 14-15	Granted
			GIBSON, SARAH	200-Mathematics 7-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			NEWMAN, JOEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 225-Business Tech 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 250-Business Technology 4-12, 271-Coaching K-12	288	288-Guid & Counseling K-12	14-15	Granted
			NEWTON, KELLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 296-Lib Media Sci 7-12, 001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			SCATES, CARRIE	250-Business Technology 4-12	418	418-Career Development 7-8	14-15	Granted
			SCOTT, TAYLOR	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	14-15	Granted
			TAYLOR, JESSICA	202-Art 7-12, 201-Art PK-8	229	229-Adult Educ PK-PS	12-13 13-14 14-15	Granted
			TUCKER, JULIE	108-Journalism 7-12, 166-Eng Lang Arts 7-12, 296-Lib Media Sci 7-12, 308-ESL 7-12, 295-Lib Media Sci PK-8	236	236-PE/Wellness/Leisure 7-12	14-15	Granted
			WALKER, RACHEL	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	255	255-Middle School English 4-8	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	FIRST STEP, INC.	1	BUCHANAN, LAURA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted
4501	FLIPPIN SCHOOL DISTRICT	3	HUDSON, PAMELA	001-Early Childhood Education PK-4	002, 168	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	13-14 14-15	Granted
			ROBERTSON, CHARLOTTE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
4102	FOREMAN SCHOOL DISTRICT	1	TURNER, CHEROKEE	167-Social Studies 7-12, 215-Family & Con Sci 7-12	418	418-Career Development 7-8	14-15	Granted
6201	FORREST CITY SCHOOL DISTRICT	4	JOHNSON, BECKY	253-Elementary K-6	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			SHACKELFORD, BRYANT	Not licensed at this time	269	269-Physical Science 7-12	14-15	Denied
			SHARPE, STACY	056-Middle School English 5-8, 184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			SHIDLER, JESSICA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
6601	FORT SMITH SCHOOL DISTRICT	14	BALLIN, BRITNEY	322-Curr/Prog Admin (Curr) 7-12, 001-Early Childhood Education PK-4, 321-Curr/Prog Admin (Curr) PK-8, 239-Curriculum Prog Adm/Curriculum PK-12	276	276-Build Level Admin P-12	14-15	Denied
			BEEN, KRISTIN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			BOSTICK, NICOLE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	264	264-P. E. & HEALTH K-6	14-15	Granted
			CLARK, DEBORAH	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 225-Business Tech 7-12, 001-Early Childhood Education PK-4, 250-Business Technology 4-12	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	FORT SMITH SCHOOL DISTRICT Continued		COX, SHAUNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	14-15	Granted
			EDWARDS, KELLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 239-Curr/Prog Admin (Curr) PK-12, 307-ESL PK-8, 312-Build Administrator PK-8, 321-Curr/Prog Admin (Curr) PK-8	167	167-Social Studies 7-12	13-14 14-15	Denied
			FOSTER, KRISTEN	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Denied
			FOX, KATHY	183-Elementary K-6 K-6, 224-Business Tech 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			GIRDLEY, KENNET	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			GLASS, ANDREA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			GRINDER, STEPHANIE	001-Early Childhood Education PK-4, 312-Build Administrator PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			REESE, ASHLEY	001-Early Childhood Education PK-4	264	264-P. E. & HEALTH K-6	14-15	Granted
			SIMMONS, BENJAMIN	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			WILSON, KIRSTEN	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
4603	FOUKE SCHOOL DISTRICT	1	FORMBY, ROBERT	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 254-Middle School Math 4-8	200	200-Mathematics 7-12	13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
2602	FOUNTAIN LAKE SCHOOL DISTRICT	4	BAKER, TRICIA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			GRAVES, JORDAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	14-15	Granted
			MASTERS, STEPHEN	131-General Science 7-12, 132-Biology 7-12	169	169-Phys/Earth Science 7-12	14-15	Granted
			ROBERTSON, LEANN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15	Granted
	FRIENDSHIP COMMUNITY CARE	1	TAYLOR, STACIE	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
0403	GENTRY SCHOOL DISTRICT	3	LEE, NOU	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	307	307-ESL PK-8	13-14 14-15	Denied
			SMITH, CLIFFORD	167-Social Studies 7-12, 230-Special Ed Inst Specialist 4-12	256, 257	256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	14-15 14-15	Denied Denied
4708	GOSNELL SCHOOL DISTRICT	5	BRASSFIELD, TAMATHA	224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			FINCH, SANA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			LIGHT, BILLIE	159-Middle School Social Studies 5-8, 184-Elementary 1-6	255, 289	255-Middle School English 4-8, 289-Gifted & Talented K-12	14-15 14-15	Granted Granted
			NEWSOM, KRYSTAL	167-Social Studies 7-12	288	288-Guid & Counseling K-12	14-15	Granted
0404	GRAVETTE SCHOOL DISTRICT	1	HUNT, RANDALL	200-Mathematics 7-12	276	276-Build Level Admin P-12	14-15	Granted
2303	GREENBRIER SCHOOL DISTRICT	2	HOGG, SHERRY	159-Middle School Social Studies 5-8, 184-Elementary 1-6	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
2807	GREENE COUNTY TECH SCHOOL DISTRICT	8	ANDREWS, CHARITY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15	Granted
			BROWN, NATAUSHA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			GAZAWAY, JESSICA	202-Art 7-12, 201-Art PK-8	289	289-Gifted & Talented K-12	14-15	Granted
			GUNNELS, ELIZABETH	001-Early Childhood Education PK-4	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
			MITCHELL, MARTIN	Not licensed at this time			13-14 14-15	Granted
			SMITH, JORDAN	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Denied
			TYLER, HALEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
6602	GREENWOOD SCHOOL DISTRICT	6	BROWN, BOBBI	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			CLARK, CHELSEA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			GOLDEN, TIMOTHY	082-Secondary Physical Education 7-12, 087-Coaching 7-12, 131-General Science 7-12, 170-Life/Earth Science 7-12, 271-Coaching K-12	302	302-Building Level Administrator 5-12	13-14 14-15	Granted
			WILLIAMS, TATUM	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			WILSON, SUZANNE	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	311	311-District Administrator PK-12	14-15	Granted
			WOLFE, LESLIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
1003	GURDON SCHOOL DISTRICT	2	CLARK, CENA	166-Eng Lang Arts 7-12	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
2304	GUY-PERKINS SCHOOL DISTRICT	2	HALE, WACO	159-Middle School Social Studies 5-8, 184-Elementary 1-6	236	236-PE/Wellness/Leisure 7-12	14-15	Denied
			MCLAUGHLIN, KELLY	166-Eng Lang Arts 7-12, 4040-Journalism 7-12	114	114-Speech 7-12	14-15	Granted
0203	HAMBURG SCHOOL DISTRICT	6	BATES, REBECCA	056-Middle School English 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Denied
			BROWN, PENNY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 254-Middle School Math 4-8	002, 168	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	13-14 14-15	Denied
							13-14 14-15	Denied
			LASSITER, SHERRY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	231	231-Special Ed Ech Inst Specialist PK-4	11-12 12-13 13-14 14-15	Denied
			MORRISON, COURTNEY	254-Middle School Math 4-8, 255-Middle School English 4-8	256	256-Middle School Social Studies 4-8	14-15	Granted
			YOUNGBLOOD, SUSAN	002-Middle Childhood Lang Arts/SS 4-8, 183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8, 307-ESL PK-8	167	167-Social Studies 7-12	13-14 14-15	Denied
0701	HAMPTON SCHOOL DISTRICT	6	COMBS, DUSTY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15	Granted
			DRYMON, JEREMY	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	114	114-Speech 7-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	HAMPTON SCHOOL DISTRICT Continued		LAMBERT, SANDRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	203, 206, 204, 205	203-Vocal Music PK-8, 206-Instrumental Music 7-12, 204-Vocal Music 7-12, 205-Instrumental Music PK-8	13-14 14-15	Granted
							13-14 14-15	Granted
							13-14 14-15	Granted
							13-14 14-15	Granted
6304	HARMONY GROVE SCH DIST(SALINE)	3	CLEVELAND, CHASE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	002, 168	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	13-14 14-15	Granted
			FITTS, LAUREN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
5602	HARRISBURG SCHOOL DISTRICT	1	KIMBLE, SARAH	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
0503	HARRISON SCHOOL DISTRICT	4	ARNOLD, MARY	184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	14-15	Denied
			DIRST, SHELLEY	166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	255	255-Middle School English 4-8	14-15	Granted
			MCCOY, DEE ANN	225-Business Tech 7-12, 250-Business Technology 4-12	168	168-Middle Childhood Science/Math 4-8	13-14 14-15	Denied
			WARD, TAMARA	159-Middle School Social Studies 5-8, 184-Elementary 1-6	286	286-Library Media Spec K-12	14-15	Granted
6604	HARTFORD SCHOOL DISTRICT	4	DAVIS, ROBIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15	Granted
			MCLELLAN, STACIE	035-Business Ed/Comp Tech Endors 7-12, 224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	286	286-Library Media Spec K-12	14-15	Denied
			PIERCE, SHANNON	002-Middle Childhood Lang Arts/SS 4-8, 257-Middle School Science 4-8	254	254-Middle School Math 4-8	14-15	Granted
			TURMAN, MADYSON	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	113	113-Drama 7-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
5903	HAZEN SCHOOL DISTRICT	5	CULBREATH, HOLLI	001-Early Childhood Education PK-4	231, 230	231-Special Ed Ech Inst Specialist PK-4, 230-Special Ed Inst Specialist 4-12	14-15	Granted
			DICKSON, ECHO	218-Agri Sci & Tech 7-12	418	418-Career Development 7-8	14-15	Denied
			EDGE, AMBER	001-Early Childhood Education PK-4	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	14-15	Granted
							13-14	Granted
							14-15	Granted
1202	HEBER SPRINGS SCHOOL DISTRICT	2	GOWEN, REBECCA	215-Family & Con Sci 7-12, 9042-Work Place Readiness 7-12	230	230-Special Ed Inst Specialist 4-12	13-14	Denied
			SCREETON, CARRIE	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
6804	HIGHLAND SCHOOL DISTRICT	1	GOODSON, KELLY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	312	312-Build Administrator PK-8	14-15	Granted
3809	HILLCREST SCHOOL DISTRICT	8	HUCKABEE, LAVONDA	001-Early Childhood Education PK-4	107	107-Grade 5-6 Endorsement (P-4) 5-6	12-13	Granted
			JOHNSON, MARNIE	200-Mathematics 7-12, 412-Career Preparation Endorsement 7-12	300, 299	300-Guid & Counseling 7-12, 299-Guid & Counseling PK-8	13-14	Granted
							14-15	Granted
			MYERS, JENINE	218-Agri Sci & Tech 7-12	250, 418	250-Business Technology 4-12, 418-Career Development 7-8	12-13	Granted
							14-15	Granted
			TURNER, NATASHA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	14-15	Granted
			WILSON, SANDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			WOODWARD, JULIE	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
6703	HORATIO SCHOOL DISTRICT	2	ROBERTS, LISA	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 308-ESL 7-12, 307-ESL PK-8	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
			VAUGHT, LORI	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	14-15	Granted
2603	HOT SPRINGS SCHOOL DISTRICT	3	BERICH, MICHAEL	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			GUEST SR, TIMOTHY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			JEFFERS, JESSICA	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15	Granted
6202	HUGHES SCHOOL DISTRICT	4	KING, WILLIAM	166-Eng Lang Arts 7-12	167	167-Social Studies 7-12	14-15	Granted
			LOCKHART, LINDA	184-Elementary 1-6, 224-Business Tech 4-8	250	250-Business Technology 4-12	14-15	Granted
			ROBERSON, RICKEYE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	13-14 14-15	Granted
			ROBINSON-BELL, SHERRI	224-Business Tech 4-8, 225-Business Tech 7-12, 250-Business Technology 4-12	215	215-Family & Con Sci 7-12	14-15	Granted
4401	HUNTSVILLE SCHOOL DISTRICT	8	GOODWIN, CORINNE	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			JONES, LORIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	295	295-Lib Media Sci PK-8	13-14 14-15	Granted
			MCKENNEY, ROSE	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	167	167-Social Studies 7-12	13-14 14-15	Granted
			SISEMORE, SHEA	001-Early Childhood Education PK-4	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	HUNTSVILLE SCHOOL DISTRICT Continued		VANHOOK, LAUREN	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			WRIGHT, MELISSA	056-Middle School English 5-8, 166-Eng Lang Arts 7-12	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
3306	IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT	1	HATMAN, EVE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 312-Build Administrator PK-8	200	200-Mathematics 7-12	14-15	Granted
3405	JACKSON CO. SCHOOL DISTRICT	1	GEARHART, ASHLYN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
6050	JACKSONVILLE LIGHTHOUSE CHARTER	5	SHERIDAN, CHRISTEL	Not licensed at this time	200	200-Mathematics 7-12	14-15	Denied
			SWANSON, BRANDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200, 269	200-Mathematics 7-12, 269-Physical Science 7-12	14-15	Granted
							14-15	Granted
			TUCKER, LAUNDON	Not licensed at this time	269, 268	269-Physical Science 7-12, 268-Life Science 7-12	14-15 14-15	Denied Denied
5102	JASPER SCHOOL DISTRICT	8	COKER, ROBERT	167-Social Studies 7-12, 228-PE/Wellness/Leisure 7-12, 293-	268, 269	268-Life Science 7-12, 269-Physical Science 7-12	14-15 14-15	Denied Denied
			CUNNINGHAM, RANDEE	255-Middle School English 4-8, 257-Middle School Science 4-8	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 14-15	Granted Granted
			HURLEY, JOE	222-Marketing Tech 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	168	168-Middle Childhood Science/Math 4-8	12-13 13-14 14-15	Granted
			JAMES, DAVID	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15	Denied
			PARKER, STEVEN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	208	208-Drama/Speech 7-12	14-15	Granted
			STEWART, DANESSA	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
1608	JONESBORO SCHOOL DISTRICT	7	BARNETT, KRISTI	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	300	300-Guid & Counseling 7-12	13-14 14-15	Granted
			COCKRILL, EMILY	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
			KELLEY, LINDSEY	108-Journalism 7-12, 166-Eng Lang Arts 7-12	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15 13-14 14-15	Granted Granted
			KERSEY, STACEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	13-14 14-15	Granted
			MCCAULEY, ELLEN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	288	288-Guid & Counseling K-12	14-15	Granted
			SHELTON, CAITLIN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
5503	KIRBY SCHOOL DISTRICT	5	TOLLESON, BRANDI	215-Family & Con Sci 7-12	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15 13-14 14-15	Granted Granted
			TWEEDLE, RIKKI	114-Speech 7-12	305, 306, 166	305-Gift & Talented PK-8, 306-Gift & Talented 7-12, 166-Eng Lang Arts 7-12	13-14 14-15 13-14 14-15 13-14 14-15	Denied Denied Denied
			BRAKEFIELD, HALIE	001-Early Childhood Education PK-4	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15 13-14 14-15	Granted Granted
			HUNT, LEWIS	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 218-Agri Sci & Tech 7-12, 236-PE/Wellness/Leisure 7-12	418	418-Career Development 7-8	14-15	Granted
2605	LAKE HAMILTON SCHOOL DISTRICT	6						

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	LAKE HAMILTON SCHOOL DISTRICT Continued		MOODY, DEANA	111-Middle School Mathematics 5-8, 184-Elementary 1-6	200	200-Mathematics 7-12	12-13 13-14 14-15	Granted
			RICHARDS, MARIBETH	166-Eng Lang Arts 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 271-Coaching K-12	114	114-Speech 7-12	14-15	Granted
			STARR, JON	170-Life/Earth Science 7-12	200	200-Mathematics 7-12	14-15	Granted
0903	LAKESIDE SCHOOL DIST(CHICOT)	2	ARMSTRONG, JENNIFER	184-Elementary 1-6	289	289-Gifted & Talented K-12	14-15	Granted
			CULLEY, EDDIE	236-PE/Wellness/Leisure 7-12, 302-Building Level Administrator 5-12, 235-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	14-15	Granted
2606	LAKESIDE SCHOOL DIST(GARLAND)	4	DISNEY, KATHRYN	298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	305	305-Gift & Talented PK-8	13-14 14-15	Denied
			GERARD, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4, 201-Art PK-8, 247-ESL K-12	003	003-Spanish PK-8	13-14 14-15	Denied
			HARRIS, LANCE	167-Social Studies 7-12, 634-Career Automation & Robotic 7-8, 635-Career-Design and Modeling 7-8	305	305-Gift & Talented PK-8	13-14 14-15	Granted
			NEWELL, STACI	036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	288	288-Guid & Counseling K-12	14-15	Granted
3604	LAMAR SCHOOL DISTRICT	1	COWLING, LAURIE	159-Middle School Social Studies 5-8, 167-Social Studies 7-12, 184-Elementary 1-6	418	418-Career Development 7-8	14-15	Granted
3810	LAWRENCE COUNTY SCHOOL DISTRICT	2	SLOAN, PENNY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
0506	LEAD HILL SCHOOL DISTRICT	3	BRIXEY, PHYLLIS	204-Vocal Music 7-12, 203-Vocal Music PK-8, 262-Instrumental Music K-12	113	113-Drama 7-12	14-15	Granted
			MILLIGAN, THOMAS	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			PAUL, CYNTHIA	184-Elementary 1-6	288	288-Guid & Counseling K-12	14-15	Granted
7205	LINCOLN SCHOOL DISTRICT	2	MCAFEE, REBECCA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
6041	LISA ACADEMY	4	DOWDY, DEYAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			MCMILLAN, MALLORY	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			ROBINSON, APRIL	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 14-15	Denied Granted
4202	MAGAZINE SCHOOL DISTRICT	1	DEWITT, ANDREA	167-Social Studies 7-12	166	166-Eng Lang Arts 7-12	14-15	Granted
3003	MAGNET COVE SCHOOL DIST.	2	ESKOLA, LESLEE	184-Elementary 1-6	286	286-Library Media Spec K-12	14-15	Granted
			SMITH, CARRIE	159-Middle School Social Studies 5-8, 167-Social Studies 7-12	300	300-Guid & Counseling 7-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
1402	MAGNOLIA SCHOOL DISTRICT	5	CLARK, JASON	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 228-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	302	302-Building Level Administrator 5-12	14-15	Granted
			CORBELL, SONYA	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	320	320-Curr/Prog Admin (Spec Ed) PK-12	13-14 14-15	Granted
			EDDY, SARAH	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			ROY, MEGAN	001-Early Childhood Education PK-4, 253-Elementary K-6	255	255-Middle School English 4-8	14-15	Granted
			SMITH, GLENDA	200-Mathematics 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12	302	302-Building Level Administrator 5-12	14-15	Granted
3004	MALVERN SCHOOL DISTRICT	1	BUTH, AMY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
2501	MAMMOTH SPRING SCHOOL DISTRICT	2	ESTES, ROSE	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15	Granted
			HOLLAND, BETSY	268-Life Science 7-12	269	269-Physical Science 7-12	14-15	Denied
4712	MANILA SCHOOL DISTRICT	1	BUNDREN, AMANDA	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
6606	MANSFIELD SCHOOL DISTRICT	1	ARNOLD, KIMBERLY	111-Middle School Mathematics 5-8, 131-General Science 7-12, 139-Middle School Science 5-8, 183-Elementary K-6 K-6, 200-Mathematics 7-12, 001-Early Childhood Education PK-4	276	276-Build Level Admin P-12	14-15	Denied

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
1804	MARION SCHOOL DISTRICT	12	BRADLEY, DEBORAH	167-Social Studies 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted
			BURT, MISTY	001-Early Childhood Education PK-4	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			CARTER, CHRISTINA	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			DUNAWAY, JAIME	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	114	114-Speech 7-12	14-15	Denied
			EARLY, JESSICA	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			HUTCHINS, KIMBERLY	111-Middle School Mathematics 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			LONG, SARAH	166-Eng Lang Arts 7-12, 298-Reading Specialist 7-12, 297-Reading Specialist PK-8	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			REBICK, PATRICIA	167-Social Studies 7-12	108	108-Journalism 7-12	14-15	Denied
5604	MARKED TREE SCHOOL DISTRICT	6	SHELTON, SARA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Denied
			THOMPSON, VICKI	184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			HICKS, TERRI	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			MCCRARY, SHERRY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	MARKED TREE SCHOOL DISTRICT Continued		PHARIS, BOBBIE	056-Middle School English 5-8, 166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			SCOTT, KRISTIN	Not licensed at this time	108	108-Journalism 7-12	14-15	Denied
			TYLER, SAMANTHA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
2305	MAYFLOWER SCHOOL DISTRICT	4	ALLBRITTON, JOSEPH	167-Social Studies 7-12, 293-Coaching 7-12, 271-Coaching K-12	302	302-Building Level Administrator 5-12	14-15	Granted
			HENDERSON, SARAH	168-Middle Childhood Science/Math 4-8	254	254-Middle School Math 4-8	14-15	Granted
			SMITH, KAITLIN	268-Life Science 7-12	269	269-Physical Science 7-12	14-15	Granted
			STORMS, COTY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 417-Driver Education Endorsement 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	267	267-Earth Science 7-12	14-15	Granted
6102	MAYNARD SCHOOL DISTRICT	1	RAY, VALLIE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15	Granted
2105	MCGEHEE SCHOOL DISTRICT	2	HERREN, LEE ANN	184-Elementary 1-6	203, 205	203-Vocal Music PK-8, 205-Instrumental Music PK-8	13-14 14-15	Granted
							13-14 14-15	Granted
3302	MELBOURNE SCHOOL DISTRICT	2	KNAPP, JONI	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			KRATOCHVIL, BETH	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
3211	MIDLAND SCHOOL DISTRICT	1	BRANSCUM, ELIZABETH	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
3104	MINERAL SPRINGS SCHOOL DISTRICT	1	BELL, BRON	036-Business Ed/Voc Endors 7-12, 224-Business Tech 4-8, 225-Business Tech 7-12, 412-Career Preparation Endorsement 7-12, 250-Business Technology 4-12	418	418-Career Development 7-8	14-15	Granted
4902	MOUNT IDA SCHOOL DISTRICT	5	AUSTIN, MELISSA	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Granted
			LANDRITH, HAL	087-Coaching 7-12, 131-General Science 7-12, 170-Life/Earth Science 7-12, 403-Secondary Principal 5-12, 417-Driver Education Endorsement 7-12, 6545-Physical Science 7-12, 6546-Astronomy 7-12, 6547-Geology 7-12, 271-Coaching K-12	311	311-District Administrator PK-12	14-15	Granted
			WHITE, SHIRELL	167-Social Studies 7-12	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
0303	MOUNTAIN HOME SCHOOL DISTRICT	4	CARAWAY, STEPHANIE	166-Eng Lang Arts 7-12, 4040-Journalism 7-12	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			KILLIAN, TINA	166-Eng Lang Arts 7-12, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Denied
6901	MOUNTAIN VIEW SCHOOL DISTRICT	3	HALEY, KAREN	111-Middle School Mathematics 5-8, 184-Elementary 1-6, 402-Elementary Principal K-9, 441-Curriculum Specialist K-12	200	200-Mathematics 7-12	14-15	Granted
			MISENHEIMER, LISA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			SIMMONS, LAURA	114-Speech 7-12, 166-Eng Lang Arts 7-12, 167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
1703	MOUNTAINBURG SCHOOL DISTRICT	8	BLAKNEY, GLEN	166-Eng Lang Arts 7-12	114	114-Speech 7-12	14-15	Denied
			CHURCHILL, SHELIA	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 214-Family & Con Sci 4-8, 215-Family & Con Sci 7-12, 411-Career Orientation Endorsement 7-12, 417-Driver Education Endorsement 7-12, 227-PE/Wellness/Leisure PK-8, 271-Coaching K-12	412	412-Career Preparation Endorsement 7-12	14-15	Granted
			DEAN, ZACHARY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	14-15	Granted
			HOOTEN, TERRY	004-Spanish 7-12, 108-Journalism 7-12, 003-Spanish PK-8	167	167-Social Studies 7-12	14-15	Granted
			PHILLIPS, JEREMY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	13-14 14-15	Granted
			SHEPHERD, TRISHA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	280	280-Curriculum Prog Adm/Curriculum P-12	14-15	Granted
			VENDEL, CHRISENDA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 419-Grade 5/6 Business Tech Endors 5-6	418, 255	418-Career Development 7-8, 255-Middle School English 4-8	14-15	Granted
							14-15	Granted
1704	MULBERRY SCHOOL DISTRICT	6	MCCABE, AIMEE	001-Early Childhood Education PK-4	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			SAWRIE, FRANCES	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12, 218-Agri Sci & Tech 7-12, 411-Career Orientation Endorsement 7-12	200	200-Mathematics 7-12	13-14 14-15	Denied

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
	MULBERRY SCHOOL DISTRICT Continued		SHELLY, CHARITY	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			TOMPKINS, CHANDRA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			WALDROP, TIFFANY	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Denied
6002	N. LITTLE ROCK SCHOOL DISTRICT	20	ALEXANDER, LEANN	035-Business Ed/Comp Tech Endors 7-12, 036-Business Ed/Voc Endors 7-12, 225-Business Tech 7-12, 230-Special Ed Inst Specialist 4-12, 234-Special Ed Visual Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4, 232-Special Ed Visual Specialist PK-4, 250-Business Technology 4-12	282	282-Curr/Prog Admin (Spec Ed) P-12	14-15	Granted
			ASKINS, LEIGH	184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
			BARBER, JULIE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Denied
			BISSETT, MELINDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 306-Gift & Talented 7-12, 305-Gift & Talented PK-8	250	250-Business Technology 4-12	14-15	Granted
			BOONE, KATHLEEN	167-Social Studies 7-12	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15 12-13 13-14 14-15	Granted Granted
			BRUCE, TIFFANY	001-Early Childhood Education PK-4	295	295-Lib Media Sci PK-8	13-14 14-15	Granted
			BURNETT, JESSICA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	N. LITTLE ROCK SCHOOL DISTRICT Continued		EBERLE, CONNIE	166-Eng Lang Arts 7-12	114	114-Speech 7-12	14-15	Granted
			GIRDLER, RAYMOND	200-Mathematics 7-12, 302-Building Level Administrator 5-12, 306-Gift & Talented 7-12, 308-ESL 7-12, 305-Gift & Talented PK-8, 307-ESL PK-8	239	239-Curriculum Prog Adm/Curriculum PK-12	12-13 13-14 14-15	Granted
			HOWEY, KIMBERLY	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	295	295-Lib Media Sci PK-8	13-14 14-15	Granted
			KREBS, LESLIE	166-Eng Lang Arts 7-12, 4040-Journalism 7-12	114	114-Speech 7-12	14-15	Granted
			MCKINLEY, APRIL	107-Grade 5-6 Endorsement (P-4) 5-6, 184-Elementary 1-6, 302-Building Level Administrator 5-12, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	276	276-Build Level Admin P-12	13-14 14-15	Granted
			MCLAIN, AMY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15	Granted
			PEACOCK, KATHRYN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	288	288-Guid & Counseling K-12	13-14 14-15	Granted
			RAY, SHANIQUA	200-Mathematics 7-12	254	254-Middle School Math 4-8	14-15	Granted
			REDFORD, KADI	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			RODGERS, BRANDY	001-Early Childhood Education PK-4, 312-Build Administrator PK-8	276	276-Build Level Admin P-12	13-14 14-15	Granted
			SHUMPERT, SHEILAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	254	254-Middle School Math 4-8	14-15	Granted
			STOVER, ANTHONY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
3105	NASHVILLE SCHOOL DISTRICT	4	BARFIELD, ANGELIQUE	166-Eng Lang Arts 7-12, 308-ESL 7-12, 307-ESL PK-8	257, 256, 254	257-Middle School Science 4-8, 256-Middle School Social Studies 4-8, 254-Middle School Math 4-8	13-14 14-15	Granted
							13-14 14-15	Granted
							13-14 14-15	Granted
			GOFF, DARA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 298-Reading Specialist 7-12, 001-Early Childhood Education PK-4, 297-Reading Specialist PK-8	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
1611	NETTLETON SCHOOL DISTRICT	6	ADAMSON, DEIDRA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Denied
			BEINEKE, MARLA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	286	286-Library Media Spec K-12	14-15	Granted
			GIFFORD, SARAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 230-Special Ed Inst Specialist 4-12	200	200-Mathematics 7-12	14-15	Denied
			LINDSEY, SHIRLEY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			SMITH, COURTNEY	254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			SWIFT, JAMIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
5008	NEVADA SCHOOL DISTRICT	14	BLAKE, TERESA	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	200	200-Mathematics 7-12	13-14 14-15	Denied
			FOUNTAIN, KELLY	002-Middle Childhood Lang Arts/SS 4-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			GLASS, JUDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	13-14 14-15	Denied
			HERRING, LADONNA	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			KING, CHERI	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	12-13 13-14 14-15	Granted
			MOORE, KEVAN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 271-Coaching K-12	167	167-Social Studies 7-12	14-15	Granted
			MOORE, TAMMY	001-Early Childhood Education PK-4	254, 257, 255, 256	254-Middle School Math 4-8, 257-Middle School Science 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	14-15	Granted
							14-15	Granted
							14-15	Granted
							14-15	Granted
			PEARSON, LATOYA	001-Early Childhood Education PK-4	254, 257, 255, 256	254-Middle School Math 4-8, 257-Middle School Science 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8	14-15	Granted
							14-15	Granted
							14-15	Granted
							14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
3403	NEWPORT SCHOOL DISTRICT	4	DOYLE, JORDAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	14-15	Granted
			GIST, NAN	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Denied
			TODDY, BRANDI	254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			WOODSON, JERRI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	166	166-Eng Lang Arts 7-12	13-14 14-15	Granted
0304	NORFORK SCHOOL DISTRICT	6	BRADBURY, STACEY	105-Grade 5-6 Endorsement English 5-6, 166-Eng Lang Arts 7-12	312	312-Build Administrator PK-8	13-14 14-15	Granted
			KNIGHT, BRITTANY	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			LIGHT, KEELA	202-Art 7-12, 201-Art PK-8	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15 13-14 14-15	Granted Granted
			QUINNEY, SARAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15	Granted
			SANDERS, DUSTIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
	Northwest Arkansas Classical Academy Public Charter School	2	PEARSON, MARLA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
							13-14 14-15	Granted
0504	OMAHA SCHOOL DISTRICT	1	DODSON, ROCKY	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 403-Secondary Principal 5-12, 417-Driver Education Endorsement 7-12, 271-Coaching K-12	264	264-P. E. & HEALTH K-6	14-15	Denied

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
4713	OSCEOLA SCHOOL DISTRICT	2	JACKSON, LUCHANA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			WOODS, DIANE	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
5706	OUACHITA RIVER SCHOOL DISTRICT	5	BAKER, CHRISTOPHER	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15	Granted
			CARMACK, PATRICIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	167	167-Social Studies 7-12	14-15	Granted
			HAWKINS, JOHN	131-General Science 7-12, 170-Life/Earth Science 7-12, 6527-Applied Bio/Chem I 7-12, 6530-Chemistry 9-12	257	257-Middle School Science 4-8	14-15	Granted
			LEDBETTER, DAVONNE	202-Art 7-12, 001-Early Childhood Education PK-4, 201-Art PK-8	256	256-Middle School Social Studies 4-8	14-15	Granted
			STANDRIDGE, LISA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
3005	OUACHITA SCHOOL DISTRICT	2	IVY, REBECCA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	200	200-Mathematics 7-12	13-14 14-15	Denied
			POIRIER, WANNA	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Denied
	OZARK GUIDANCE	1	HARRIS, JORDAN	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 001-Early Childhood Education PK-4, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Denied
6505	OZARK MOUNTAIN SCHOOL DISTRICT	6	CUNNINGHAM, NICHOLE	001-Early Childhood Education PK-4	255, 256	255-Middle School English 4-8, 256-Middle School Social Studies 4-8	14-15 14-15	Granted Granted
			DICKEY, MIRANDA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 267-Earth Science 7-12, 268-Life Science 7-12	169	169-Phys/Earth Science 7-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	OZARK MOUNTAIN SCHOOL DISTRICT Continued		JONES, JAMES	083-Physical Education K-12, 087-Coaching 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 417-Driver Education Endorsement 7-12, 312-Build Administrator PK-8, 271-Coaching K-12	311	311-District Administrator PK-12	14-15	Granted
			SMITH, MELISSA	002-Middle Childhood Lang Arts/SS 4-8, 257-Middle School Science 4-8, 419-Grade 5/6 Business Tech Endors 5-6	253	253-Elementary K-6	14-15	Denied
			WILLIS, CLINTON	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	276	276-Build Level Admin P-12	13-14 14-15	Denied
0520	OZARK UNLTD RESOURCE CO-OP	2	GILBERT, HEATHER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Denied
			MATTOX, ALICIA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Denied
6205	PALESTINE-WHEATLEY SCH. DIST.	2	MEDFORD, EMILY	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			REED, JEREMY	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15	Granted
2808	PARAGOULD SCHOOL DISTRICT	10	BLEVENS, KATRINA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			COOK, KATHY	166-Eng Lang Arts 7-12	286	286-Library Media Spec K-12	14-15	Granted
			GAY, JAMES	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	13-14 14-15	Granted
			HARVEY, JENNIFER	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 257-Middle School Science 4-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			LAMB, TIMOTHY	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	167	167-Social Studies 7-12	14-15	Granted
			LANGFORD, CASSIE	166-Eng Lang Arts 7-12, 247-ESL K-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	PARAGOULD SCHOOL DISTRICT Continued		MILLIGAN, AMANDA	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 250-Business Technology 4-12, 271-Coaching K-12	167	167-Social Studies 7-12	14-15	Granted
			SMITH, NICOLE	230-Special Ed Inst Specialist 4-12, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			TILLEY, SAMANTHA	169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	288	288-Guid & Counseling K-12	14-15	Granted
			TINER, MELANIE	170-Life/Earth Science 7-12, 230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	169	169-Phys/Earth Science 7-12	14-15	Granted
1104	PIGGOTT SCHOOL DISTRICT	1	MORGAN, PAMELA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	295	295-Lib Media Sci PK-8	12-13 13-14 14-15	Granted
3505	PINE BLUFF SCHOOL DISTRICT	2	HIGGINS, LAKEISHA	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15	Granted
			JONES, JERICA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
	PINNACLE POINTE	1	ANDERSON, LISA	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
6103	POCAHONTAS SCHOOL DISTRICT	4	BARBER, KIMBERLY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			HAUSMAN, EMILY	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15 13-14 14-15	Granted Granted
			WRIGHT, CHRISTIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
2703	POYEN SCHOOL DISTRICT	2	BARRETT, ROBERT	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	257	257-Middle School Science 4-8	14-15	Denied
			BARRETT, JACLYN	236-PE/Wellness/Leisure 7-12, 613-Performing Art Permit 5-12, 235-PE/Wellness/Leisure PK-8, 419-Grade 5/6 Business Tech Endors 5-6	253	253-Elementary K-6	14-15	Denied
5006	PRESCOTT SCHOOL DISTRICT	2	HAYNIE, KENDRA	031-Business Ed/Sect Endors 7-12, 036-Business Ed/Voc Endors 7-12, 037-Computer Tech Endorsement 7-12, 225-Business Tech 7-12, 566-Technical Permit 7-12, 572-Computer Engineering 7-PS, 9042-Work Place Readiness 7-12, 250-Business Technology 4-12, 419-Grade 5/6 Business Tech Endors 5-6	418	418-Career Development 7-8	14-15	Granted
			WELCH, TYLER	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	166	166-Eng Lang Arts 7-12	14-15	Granted
1106	RECTOR SCHOOL DISTRICT	5	BARNES, BRIDGETTE	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			HAYNES, ELDEN	131-General Science 7-12, 170-Life/Earth Science 7-12	269	269-Physical Science 7-12	14-15	Granted
			HOBBS, MELINDA	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8	108	108-Journalism 7-12	13-14 14-15	Denied
			MABREY, LANCE	184-Elementary 1-6	289	289-Gifted & Talented K-12	14-15	Granted
			PELTS, DONNATHA	250-Business Technology 4-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Denied
4706	RIVERCREST SCHOOL DISTRICT #57.	8	EDEN, MICHELE	001-Early Childhood Education PK-4	288	288-Guid & Counseling K-12	14-15	Granted
			LANCASTER, LESLIE	159-Middle School Social Studies 5-8, 184-Elementary 1-6, 001-Early Childhood Education PK-4	296	296-Lib Media Sci 7-12	13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	RIVERCREST SCHOOL DISTRICT #57. Continued		MYRICK, FARRAH	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 419-Grade 5/6 Business Tech Endors 5-6	250	250-Business Technology 4-12	14-15	Granted
			RANSONE, MORGAN	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			RILEY, WANDA	228-PE/Wellness/Leisure 7-12, 227-PE/Wellness/Leisure PK-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			STEWART, CHRISTY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			THOMPSON, ASHLEY	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
7310	ROSE BUD SCHOOL DISTRICT	2	COOPER, ALLEN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	269	269-Physical Science 7-12	14-15	Granted
			WORTHAM, STEPHANIE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15	Granted
2502	SALEM SCHOOL DISTRICT	2	JAMES, WESLEY	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 417-Driver Education Endorsement 7-12, 235-PE/Wellness/Leisure PK-8, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8, 271-Coaching K-12	200	200-Mathematics 7-12	14-15	Granted
			SLATER, HEATHER	255-Middle School English 4-8, 257-Middle School Science 4-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
6502	SEARCY COUNTY SCHOOL DISTRICT	5	HARNESS, TYLER	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	268, 267	268-Life Science 7-12, 267-Earth Science 7-12	14-15	Granted
							14-15	Granted
			HOLLIS, TERIN	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 001-Early Childhood Education PK-4, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
			LEWIS, REBECCA	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			PHILLIPS, KENNETH	082-Secondary Physical Education 7-12, 086-Middle School Physical Edu 5-8, 087-Coaching 7-12, 139-Middle School Science 5-8, 271-Coaching K-12	167	167-Social Studies 7-12	13-14 14-15	Denied
2705	SHERIDAN SCHOOL DISTRICT	5	DEVENEY, JOAN	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			GOODWIN, CHRISTY	001-Early Childhood Education PK-4			13-14 14-15	Granted
					201, 203, 205	201-Art PK-8, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	13-14 14-15	Granted
							13-14 14-15	Granted
			WALTON, ASHLEY	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted
7104	SHIRLEY SCHOOL DISTRICT	5	MANNON, JESSICA	202-Art 7-12, 201-Art PK-8, 419-Grade 5/6 Business Tech Endors 5-6	306, 305	306-Gift & Talented 7-12, 305-Gift & Talented PK-8	13-14 14-15	Granted
							13-14 14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
	SHIRLEY SCHOOL DISTRICT Continued		MOORE, RANDALL	087-Coaching 7-12, 167-Social Studies 7-12, 403-Secondary Principal 5-12, 271-Coaching K-12	114	114-Speech 7-12	14-15	Granted
			PRUITT, AUTUMN	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			WARD, RICKY	200-Mathematics 7-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12	286	286-Library Media Spec K-12	14-15	Granted
0406	SILOAM SPRINGS SCHOOL DISTRICT	5	GEORGE, BRITNI	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 255-Middle School English 4-8, 257-Middle School Science 4-8	256	256-Middle School Social Studies 4-8	14-15	Granted
			HAASER, JULIANNA	204-Vocal Music 7-12, 203-Vocal Music PK-8	2010	2010-Survey Of Fine Arts 7-12	14-15	Granted
			HICKMAN, RACHEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			MOOSE, DESI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	13-14 14-15	Granted
			PRESLEY, JESSICA	200-Mathematics 7-12	254	254-Middle School Math 4-8	14-15	Granted
7008	SMACKOVER-NORPHLET SCHOOL DISTRICT	2	BISHOP, JOHN	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8	170	170-Life/Earth Science 7-12	14-15	Granted
			BOERWINKLE, ROBIN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	169	169-Phys/Earth Science 7-12	14-15	Granted
1507	SOUTH CONWAY COUNTY SCHOOL DISTRICT	12	BRISCOE, TYLER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 417-Driver Education Endorsement 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
	SOUTH CONWAY COUNTY SCHOOL DISTRICT Continued		FERGUSON, ASHLEY	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			HENDERSON, ANNA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 202-Art 7-12, 201-Art PK-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			HOPWOOD, CARRIE	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			HUMPHREYS, BETTY	184-Elementary 1-6, 306-Gift & Talented 7-12, 305-Gift & Talented PK-8	253	253-Elementary K-6	14-15	Granted
			LONG, KRISTY	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			MCCOY, ANNA	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			NEWMAN, TIFFANY	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15	Granted
			POTEETE, MELTON	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	250	250-Business Technology 4-12	14-15	Granted
			REYNOLDS, STEPHANIE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted
			VEST, CODY	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15	Granted

Additional Licensure Waiver Requests
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October State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
5504	SOUTH PIKE COUNTY SCHOOL DISTRICT	3	ASHBROOKS, LADONNA	006-French 7-12, 114-Speech 7-12, 166-Eng Lang Arts 7-12, 202-Art 7-12, 306-Gift & Talented 7-12, 201-Art PK-8, 305-Gift & Talented PK-8	255	255-Middle School English 4-8	14-15	Granted
			MARTIN, ALICE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	257	257-Middle School Science 4-8	14-15	Granted
			TURNER, KARA	001-Early Childhood Education PK-4	256	256-Middle School Social Studies 4-8	14-15	Granted
2906	SPRING HILL SCHOOL DISTRICT	2	BROWN, JAMES	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15	Granted
			FINLEY, TODD	082-Secondary Physical Education 7-12, 085-Elementary Physical Education K-6, 087-Coaching 7-12, 302-Building Level Administrator 5-12, 312-Build Administrator PK-8, 271-Coaching K-12	236	236-PE/Wellness/Leisure 7-12	13-14 14-15	Granted
	STEPPING STONE - DDTCS FACILITY	5	MOREY, KAMI	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Denied
			RAMEY, AMRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			SIMMONS, JO	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			VEST, MELANIE	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			YATES, SARA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted

Additional Licensure Waiver Requests
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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
7009	STRONG-HUTTIG SCHOOL DISTRICT	7	BROWN, CALANDRA	170-Life/Earth Science 7-12	254, 256, 257	254-Middle School Math 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	13-14 14-15	Granted
							13-14 14-15	Granted
							13-14 14-15	Granted
			COLBERT, SAVANNA	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	200	200-Mathematics 7-12	14-15	Granted
			PETERSON, RADIANCE STORY, SHAKITA	254-Middle School Math 4-8, 257-Middle School Science 4-8 167-Social Studies 7-12, 302-Building Level Administrator 5-12, 313-Build Administrator 7-12, 299-Guid & Counseling PK-8, 419-Grade 5/6 Business Tech Endors 5-6	269	269-Physical Science 7-12	14-15	Granted
			VADEN, JULIE	184-Elementary 1-6, 506-Library Media Spec Elementary K-9	300	300-Guid & Counseling 7-12	14-15	Granted
					296	296-Lib Media Sci 7-12	14-15	Denied
4605	TEXARKANA SCHOOL DISTRICT	2	CURTIS, MIKKI	170-Life/Earth Science 7-12, 200-Mathematics 7-12, 268-Life Science 7-12	167	167-Social Studies 7-12	14-15	Granted
			MILLS, MEREDITH	224-Business Tech 4-8, 225-Business Tech 7-12, 411-Career Orientation Endorsement 7-12, 250-Business Technology 4-12	215	215-Family & Con Sci 7-12	14-15	Granted
	TEXARKANA SPECIAL EDUCATION CENTER	1	BOUTROSS, HEATHER	002-Middle Childhood Lang Arts/SS 4-8, 166-Eng Lang Arts 7-12, 001-Early Childhood Education PK-4, 253-Elementary K-6, 247-ESL K-12	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
5605	TRUMANN SCHOOL DISTRICT	5	BEARD, TARYN	184-Elementary 1-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			HALL, AARON	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15	Granted
			HARDESTY, RACHEL	167-Social Studies 7-12	288	288-Guid & Counseling K-12	14-15	Granted

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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
	TRUMANN SCHOOL DISTRICT Continued		MARS, AUTUMN	166-Eng Lang Arts 7-12, 4050-Oral Communications 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			TENNYSON, LISA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 306-Gift & Talented 7-12, 402-Elementary Principal K-9, 001-Early Childhood Education PK-4, 305-Gift & Talented PK-8	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
7510	TWO RIVERS SCHOOL DISTRICT	1	BLASCHKE, KELSI	250-Business Technology 4-12	418	418-Career Development 7-8	14-15	Granted
	VALLEY BEHAVIORAL HEALTH	1	HOWARD, APRIL	001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
1612	VALLEY VIEW SCHOOL DISTRICT	5	CATO, DEREK	169-Phys/Earth Science 7-12	288	288-Guid & Counseling K-12	14-15	Granted
			COOK, LEAH	316-Sch Psych Spec PK-12	299	299-Guid & Counseling PK-8	13-14 14-15	Granted
			HARRELL, LAURA	001-Early Childhood Education PK-4	208	208-Drama/Speech 7-12	12-13 13-14 14-15	Granted
			PRUETT, MIKA	159-Middle School Social Studies 5-8, 184-Elementary 1-6	295	295-Lib Media Sci PK-8	13-14 14-15	Granted
			TEAT, SHELLEY	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	305	305-Gift & Talented PK-8	13-14 14-15	Granted
1705	VAN BUREN SCHOOL DISTRICT	6	BRYANT, AMBER	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	166	166-Eng Lang Arts 7-12	13-14 14-15	Granted
			EWING, LAURA	166-Eng Lang Arts 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			JONES, KATHERINE	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			KHUU, NA	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted

Additional Licensure Waiver Requests
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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/Denied
	VAN BUREN SCHOOL DISTRICT Continued		MILTON, ERIC	167-Social Studies 7-12, 236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	255	255-Middle School English 4-8	14-15	Granted
			RHODES, ERICKA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
	VANTAGE POINT	3	EGOLF, CAROL	225-Business Tech 7-12, 411-Career Orientation Endorsement 7-12, 229-Adult Educ PK-PS, 250-Business Technology 4-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			FOSTER, CYNTHIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			WALLACE, SARAH	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
6401	WALDRON SCHOOL DISTRICT	4	BLACK, SAMANTHA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			BLAIR, ANDREA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			ROFFINE, LACY	001-Early Childhood Education PK-4	254	254-Middle School Math 4-8	14-15	Granted
			WHITE, MISTY	001-Early Childhood Education PK-4	256	256-Middle School Social Studies 4-8	14-15	Granted
0602	WARREN SCHOOL DISTRICT	3	CLARK, TYLER	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	14-15	Granted
			HUITT, JADE	001-Early Childhood Education PK-4	299	299-Guid & Counseling PK-8	13-14 14-15	Granted
			WASHINGTON, BLAKE	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	256	256-Middle School Social Studies 4-8	14-15	Granted

Additional Licensure Waiver Requests
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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
3509	WATSON CHAPEL SCHOOL DISTRICT	5	HUDSON, CHRISTIAN	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	167	167-Social Studies 7-12	14-15	Granted
			JEFFERS, GERALD	167-Social Studies 7-12	295, 296	295-Lib Media Sci PK-8, 296-Lib Media Sci 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			MURPHY, MEREDITH	166-Eng Lang Arts 7-12	167	167-Social Studies 7-12	14-15	Granted
			TIDWELL, AMANDA	001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15	Granted
7208	WEST FORK SCHOOL DISTRICT	3	FAULKNER, LISA	056-Middle School English 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			PORTER, LEA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	286	286-Library Media Spec K-12	14-15	Granted
			VAUGHT, CODY	004-Spanish 7-12, 293-Coaching 7-12, 271-Coaching K-12	236	236-PE/Wellness/Leisure 7-12	14-15	Granted
1803	WEST MEMPHIS SCHOOL DISTRICT	3	EDMONDSON, JAMI	224-Business Tech 4-8, 225-Business Tech 7-12, 411-Career Orientation Endorsement 7-12, 413-Career Ser Special Population 7-12, 250-Business Technology 4-12	418	418-Career Development 7-8	14-15	Granted
			HOLT, AMY	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			THOMPSON, KELLIE	206-Instrumental Music 7-12, 205-Instrumental Music PK-8	253	253-Elementary K-6	14-15	Denied
1204	WEST SIDE SCHOOL DIST(CLEBURNE	1	IRWIN, MATTHEW	054-Journalism 7-12, 166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12	280	280-Curriculum Prog Adm/Curriculum P-12	13-14 14-15	Granted
1602	WESTSIDE CONS. SCH DIST(CRAIGH	1	SULLIVAN, CRISTIN	236-PE/Wellness/Leisure 7-12, 001-Early Childhood Education PK-4, 235-PE/Wellness/Leisure PK-8	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted

Additional Licensure Waiver Requests
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LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted/ Denied
3606	WESTSIDE SCHOOL DIST(JOHNSON)	2	WELLS, KATHERINE	202-Art 7-12, 201-Art PK-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
1905	WYNNE SCHOOL DISTRICT	3	DAVIS, HILLMON	002-Middle Childhood Lang Arts/SS 4-8, 114-Speech 7-12, 168-Middle Childhood Science/Math 4-8	113	113-Drama 7-12	14-15	Granted
			MCLENDON, KAREN	001-Early Childhood Education PK-4	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
165	Total # Districts Requesting Waivers	650	Total # Waivers Requested this month				Total # of Waivers Granted	558
							Total # of Waivers Denied	92
							Total # of Waivers this month	650

Long-Term Substitute Waiver Requests
October 2014 State Board

LEA	District	# Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/Denied	Semester Granted
6091	Ark. School For The Blind	1	Fagan, Sheree	Sixth Grade	None	Granted	1st
6092	Ark. School For The Deaf	1	Bryant, Karen Elizabeth	Language and Reading	None	Granted	1st
4101	Ashdown School District	1	Nesbitt, Don	Spanish	None	Granted	1st
7303	Bradford School District	1	Robinson, Kelsey	Art K-12	Liles, Houston Allen	Granted	1st
1603	Brookland School District	1	Bowman, Melany	Spanish	None	Granted	1st
4303	Carlisle School District	1	Roberson, Candace	Literacy	Aukes, Megan	Granted	1st
5502	Centerpoint School District	1	Diemer, Theresa	Special Education - High School	None	Granted	1st
0402	Decatur School District	1	Pendergraft, Ethan	4th Grade	Carter, Allyson	Granted	1st
2202	Drew Central School District	1	McDougald, Carla	Art	Harper, Lindsay	Granted	1st
2002	Fordyce School District	1	Walker, Tracy	Band and Choir	Brewer, Meagan Alyssa	Granted	1st
4603	Fouke School District	1	Rice, Kristen	Chemistry	None	Granted	1st
0203	Hamburg School District	5	Crawford, Terri	Elementary	Emory, Laura	Granted	1st
			Douglas, Ramsey	Art	None	Granted	1st
			Hubbard, Sharonda	Family & Consumer Science	None	Granted	1st
			Mansur, Steven	Agriculture	Wright, Emily	Granted	1st
			Nonette, Natanya	2nd Grade	Craig, Sharon	Granted	1st
5205	Harmony Grove School District (Ouachita Co.)	1	Reeder, Jennifer	Physical Science; Chemistry; Physics	None	Granted	1st
5903	Hazen School District	1	Harrison, Billy	Middle School Math	None	Granted	1st
6202	Hughes School District	1	Gosh, Kamal	Agriculture	None	Granted	1st
3405	Jackson Co. School District	1	Piker, Jonathan	K-4 Special Education	Churchman, Brittany	Granted	1st

Long-Term Substitute Waiver Requests
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LEA	District	# Waivers Requested	Substitute Name	Subject	Teacher of Record	Granted/Denied	Semester Granted
7003	Junction City School District	1	Hanry, Robert	Agriculture	None	Granted	1st
	Millcreek Behavioral Health	1	Johnson-Farrell, Latonya	Special Education	Nickels, Richard	Granted	1st
0303	Mountain Home School District	2	Ireland, Kathleen	Biology	None	Granted	1st
			McDowell, Tamora	Middle School Math	Franks, LaDonna	Granted	1st
6901	Mountain View School District	1	Thurman, Jordan	English/Speech/Drama	Mowery, Pam	Granted	1st
6002	N. Little Rock School District	4	Gray, Patricia	Special Education	Deathrage, Tamara	Granted	1st
			Hamilton, Tammy	Medical Professions	Crews, Brenda	Granted	1st
			Hoanzl, Casey	Fourth Grade	Fleisher, Lindsay	Granted	1st
			Wright, Patsy	First Grade	Brune, Tisha	Granted	1st
3505	Pine Bluff School District	3	Heaton, Caitlyn	Social Studies	None	Granted	1st
			Johnson, Deirda	Chemistry	None	Granted	1st
			Phillips-Smith, Beatrice	Physical Science	None	Granted	1st
0602	Warren School District	1	Brown, Johnny	Family & Consumer Science	Jordan, Wanda	Granted	1st
23	# Districts Requesting Long Term Substitute Waivers	33	# Long Term Substitute Waivers Requested		# Waivers Granted for Long Term Substitutes	33	

2014-2015 Application Cycle

Notification of Charter Authorizing Panel Decision

Cloverdale Aerospace Technology
Little Rock School District



ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood
Commissioner

September 17, 2014

State Board
of Education

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Dr. Dexter Suggs, Superintendent
Little Rock School District
810 West Markham
Little Rock, Arkansas 72201

RE: Notice of Charter Authorizing Panel Decision
Cloverdale Aerospace Technology Conversion Charter Middle School
Amendment Requests

Dear Dr. Suggs:

On Wednesday, September 17, 2014, the Charter Authorizing Panel met and unanimously denied the following Cloverdale Aerospace Technology Conversion Charter Middle School amendment request:

- To place Cloverdale Aerospace Technology Conversion Charter Middle School on the same length of school day as the other middle schools in the district and eliminate the current "test prep" period.

Pursuant to § 6-23-702, an existing charter or affected school district may submit in writing a **request** that the State Board of Education review the panel's decision. A request must state the specific reasons that the board should review the decision and must be received no later than **4:00 p.m. on Tuesday, September 23, 2014**, for the request to be included in the agenda for the meeting of the State Board of Education on October 9, 2014. Regardless of whether a review of the panel's decision is requested, the amendment request will be an action item for the State Board of Education in October, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

Sincerely,

Cindy Hogue, Director
Office of Educational Options

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

C: Ms. Wanda Ruffins, Principal
Cloverdale Aerospace Technology Conversion Charter Middle School

2014-2015 Application Cycle

Materials Distributed by the Applicant at the Hearing

Cloverdale Aerospace Technology
Little Rock School District

Cloverdale Amendment Request

September 17, 2014

The LRSD is requesting to eliminate the test prep period at Cloverdale Aerospace Technology Conversion Charter School based on the following two arguments:

- 1) Based on Arkansas Benchmark results, the test prep period at the school has not improved student achievement. Literacy scores have decreased about 1% over the past two years while math scores have decreased about 8% over the same time period.
- 2) Test prep should not be a separate course. Test taking skills should be integrated in all courses. This is the third year that the LRSD has implemented math and literacy intervention classes within the normal school day at all middle schools (these classes are for students who scored below proficient on the math and/or literacy Benchmark exam). Cloverdale also just received a 21st Century Grant valued at \$150,000 per year to implement an after school program that will focus on helping its' students with their basic skills, enrichment and homework.

2014-2015 Application Cycle

Amendment Request

Cloverdale Aerospace Technology
Little Rock School District



ARKANSAS DEPARTMENT OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Cloverdale Aerospace Technology Conversion Charter Middle School

LEA Number 6001702

Type of Amendment Requested:

- ☒ **Other:** The district proposes to place Cloverdale on the same length of school day as the other middle schools in the district: 8:45 a.m. - 3:45 p.m. Cloverdale's current school day is from 8:30 a.m. - 4:00 p.m., which includes an extra 30-minute "test prep" period. The proposed schedule would eliminate the "test prep" period.

Charter Leader Ms. Wanda Ruffins, Principal

Email address wanda.ruffins@lrsd.org

Phone number 501-447-2500

Rationale for proposing a change in the length of the school day at Cloverdale Aerospace Technology Conversion Charter School

The rationale behind the request to place Cloverdale on the same 8:45 a.m. to 3:45 p.m. school day as the other middle schools in the Little Rock School District is both educational and financial in nature. The 8-period middle school schedule that is being used in all 8 middle schools in the district involves enough movement and transition time as it is. The additional transition time and movement from the "test prep" period can be viewed as excessive. In addition the "test prep" can be better done during the academic classes that are included in the 8-period day. Benchmark data doesn't reveal a great benefit to teaching test-taking skills in isolation from the subject-matter classes of math, literacy, science, and social studies. Literacy scores have improved about 10% over the past two years for both the "all students" group and the "targeted achievement gap group" (TAGG) while mathematics scores have decreased about 10% over the same time period (See attached Benchmark data). Cloverdale's scores on district interim assessments for this year are in the same general range as most of the other middle schools in the district (See attached TLI interim assessment results).

In addition there is a financial burden that exists because of the extra 30-minute period. Teachers and other staff are compensated for the extra time. The cost to the district of the 30-minute extension to the school day is approximately \$340,000.00. Given that the Desegregation Settlement agreement will end \$37 million in annual funding from the state after 2017-18, the district must scale back on expenses in many areas.

The requested time change for the school day will not affect the acquisition of test-taking skills by students in the school. The school leadership will ensure that test prep is included as a normal and integral part of instruction in the various subjects offered during the school day. The district's central office curriculum and instruction team will provide support and resources to the school's leadership to support and monitor this effort.

Benchmark Results for Cloverdale Aerospace Technology Conversion Charter School

Year	Combined Math	AMO	TAGG Math	AMO	Combined Lit	AMO	TAGG Lit	AMO
2010-11	43.91		44.21		34.21		33.61	
2011-12	43.69	48.58	42.78	48.86	44.51	39.69	43.35	39.14
2012-13	35.7	53.26	34.63	53.51	46.23	45.18	45.26	44.68

TLI Interim Assessment Results 2011-12 to 2013-14 for LRSD Middle Schools

Grade 8 Math

	11-12 Module 1	12-13 Module 1	13-14 Module 1
Cloverdale	54.2	66.5	68.8
Dunbar	67.4	58.7	67.0
Hamilton MS	45.9	63.8	65.6
Forest Heights	63.6	58.5	55.2
Henderson	58.1	60.9	57.8
Mabelvale	63.9	61.4	71.7
Mann	74.5	68.4	67.6
Pulaski Heights	71.7	62.9	63.4
Hamilton	43.3		
Total	66.1	62.9	64.7

	11-12 Module 2	12-13 Module 2	13-14 Module 2
61.7	58.2	65.4	
61.5	51.1	60.2	
47.1			
58.9	57.4	54.6	
55.9	51.3	58.1	
64.9	59.8	61.9	
68.6	63.2	64.6	
70.5	59.6	63.7	
64.3	57.3	61.5	

	11-12 Module 3	12-13 Module 3	13-14 Core M1	13-14 Core M2
60.0	58.5	63.4	64.69	
62.8	56.0	65.5	63.78	
57.9	49.1	59.8	59.41	
59.4	60.5	51.1	52.24	
55.7	56.1	62.4	60.93	
61.0	61.5	67.2	65.96	
70.7	66.9	70.7	68.58	
72.4	60.6	69.6	71.54	
50.4		59.2		
64.6	60.0	65.5	65.25	

Grade 7 Math

	11-12 Module 1	12-13 Module 1	13-14 Module 1
Cloverdale	64.5	64.7	53.9
Dunbar	67.7	62.0	55.1
Forest Heights	65.3	66.0	56.6
Hamilton	52.4	53.8	54.2
Henderson	65.0	62.9	51.9
Mabelvale	66.4	63.5	51.0
Mann	76.6	69.2	58.0
Pulaski Heights	67.0	68.7	57.7
Hamilton	40.9		
Total	67.8	65.2	54.8

	11-12 Module 2	12-13 Module 2	13-14 Module 2
63.7	52.9	57.5	
66.4	52.6	63.2	
59.1	55.4	61.4	
49.3	43.5	47.2	
63.2	53.2	59.7	
66.1	52.0	56.1	
73.9	60.0	60.5	
66.7	57.2	66.6	
48.0			
65.7	53.9	60.6	

	11-12 Module 3	12-13 Module 3	13-14 Core M1	13-14 Core M2
66.9	55.5	58.2	67.11	
63.6	56.2	69.7	74.14	
61.7	57.4	65.4	69.66	
51.7	51.2	48.4	54.41	
60.8	55.3	61.9	66.32	
61.9	57.6	64.0	70.69	
72.3	62.9	71.1	76.99	
63.4	62.2	66.7	77.77	
59.2				
64.6	57.9	65.6	71.87	

7th Grade - Accelerated

	12-13 Module 1	13-14 Module 1
Dunbar	81.9	77.9
Forest Heights	81.3	82.5
Henderson	86.0	79.7
Mabelvale	77.0	83.1
Mann	84.1	76.5
Pulaski Heights	88.8	88.0
Total	84.4	81.4

	12-13 Module 2	13-14 Module 2
	65.8	68.5
		71.9
	67.6	66.6
	64.9	73.9
	71.8	73.9
	72.6	82.7
	69.9	74.5

	12-13 Module 3
	78.5
	72.1
	68.5
	75.4
	73.1
	80.1
	76.2

Grade 6 Math

	11-12 Module 1	12-13 Module 1	13-14 Module 1
Cloverdale	66.6		59.0
Dunbar	68.4	57.2	69.0
Forest Heights	73.7	52.3	64.4
Hamilton	62.2	60.5	
Henderson	67.5	62.2	64.5
Mabelvale	72.1	57.8	65.6
Mann	76.9	60.9	69.6
Pulaski Heights	80.1	66.8	71.4
Hamilton	49.3	67.9	
Total	72.3	62.1	66.6

	11-12 Module 2	12-13 Module 2	13-14 Module 2
	65.1	65.8	58.5
	61.2	63.0	71.1
	71.1	63.5	62.9
	73.5	53.1	61.9
	63.7	63.4	66.1
	66.9	63.5	66.9
	73.2	68.0	70.3
	75.9	70.9	69.2
	42.4		
	68.2	65.6	66.7

	11-12 Module 3	12-13 Module 3	13-14 Core M1	13-14 Core M2
	65.6	63.8	68.9	64.78
	64.6	68.2	70.8	72.08
	72.3	70.2	66.9	68.14
	60.6		63.2	59.59
	65.2	67.6	68.9	69.87
	69.3	64.2	69.3	70.75
	74.4	77.4	73.7	75.57
	79.2	78.3	77.4	80.33
	55.7			
	70.1	70.4	71.3	72.21

Grade 8 Reading

11-12 12-13 13-14
Module 1 Module 1 Module 1

Cloverdale	76.3	62.7	53.6
Dunbar	83.7	68.3	53.9
Forest Heights	78.8	61.6	53.4
Hamilton	52.8		44.0
Henderson	80.6	63.6	58.0
Mabelvale	79.9	65.2	52.5
Mann	85.4	72.4	56.3
Pulaski Heights	89.6	75.3	64.9
Total	82.3	67.9	56.4

11-12 12-13 13-14
Module 2 Module 2 Module 2

69.3	66.9	71.0
74.5	74.6	72.7
72.4	70.4	70.2
48.0	67.3	41.7
74.1	73.6	71.9
75.4	70.2	74.2
76.6	81.1	77.1
80.5	82.2	80.3
75.0	75.0	73.8

11-12 12-13 13-14
Module 3 Module 3 Module 3

72.0	65.9	69.4
72.0	71.4	71.4
70.7	68.7	68.5
52.2		61.3
73.2	68.0	68.9
74.4	66.5	70.9
76.4	77.7	75.3
83.0	80.1	76.8
75.1	72.0	71.8

Grade 7 Reading

	11-12 Module 1	12-13 Module 1	13-14 Module 1
Cloverdale	61.0	62.1	68.5
Dunbar	68.6	63.7	76.9
Forest Heights	62.1	62.5	71.7
Hamilton	51.5	52.1	60.6
Henderson	60.8	62.2	73.4
Mabelvale	62.4	66.0	70.6
Mann	74.3	68.4	80.0
Pulaski Heights	75.3	74.9	76.2
Total	67.3	65.9	74.1

	11-12 Module 2	12-13 Module 2	13-14 Module 2
	67.8	65.0	65.1
	72.3	64.6	73.5
	69.1	62.5	69.9
	70.4	59.1	57.9
	71.7	68.5	72.3
	70.8	65.5	75.4
	77.5	68.7	79.8
	79.2	72.9	80.9
	73.2	67.0	74.3

	11-12 Module 3	12-13 Module 3	13-14 Module 3
	69.5	68.7	62.2
	93.5	74.5	72.3
	71.1	72.1	71.9
	61.0		65.8
	78.5	72.2	68.3
	76.6	72.6	71.8
	80.0	79.6	75.4
	85.1	82.4	76.8
	77.3	74.7	71.5

Grade 6 Reading

	11-12 Module 1	12-13 Module 1	13-14 Module 1
Cloverdale	77.6	57.1	52.1
Dunbar	84.4	66.1	67.9
Forest Heights	83.7	64.6	61.9
Hamilton	88.6	47.5	46.4
Henderson	79.5	62.8	61.0
Mabelvale	83.0	65.7	60.0
Mann	87.5	71.5	67.3
Pulaski Heights	90.3	71.5	72.6
Total	83.9	65.9	64.3

	11-12 Module 2	12-13 Module 2	13-14 Module 2
	70.3	66.5	61.1
	73.9	76.8	69.4
	70.2	68.4	68.6
		68.2	68.9
	67.1	68.4	61.6
	72.7	69.3	69.4
	77.5	73.7	73.3
	80.3	77.4	76.7
	73.4	71.9	69.1

	11-12 Module 3	12-13 Module 3	13-14 Module 3
	69.8	59.8	68.2
	61.2	65.5	69.9
	67.9	62.0	70.4
	65.1	44.0	70.0
	70.7	57.8	66.5
	73.8	60.7	68.2
	73.0	70.1	71.7
	81.2	71.9	77.7
	73.2	64.2	70.8

2014 Open-Enrollment and District Conversion Public Charter School Renewal Application Timeline

Tuesday, October 14, 2014

Renewal applications are sent out to the open-enrollment and district conversion public charter schools that are due for renewal in 2015.

Wednesday, November 5, 2014

Public charter school renewal applicant technical assistance conference call
APPLICANT PARTICIPATION IS MANDATORY.

Thursday, December 18, 2014

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

December/January/February

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.

February 2014

Open-enrollment and district conversion charter renewal applicant hearings are conducted by the Charter Authorizing Panel.

March 2014

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 the public charter school renewal 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.**

Northwest Arkansas Classical Academy

1. May 2014 Initial Year Open-Enrollment Report
2. State Aid Notice 2013-2014
3. Detailed Statement of Changes in Fund Balances

**ARKANSAS DEPARTMENT OF EDUCATION
CHARTER SCHOOL OFFICE**
2013-2014

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Please fill out this form monthly (August - July) and return it to the Charter School Office.
This information is critical to the charter school funding process.

Information must be accurate and on time.

School Name: Northwest Arkansas Classical Academy LEA # 442702

Grade Levels FY 2013-2014: K-8 Enrollment CAP FY 2013-2014: 445

FY 2013-2014 Grade Levels:	May 25th
	Month Student Enrollment Count:
K	59
1	46
2	42
3	45
4	46
5	49
6	44
7	35
8	25
Total	391

Angie Christiano
Printed Name

Business Manager
Title

Angie Christiano
Signature of the person completing form

5/28/14
Date

LEA: 0442700 Final
 Open-Enrollment Public Northwest Arkansas Classical State Aid Notice 2013-14
 Charter School: Academy August 21, 2014 Refer to CM FIN-15-019
 for additional information.

DATA						
2011-12 enrollment cap	-	2012-13 enrollment cap	-	2013-14 enrollment cap	445	2013-14 Qtr 1 ADM cycle 3 402.39
2011-12 grade levels	-	2012-13 grade levels	-	2013-14 grade levels	K-8	Est 2013-14 Qtr 2 ADM -
July 1, 2011 enrollment	-	July 1, 2012 enrollment	-	July 1, 2013 enrollment	435	Est 2013-14 Qtr 3 ADM -
2011-12 ADM (Qtrs 1-3)	-	2012-13 ADM (Qtrs 1-3)	-	2013-14 ADM (Qtrs. 1-3)	400.26	Est 2013-14 Qtr 4 ADM -
2011-12 ELL students	-	2012-13 ELL students	-	2013-14 ELL students	8	2013-14 Qtr 1 ADM cycle 7 402.39
Oct 1, 2011 NSL F&R count	-	Oct 1, 2012 NSL F&R count	-	Oct 1, 2013 NSL F&R count	78	2013-14 Qtr 2 ADM cycle 7 395.96
Oct 1, 2011 NSL F&R %	-	Oct 1, 2012 NSL F&R %	-	Oct 1, 2013 NSL F&R %	20%	2013-14 Qtr 3 ADM cycle 7 402.15
2011-12 ALE FTEs (Qtrs 1-4)	-	2012-13 ALE FTEs (Qtrs 1-4)	-	2013-14 ALE FTEs (Qtrs 1-4)	-	2013-14 Qtr 4 ADM cycle 7 391.66
FUNDING						
Funding Category	Funding Rate	New charter effective date July 1, 2013		Amount	Restricted	Rev Code SOF Code
State Foundation Funding (SFF) Aid ¹ Based on FY14 ADM qtrs 1-3	\$6,393	Initial SFF aid - July 1, 2013 enrollment	435	\$2,780,955	No	31700 001
		Adjusted SFF Aid - FY14 qtr 1 ADM cycle 3	402.39	\$2,572,479	No	31700 001
		Final SFF Aid - FY14 ADM qtrs 1-3	400.26	\$2,558,862	No	31700 001
Alternative Learning Environment (ALE) Funding	\$4,305	FY13 ALE FTEs qtrs 1-4	-	\$0	Yes	32370 275
English Language Learners (ELL) Funding	\$311	FY14 identified ELL	8	\$2,488	Yes	32371 276
National School Lunch (NSL) State Categorical Funding	\$517	Oct 1, 2013 free & reduced	78	\$40,326	Yes	32381 281
NSL Transition	n/a		n/a	n/a	Yes	32381 281
NSL Growth Funding	n/a	If $\geq 1\%$ per yr, 3-yr avg growth X F&R %	n/a	n/a	Yes	32381 281
Professional Development (PD) Funding	\$44.45	July 1, 2013 enrollment	435	\$19,336	Yes	32256 223
Declining Enrollment Funding (DEF) ²	n/a	(Avg of FY12 + FY13 ADM) - FY13 ADM	-	n/a	No	31460 218
Student Growth Funding (SGF) ^{1,2,3,4}						
Estimated SGF rate per quarter	n/a	FY14 est qtrly ADM - FY13 ADM qtrs 1-3	-	n/a	No	31450 217
Final SGF rate per quarter	n/a	FY14 qtrly ADM cycle 7 - FY13 ADM qtrs 1-3	-	n/a	No	31450 217

ADM-average daily membership, avg-average, F&R-free and reduced, FTE-full-time equivalent, LEA-local education agency, Oct-October, Qtr(s)-quarter(s), Est-estimated, Rev-Revenue, SOF-source of fund

- 1) For charter schools funded on current year ADM data, the final determination of state foundation funding is not available until after current year 3-qtr ADM is established. Adjustments may be necessary after cycle 7 reporting if changes are made to ADM data. These charter schools are not eligible for student growth funding.
- 2) No open-enrollment public charter school shall receive both declining enrollment funding under A.C.A. § 6-20-2305(a)(3)(A)(i) and student growth funding under A.C.A. § 6-20-2305(c)(2).
- 3) In January, estimated student growth funding is calculated based on current year qtr 1 ADM from cycle 3 and estimates of current year qtrs 2, 3, and 4.
- 4) The final determination of student growth funding is calculated by July 31 pursuant to A.C.A. § 6-20-2305.
- 5) For additional information, see A.C.A. §§ 6-20-2301 et seq., 6-23-501, and AR Department of Education Rules Governing: Public Charter Schools, the Calculation Methods for Declining Enrollment and Student Growth Funding, and Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.
- 6) All enrollment data, ADM data, ADM estimates, and participating student counts used in charter school funding calculations are subject to applicable enrollment caps.

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 09/05/2014
 TIME: 12:49:43

NW ARK CLASSICAL ACADEMY
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 14

PAGE NUMBER: 1
 MODULE NUM: STAIM9AR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
	TOTAL NO FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
1200	SALARY	.00	.00	1,156,508.00	.00	1,156,508.00	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1275	ALT LEARNING	.00	.00	.00	.00	.00	.00
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	.00	.00	.00	.00
	TOTAL NO FUND GROUP TITLE	.00	.00	1,156,508.00	.00	1,156,508.00	.00
2001	GENERAL OPERATING	.00	2,599,616.91	.00	2,599,616.91	.00	.00
2002	WALTON FAMILY FOUNDA	.00	250,000.00	.00	.00	250,000.00	.00
2010	OTHER DONATIONS	.00	56,063.67	.00	.00	28,977.28	27,086.39
2015	UNRESTRICTED RESIDUA	.00	5,000.00	.00	.00	.00	5,000.00
2025	CLOXOX GRANT	.00	5,000.00	.00	.00	.00	5,000.00
2200	FOUNDATION	.00	.00	2,558,862.00	1,156,508.00	1,288,900.90	113,453.10
2223	PROFESSIONAL DEVELOP	.00	19,336.00	.00	.00	15,743.69	3,592.31
2240	SPE ED LEA	.00	1,506.02	.00	.00	.00	1,506.02
2246	PROF QUALITY ENHANCE	.00	5,400.00	.00	.00	5,400.00	.00
2275	ALT LEARNING	.00	.00	.00	.00	.00	.00
2276	ENGLISH LANGUAGE LEA	.00	2,488.00	.00	.00	.00	2,488.00
2281	NSLA	.00	40,326.00	.00	.00	.00	40,326.00
	TOTAL NO FUND GROUP TITLE	.00	2,984,736.60	2,558,862.00	3,756,124.91	1,589,021.87	198,451.82
6501	TITLE I-A	.00	14,796.02	.00	.00	14,796.02	.00
6535	PCSP GRANT	.00	482,980.10	.00	.00	482,980.10	.00
6702	TITLE VI-B	.00	59,796.00	.00	.00	59,796.00	.00
6705	VI B	.00	.00	.00	.00	.00	.00
6756	IMPROVING TEACHER QU	.00	.00	.00	.00	.00	.00
	TOTAL FEDERAL GRANTS FUND	.00	557,572.12	.00	.00	557,572.12	.00
7215		.00	184.00	.00	.00	.00	184.00
7810	ATHLETICS	.00	550.00	.00	.00	.00	550.00
7860	FILED TRIP	.00	439.50	.00	.00	.00	439.50
7870	OTHER	.00	1,949.60	.00	.00	195.00	1,754.60
	TOTAL ACTIVITY FUND	.00	3,123.10	.00	.00	195.00	2,928.10
8200	FOOD SERVICE	.00	66,823.40	40,754.91	.00	107,578.31	.00
	TOTAL FOOD SERVICE FUND	.00	66,823.40	40,754.91	.00	107,578.31	.00
	TOTAL	.00	3,612,255.22	3,756,124.91	3,756,124.91	3,410,875.30	201,379.92

Premier High School of Little Rock

1. May 2014 Initial Year Open-Enrollment Report
2. State Aid Notice 2013-2014
3. Detailed Statement of Changes in Fund Balances

LEA: 6053700 Final
 Open-Enrollment Public Premier High School of Little Rock State Aid Notice 2013-14
 Charter School: August 21, 2014 Refer to CM FIN-15-019
 for additional information.

DATA							
2011-12 enrollment cap	-	2012-13 enrollment cap	-	2013-14 enrollment cap	240	2013-14 Qtr 1 ADM cycle 3	103.68
2011-12 grade levels	-	2012-13 grade levels	-	2013-14 grade levels	9-12	Est 2013-14 Qtr 2 ADM	-
July 1, 2011 enrollment	-	July 1, 2012 enrollment	-	July 1, 2013 enrollment	120	Est 2013-14 Qtr 3 ADM	-
2011-12 ADM (Qtrs 1-3)	-	2012-13 ADM (Qtrs 1-3)	-	2013-14 ADM (Qtrs. 1-3)	82.54	Est 2013-14 Qtr 4 ADM	-
2011-12 ELL students	-	2012-13 ELL students	-	2013-14 ELL students	-	2013-14 Qtr 1 ADM cycle 7	103.68
Oct 1, 2011 NSL F&R count	-	Oct 1, 2012 NSL F&R count	-	Oct 1, 2013 NSL F&R count	63	2013-14 Qtr 2 ADM cycle 7	78.93
Oct 1, 2011 NSL F&R %	-	Oct 1, 2012 NSL F&R %	-	Oct 1, 2013 NSL F&R %	70%	2013-14 Qtr 3 ADM cycle 7	67.94
2011-12 ALE FTEs (Qtrs 1-4)	-	2012-13 ALE FTEs (Qtrs 1-4)	-	2013-14 ALE FTEs (Qtrs 1-4)	-	2013-14 Qtr 4 ADM cycle 7	60.20
FUNDING							
Funding Category	Funding Rate	New charter effective date July 1, 2013		Amount	Restricted	Rev Code	SOF Code
State Foundation Funding (SFF) Aid ¹ Based on FY14 ADM qtrs 1-3	\$6,393	Initial SFF aid - July 1, 2013 enrollment		120	\$767,160	No	31700 001
		Adjusted SFF Aid - FY14 qtr 1 ADM cycle 3		103.68	\$662,826	No	31700 001
		Final SFF Aid - FY14 ADM qtrs 1-3		82.54	\$527,678	No	31700 001
Alternative Learning Environment (ALE) Funding	\$4,305	FY13 ALE FTEs qtrs 1-4		-	\$0	Yes	32370 275
English Language Learners (ELL) Funding	\$311	FY14 identified ELL		-	\$0	Yes	32371 276
National School Lunch (NSL) State Categorical Funding	\$1,033	Oct 1, 2013 free & reduced		63	\$65,079	Yes	32381 281
NSL Transition	n/a	n/a		n/a	n/a	Yes	32381 281
NSL Growth Funding	n/a	If ≥ 1% per yr, 3-yr avg growth X F&R %		n/a	n/a	Yes	32381 281
Professional Development (PD) Funding	\$44.45	July 1, 2013 enrollment		120	\$5,334	Yes	32256 223
Declining Enrollment Funding (DEF) ²	n/a	(Avg of FY12 + FY13 ADM) - FY13 ADM		-	n/a	No	31460 218
Student Growth Funding (SGF) ^{1,2,3,4}							
Estimated SGF rate per quarter	n/a	FY14 est qtrly ADM - FY13 ADM qtrs 1-3		-	n/a	No	31450 217
Final SGF rate per quarter	n/a	FY14 qtrly ADM cycle 7 - FY13 ADM qtrs 1-3		-	n/a	No	31450 217

ADM-average daily membership, avg-average, F&R-free and reduced, FTE-full-time equivalent, LEA-local education agency, Oct-October, Qtr(s)-quarter(s), Est-estimated, Rev-Revenue, SOF-source of fund

- 1) For charter schools funded on current year ADM data, the final determination of state foundation funding is not available until after current year 3-qtr ADM is established. Adjustments may be necessary after cycle 7 reporting if changes are made to ADM data. These charter schools are not eligible for student growth funding.
- 2) No open-enrollment public charter school shall receive both declining enrollment funding under A.C.A. § 6-20-2305(a)(3)(A)(i) and student growth funding under A.C.A. § 6-20-2305(c)(2).
- 3) In January, estimated student growth funding is calculated based on current year qtr 1 ADM from cycle 3 and estimates of current year qtrs 2, 3, and 4.
- 4) The final determination of student growth funding is calculated by July 31 pursuant to A.C.A. § 6-20-2305.
- 5) For additional information, see A.C.A. §§ 6-20-2301 et seq., 6-23-501, and AR Department of Education Rules Governing: Public Charter Schools, the Calculation Methods for Declining Enrollment and Student Growth Funding, and Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.
- 6) All enrollment data, ADM data, ADM estimates, and participating student counts used in charter school funding calculations are subject to applicable enrollment caps.

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 09/05/2014
 TIME: 12:45:27

PREMIER HIGH SCHOOL - 6053
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 14

PAGE NUMBER: 1
 MODULE NUM: STATM9AR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
	TOTAL NO FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1200	CERTIFIED SALARY FUN	.00	.00	331,541.23	.00	331,541.23	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1275	ALT LEARNING	.00	.00	.00	.00	.00	.00
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	.00	.00	.00	.00
	TOTAL TEACHER SALARY FUND	.00	.00	331,541.23	.00	331,541.23	.00
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2001	OTHER OPERATING	.00	577,750.11	.00	577,632.26	.00	117.85
2002	WALTON IMPL GRANT	.00	250,000.00	.00	.00	220,053.86	29,946.14
2200	OPERATING	.00	.00	555,555.19	331,541.23	217,814.73	6,199.23
2223	PROFESSIONAL DEVELOP	.00	5,334.00	.00	.00	5,334.00	.00
2240	LEA SPE ED SUPERVISO	.00	338.85	.00	.00	.00	338.85
2246	PATWISE	.00	6,800.00	.00	.00	6,600.00	200.00
2275	ALT LEARNING	.00	.00	.00	.00	.00	.00
2276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
2281	NSLA	.00	65,079.00	.00	.00	43,171.62	21,907.38
	TOTAL OPERATING FUND	.00	905,301.96	555,555.19	909,173.49	492,974.21	58,709.45
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
	TOTAL BUILDING FUND	.00	.00	.00	.00	.00	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
	TOTAL DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
6501	CHAPTER I	.00	.00	.00	.00	.00	.00
6520	CHAPTER II	.00	.00	.00	.00	.00	.00
6535	FED STRT UP GRANT	.00	201,048.51	.00	.00	201,048.51	.00
6700	VI-B	.00	.00	.00	.00	.00	.00
6702	SPEC ED	.00	9,049.06	.00	.00	9,049.06	.00
6756	IMPROVING TEACHER QU	.00	.00	.00	.00	.00	.00
	TOTAL FEDERAL GRANTS FUND	.00	210,097.57	.00	.00	210,097.57	.00
7870	OTHER	.00	.01	.00	.00	.01	.00
	TOTAL ACTIVITY FUND	.00	.01	.00	.00	.01	.00
8200	FOOD SERVICE	.00	50,807.21	22,077.07	.00	72,884.28	.00
8675	OTHER FOOD SERVICE R	.00	.00	.00	.00	.00	.00
	TOTAL NO FUND GROUP TITLE	.00	50,807.21	22,077.07	.00	72,884.28	.00
	TOTAL	.00	1,166,206.75	909,173.49	909,173.49	1,107,497.30	58,709.45

Quest Middle School of Pine Bluff

1. May 2014 Initial Year Open-Enrollment Report
2. State Aid Notice 2013-2014
3. Detailed Statement of Changes in Fund Balances

**ARKANSAS DEPARTMENT OF EDUCATION
CHARTER SCHOOL OFFICE
2013-2014**

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Please fill out this form monthly (August - July) and return it to the Charter School Office.

This information is critical to the charter school funding process.

Information must be accurate and on time.

School Name: QUEST Middle School LEA # 3542702

Grade Levels FY 2013-2014: 5th- 8th Enrollment CAP FY 2013-2014: 220

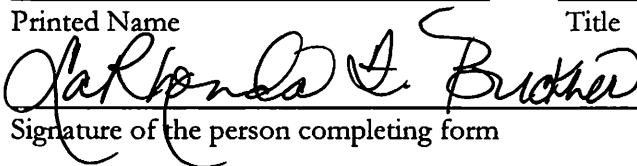
FY 2013-2014 Grade Levels:	May 25th
	Month Student Enrollment Count:
5th	12
6th	25
7th	20
8th	21
Total	78

LaRhonda F. Buckner

Campus Secretary

Printed Name

Title



Signature of the person completing form

5/23/2014

Date

LEA: 3542700 Final
 Open-Enrollment Public Quest Middle School - Pine Bluff State Aid Notice 2013-14
 Charter School: August 21, 2014 Refer to CM FIN-15-019
 for additional information.

DATA							
2011-12 enrollment cap	-	2012-13 enrollment cap	-	2013-14 enrollment cap	220	2013-14 Qtr 1 ADM cycle 3	92.88
2011-12 grade levels	-	2012-13 grade levels	-	2013-14 grade levels	5-8	Est 2013-14 Qtr 2 ADM	-
July 1, 2011 enrollment	-	July 1, 2012 enrollment	-	July 1, 2013 enrollment	100	Est 2013-14 Qtr 3 ADM	-
2011-12 ADM (Qtrs 1-3)	-	2012-13 ADM (Qtrs 1-3)	-	2013-14 ADM (Qtrs. 1-3)	82.46	Est 2013-14 Qtr 4 ADM	-
2011-12 ELL students	-	2012-13 ELL students	-	2013-14 ELL students	-	2013-14 Qtr 1 ADM cycle 7	92.88
Oct 1, 2011 NSL F&R count	-	Oct 1, 2012 NSL F&R count	-	Oct 1, 2013 NSL F&R count	82	2013-14 Qtr 2 ADM cycle 7	79.31
Oct 1, 2011 NSL F&R %	-	Oct 1, 2012 NSL F&R %	-	Oct 1, 2013 NSL F&R %	89%	2013-14 Qtr 3 ADM cycle 7	76.64
2011-12 ALE FTEs (Qtrs 1-4)	-	2012-13 ALE FTEs (Qtrs 1-4)	-	2013-14 ALE FTEs (Qtrs 1-4)	-	2013-14 Qtr 4 ADM cycle 7	77.66
FUNDING							
Funding Category	Funding Rate	New charter effective date July 1, 2013		Amount	Restricted	Rev Code	SOF Code
State Foundation Funding (SFF) Aid ¹ Based on FY14 ADM qtrs 1-3	\$6,393	Initial SFF aid - July 1, 2013 enrollment		100	\$639,300	No	31700 001
		Adjusted SFF Aid - FY14 qtr 1 ADM cycle 3		92.88	\$593,782	No	31700 001
		Final SFF Aid - FY14 ADM qtrs 1-3		82.46	\$527,167	No	31700 001
Alternative Learning Environment (ALE) Funding	\$4,305	FY13 ALE FTEs qtrs 1-4		-	\$0	Yes	32370 275
English Language Learners (ELL) Funding	\$311	FY14 identified ELL		-	\$0	Yes	32371 276
National School Lunch (NSL) State Categorical Funding	\$1,033	Oct 1, 2013 free & reduced		82	\$84,706	Yes	32381 281
NSL Transition	n/a	n/a		n/a	n/a	Yes	32381 281
NSL Growth Funding	n/a	If $\geq 1\%$ per yr, 3-yr avg growth X F&R %		n/a	n/a	Yes	32381 281
Professional Development (PD) Funding	\$44.45	July 1, 2013 enrollment		100	\$4,445	Yes	32256 223
Declining Enrollment Funding (DEF) ²	n/a	(Avg of FY12 + FY13 ADM) - FY13 ADM		-	n/a	No	31460 218
Student Growth Funding (SGF) ^{1,2,3,4}							
Estimated SGF rate per quarter	n/a	FY14 est qtrly ADM - FY13 ADM qtrs 1-3		-	n/a	No	31450 217
Final SGF rate per quarter	n/a	FY14 qtrly ADM cycle 7 - FY13 ADM qtrs 1-3		-	n/a	No	31450 217

ADM-average daily membership, avg-average, F&R-free and reduced, FTE-full-time equivalent, LEA-local education agency, Oct-October, Qtr(s)-quarter(s), Est-estimated, Rev-Revenue, SOF-source of fund

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- 5) For additional information, see A.C.A. §§ 6-20-2301 et seq., 6-23-501, and AR Department of Education Rules Governing: Public Charter Schools, the Calculation Methods for Declining Enrollment and Student Growth Funding, and Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.
- 6) All enrollment data, ADM data, ADM estimates, and participating student counts used in charter school funding calculations are subject to applicable enrollment caps.

ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK
 DATE: 09/05/2014
 TIME: 13:07:23

QUEST MIDDLE SCHOOL - 3541
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 14

PAGE NUMBER: 1
 MODULE NUM: STATM9AR

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
	TOTAL NO FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1200	SALARY FUND	.00	.00	251,968.38	.00	251,968.38	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1275	ALT LEARNING	.00	.00	.00	.00	.00	.00
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	.00	.00	.00	.00
	TOTAL TEACHER SALARY FUND	.00	.00	251,968.38	.00	251,968.38	.00
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2001		.00	560,396.58	.00	560,396.58	.00	.00
2002		.00	250,000.00	.00	.00	227,174.51	22,825.49
2200	OPERATING FUND	.00	.00	527,167.00	251,968.38	270,542.93	4,655.69
2223	PROFESSIONAL DEVELOP	.00	4,445.00	19,706.00	.00	19,812.58	4,338.42
2246	PATHWISE	.00	4,000.00	.00	.00	4,000.00	.00
2275	ALT LEARNING	.00	.00	.00	.00	.00	.00
2276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
2281	NSLA	.00	84,706.00	.00	19,706.00	45,284.62	19,715.38
	TOTAL OPERATING FUND	.00	903,547.58	546,873.00	832,070.96	566,814.64	51,534.98
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
	TOTAL BUILDING FUND	.00	.00	.00	.00	.00	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
	TOTAL DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
6501	CHAPTER I	.00	29,947.25	.00	.00	29,947.25	.00
6520	CHAPTER II	.00	.00	.00	.00	.00	.00
6535	PCSP	.00	246,158.72	.00	.00	246,158.72	.00
6700	VI-B	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B	.00	13,536.84	.00	.00	13,536.84	.00
6756	IMPROVING TEACHER QU	.00	.00	.00	.00	.00	.00
	TOTAL FEDERAL GRANTS FUND	.00	289,642.81	.00	.00	289,642.81	.00
7000	ACTIVITY FUND	.00	.01	.00	.00	.01	.00
	TOTAL ACTIVITY FUND	.00	.01	.00	.00	.01	.00
8200	FOOD COLLECT FROM ST	.00	20,680.28	33,229.58	.00	53,909.86	.00
8640	LUNCH REIMB THROUGH	.00	.00	.00	.00	.00	.00
	TOTAL FOOD SERVICE FUND	.00	20,680.28	33,229.58	.00	53,909.86	.00
	TOTAL	.00	1,213,870.68	832,070.96	832,070.96	1,162,335.70	51,534.98

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS
(EMERGENCY RULE) – Effective October 13, 2014**

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards (“Rules”).

1.02 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 Act 696 of 2013.

3.00 DEFINITIONS

3.01 Department means Arkansas Department of Education.

3.02 Four-Year Adjusted Cohort Graduation Rate has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 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.

3.04 “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).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of “A,” “B,” “C,” “D,” or “F.”

4.02 Each school’s score will be calculated by the Department using the model set forth in Appendix “A.”

4.03 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 provides that effective with the 2014-2015 school year, each school will 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

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and *Four-Year Adjusted Cohort Graduation Rate* (where applicable)¹ and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score	2
Improvement Score with ESEA Options	2
<i>Determination of Meeting Test Score Targets</i>	3
<i>Determination of Meeting Graduation Rate Targets</i>	4
Four-Year Adjusted Cohort Graduation Rate	4
Adjustments for Achievement Gaps and Graduation Gaps	4
<i>Achievement Gap Adjustment</i>	5
<i>Graduation Rate Gap Adjustment</i>	5
Overall Score Calculation	6
Applying Cut Scores to the Overall Score to Determine Letter Grades	6

¹ Throughout this document, the term “graduation rate” refers to schools’ Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	0.25	1	1.25

At the school level, the *Weighted Performance Score* is calculated as follows:

Weighted Performance Score

$$= \frac{(0 * \text{Below Basic } N) + (0.25 * \text{Basic } N) + (1 * \text{Proficient } N) + (1.25 * \text{Advanced } N)}{\text{NonMobile Student Test Scores in Math and Literacy } N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).² If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year <i>or</i> Proficiency 3-Year <i>or</i> GTS 1-Year <i>or</i> GTS 3-Year	AMO <i>or</i> 90 th percentile
Literacy – TAGG	Proficiency 1-Year <i>or</i> Proficiency 3-Year <i>or</i> GTS 1-Year <i>or</i> GTS 3-Year	AMO <i>or</i> 90 th percentile
Math – All	Proficiency 1-Year <i>or</i> Proficiency 3-Year <i>or</i> GTS 1-Year <i>or</i> GTS 3-Year	AMO <i>or</i> 90 th percentile
Math – TAGG	Proficiency 1-Year <i>or</i> Proficiency 3-Year <i>or</i> GTS 1-Year <i>or</i> GTS 3-Year	AMO <i>or</i> 90 th percentile

² Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year <i>or</i> Graduation Rate 3-Year	AMO <i>or</i> 90 th percentile
Grad Rate – TAGG	Graduation Rate 1-Year <i>or</i> Graduation Rate 3-Year	AMO <i>or</i> 90 th percentile

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 proficiency 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 defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$\text{Achievement gap} = \text{NonTAGG Proficiency \%} - \text{TAGG Proficiency \%}$$

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.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%

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.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

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:

$$\text{Overall school score} = (\text{Weighted Perf.} + \text{Gap Adj.}) + (\text{Improvement}) + (\text{Grad Rate} + \text{Gap Adj.})$$

Schools without graduation rate:

$$\text{Overall school score} = (1.5)(\text{Weighted Perf.} + \text{Gap Adj.}) + (1.5)(\text{Improvement})$$

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

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE PUBLIC SCHOOL RATING SYSTEM ON ANNUAL SCHOOL REPORT CARDS
2014**

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Public School Rating System On Annual School Report Cards (“Rules”).

1.02 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 Act 696 of 2013.

3.00 DEFINITIONS

3.01 **Department** means Arkansas Department of Education.

3.02 **Four-Year Adjusted Cohort Graduation Rate** has the same definition as set forth in 34 C.F.R. § 200.19(b)(1)(i)-(iv).

3.03 **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.

3.04 **“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).

4.00 SCHOOL RATING SYSTEM

4.01 Effective with the 2014-2015 school year, each school will receive a letter grade score of “A,” “B,” “C,” “D,” or “F.”

4.02 Each school’s score will be calculated by the Department using the model set forth in Appendix “A.”

4.03 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.

APPENDIX “A”

Model for Calculation of Overall School Scores for Determination of School Letter Grades

This model consists of up to four components: *Weighted Performance Score*, *Improvement Score* with ESEA Options, and *Four-Year Adjusted Cohort Graduation Rate* (where applicable)¹ and *Gap Adjustments* (where applicable). The document is organized as follows.

Weighted Performance Score	2
Improvement Score with ESEA Options	2
<i>Determination of Meeting Test Score Targets</i>	3
<i>Determination of Meeting Graduation Rate Targets</i>	4
Four-Year Adjusted Cohort Graduation Rate	4
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<i>Achievement Gap Adjustment</i>	5
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¹ Throughout this document, the term “graduation rate” refers to schools’ Four-Year Adjusted Cohort Graduation Rate as calculated by the Arkansas Department of Education.

Weighted Performance Score

Schools earn points toward the performance portion of their overall score through the *Weighted Performance Score*. In Weighted Performance a school earns partial credit for students scoring Basic, full credit for a student scoring Proficient, and bonus credit for students scoring Advanced.

Schools earn a *Weighted Performance Score* based on the percentage of *nonmobile tested students* in a school scoring at each of the four performance levels defined on state tests. State tests include the Augmented Benchmark Exam in grades 3 through 8 as well as the End-of-Course Exams in Algebra and Geometry, and the Grade 11 Literacy Exam. Only tests in Literacy and Math are counted this Model.

Schools earn a weight of zero for students scoring Below Basic, a weight of 0.25 for students scoring Basic, a weight of 1.0 for students scoring Proficient, and a weight of 1.25 for students scoring Advanced. The additional weight earned for students scoring Advanced is considered a bonus, allowing schools to receive up to 25 bonus points beyond 100. A comparison of points earned in a simple proficiency score versus *Weighted Performance Score* is provided below.

Proficiency Model	Below Basic	Basic	Proficient	Advanced
Simple Proficiency	0	0	1	1
Weighted Performance	0	0.25	1	1.25

At the school level, the *Weighted Performance Score* is calculated as follows:

Weighted Performance Score

$$= \frac{(0 * \text{Below Basic } N) + (0.25 * \text{Basic } N) + (1 * \text{Proficient } N) + (1.25 * \text{Advanced } N)}{\text{NonMobile Student Test Scores in Math and Literacy } N} * 100$$

The numerator and denominator include both math and literacy tests. Note that schools do not get credit for Below Basic students because of the 0 multiplier. Below Basic N is included to illustrate the zero weight for students in this performance level.

Improvement Score with ESEA Options

Schools earn points toward an *Improvement Score* by meeting annual targets for school improvement. Schools have from two to six possible improvement targets to meet depending on whether they have graduation rates, and whether the school meets the minimum N of 25 TAGG students in math, literacy and/or graduation rate. All schools earn points for the *Improvement Score* for the All Students group in math and literacy. If the All Students group for math or literacy is below 25 then the three-year composite must be used to determine the number of points earned by the school for the *Improvement Score* in math and literacy.

Has Graduation Rate	Possible Targets
Yes	Math—All and/or TAGG, Lit – All and/or TAGG, Grad Rate – All and/or TAGG
No	Math – All and/or TAGG, Lit – All and/or TAGG

Schools must meet the minimum N of 25 students in math, literacy, or graduation rate in order for a target to count toward their *Improvement Score*. A school's N for math and literacy is the number of nonmobile students tested within the subject and group. A school's N for graduation rate is the number of expected graduates as determined by the ADE. This threshold applies to targets for both All Students and TAGG Students.

A school's *Improvement Score* ranges between a 55 and a 95 depending on the number of targets met, as shown below:

Number of Possible Targets	Met 0 Targets	Met 1 Target	Met 2 Targets	Met 3 Targets	Met 4 Targets	Met 5 Targets	Met 6 Targets
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

A school earns 55 points if it fails to meet any of its targets, and it earns 95 points if it meets all of the targets for which it is accountable. The number of points earned is proportional to the percentage of possible targets met by the school. The table above reflects these principles.

Schools with fewer than 25 tested students in math or literacy in the most recent year earn points for improvement based on three-year composites in those subjects rather than one-year. This ensures that no school, however small, has fewer than two possible targets.

Targets are based on schools' Annual Measurable Objectives (AMOs) as set in accordance with ESEA Flexibility. AMOs are individualized to each school. Growth-to-standard targets, in addition to being individualized to schools (i.e. schools have targets for the percentage of students meeting growth-to-standard), are based on student-level expectations for test score growth.

Determination of Meeting Test Score Targets

Each of the possible improvement targets can be met through any of four school-level *measures* on the applicable subject and student population: one-year proficiency, three-year weighted average proficiency, one-year growth-to-standard (henceforth GTS), or three-year weighted average growth-to-standard (GTS).² If a school meets or exceeds its individualized AMO in any of these four measures, then it meets the target for which the measure is used. Schools that fall short of their individualized AMO within a measure earn credit for meeting their AMO or target if they achieve at or above the percent of students proficient (or percent of students meeting GTS) at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The value at the 90th percentile rank was set based on 2012 literacy and math performance.

Possible Targets	Possible Measures for Meeting Targets	Applicable Target Within Measure
Literacy – All	Proficiency 1-Year <i>or</i> Proficiency 3-Year <i>or</i> GTS 1-Year <i>or</i> GTS 3-Year	AMO <i>or</i> 90 th percentile
Literacy – TAGG	Proficiency 1-Year <i>or</i> Proficiency 3-Year <i>or</i> GTS 1-Year <i>or</i> GTS 3-Year	AMO <i>or</i> 90 th percentile
Math – All	Proficiency 1-Year <i>or</i> Proficiency 3-Year <i>or</i> GTS 1-Year <i>or</i> GTS 3-Year	AMO <i>or</i> 90 th percentile
Math – TAGG	Proficiency 1-Year <i>or</i> Proficiency 3-Year <i>or</i> GTS 1-Year <i>or</i> GTS 3-Year	AMO <i>or</i> 90 th percentile

² Schools without growth-to-standard (GTS) measures necessarily have only two measures available for meeting a target: one-year proficiency or three-year proficiency. Schools without GTS typically lack consecutive tested grades in math and/or literacy. Because consecutive testing occurs only in grades 3-8, such schools tend to serve either very young students (grade 3 and lower) or else are high schools (grade 8 and higher). High schools serving grade 7 and higher have GTS measures since grades 7 and 8 are consecutive tested grades in math and literacy.

Determination of Meeting Graduation Rate Targets

If a school has 25 or more expected graduates for All Students and/or TAGG then the group is counted in the total number of possible targets.

A school can meet graduation rate targets through either the most recently available graduation rate (the rate usually lags one year behind the year of available test scores), or through a weighted average of the three most recently available graduation rates. In both cases, the four-year adjusted cohort graduation rate(s) is/are used.

If a school meets or exceeds its individualized AMO in either of these measures, then it meets the target for which the measure is used. Schools that fall short of their individualized graduation rate AMO within a measure earn credit for meeting their AMO if they achieve at or above the graduation rate at the 90th percentile rank of all schools in the state on that measure as per the ESEA Flexibility amendment. The 90th percentile rank value was set based on 2011 graduation rates.

Possible Targets	Possible Measures for Meeting Target	Applicable Target Within Measure
Grad Rate – All	Graduation Rate 1-Year <i>or</i> Graduation Rate 3-Year	AMO <i>or</i> 90 th percentile
Grad Rate – TAGG	Graduation Rate 1-Year <i>or</i> Graduation Rate 3-Year	AMO <i>or</i> 90 th percentile

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 proficiency 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 defined as the percentage point difference between proficiency rates for TAGG and non-TAGG students in math plus literacy (i.e., the numbers of Proficient and Advanced scores in math and literacy for nonmobile students in 2013 were summed and divided by the sum of valid test scores for math and literacy for nonmobile students in 2013).
- A school's graduation rate gap is defined as the percentage point difference between TAGG and non-TAGG graduation rates.

Achievement Gap Adjustment

The achievement gap is measured at the school level using proficiency rates rather than Weighted Performance. The gap is determined as follows:

$$\text{Achievement gap} = \text{NonTAGG Proficiency \%} - \text{TAGG Proficiency \%}$$

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.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	24% 23.86% or greater	20-23% 19.53-23.85%	16-19% 15.93-19.52%	12-15% 12.00-15.92%	Less than 12.00%

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.

	Largest Gap	Larger Gap	Average Gap	Smaller Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Graduation Gap Range	16% 16.21% or greater	10-15% 10.75-16.20%	7-9% 6.90-10.74%	2-6% 3.66-6.89%	Less than 2% 3.66%

Round the school graduation gap to the nearest hundredth before comparing the values in the table.

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:

$$\text{Overall school score} = (\text{Weighted Perf.} + \text{Gap Adj.}) + (\text{Improvement}) + (\text{Grad Rate} + \text{Gap Adj.})$$

Schools without graduation rate:

$$\text{Overall school score} = (1.5)(\text{Weighted Perf.} + \text{Gap Adj.}) + (1.5)(\text{Improvement})$$

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

Public Comments: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

Date	Respondent	Comment	ADE Response
9/5/14	Brian Cossey	<p>I would prefer the percentage grade show up with the letter grade in any published reports. For example, the way that the grades are currently calculated, 240 points and 269 points are both a “B,” while 270 points is an “A.” Mathematically, 269 points is much closer to 270 than is 240 points. In this scenario, my suggestion would be:</p> <p style="padding-left: 40px;">School X (with 270 points) be reported as: 90% A School Y (with 269 points) be reported as: 89% B School Z (with 240 points) be reported as: 80% B</p> <p>The goal is to give a true representation of how well each is doing. I do not believe that a simple letter grade is justice. The percentage of points earned must be attached to the letter grade. Thank you.</p>	<p>Comment considered. The rule would not need to be changed to display the overall score and the components used in the A-F calculation. In the report card that comes out in April, we could include along with the letter grade the overall score, the weighted performance score, the ESEA target score (improvement), graduation rate points, achievement gap adjustment and the graduation rate gap adjustment.</p> <p><i>No change made to proposed rules.</i></p>
9/5/14	Brenda Williams, Elementary Principal, England Elementary School	<p>The issue of whether this should even happen or not, may or may not be up for debate, but personally I believe our school are overly labeled as it is. I do not see ANY benefit of this Rating System for the public schools of Arkansas.</p> <p>We at England Elementary, I can say are working hard every day to do everything we possibly can: data walls, PLCs, RtI, interventions, mentoring, coaching, professional development, parent involvement, detailed lesson planning, common planning times, interim testing, technology in the classroom, sending backpacks of food home for hungry children, extra clubs and programs, etc. (the list goes on and on) and still stay at the Needs Improvement Status. I do not think assigning a LETTER rating to our school will help it or our community in any way.</p>	<p>Comment considered. An “A” through “F” grading system was mandated by the Arkansas General Assembly. See Ark. Code Ann. § 6-15-2105.</p> <p><i>No change made to proposed rules.</i></p>
9/8/14 (Public comment hearing)	Diane Zook, Arkansas State Board of Education	<p>The law requires that parents received an “easy-to-read” written report describing the designation or rating of the school. But the process set forth in the proposed rule is confusing.</p> <p>Perhaps grades should be given for various components (for example, one grade for performance, another for improvement, etc.)</p>	<p>Comments considered. Although the computation used to determine a grade is complex, the grade itself is not.</p> <p>See response to comment of Brian Cossey, above.</p> <p><i>No change made to proposed rules.</i></p>
9/10/14	Rob McGill, Academics Plus	<p>1. In the achievement gap adjustment area the “average gap” is 16-19 and the “smaller gap” is 12-15. What scores will the school received if the achievement gap is 15.3? The range should be 12-15.99 or say under 16. The same issue exists on the graduation adjustment.</p> <p>2. It takes 3 advanced students to every 1 basic student to average out to be the same score as 1 proficient student. It also takes 8 advanced students to every 1 below basic student to average out to be the same as 1 proficient student. More credit/weight should be given for advanced students.</p>	<p>Comments considered. The gap adjustment percentages for achievement and graduation were slightly modified in response to this comment. Because the same method for calculating A-F still is being used, this is not a substantive change.</p> <p>The weighted performance score encourages movement of students from Below Basic by giving .25 points for Basic students. It encourages movement of students from Proficient to Advanced by giving 1.25 points for Advanced students. More points should not be given to Advanced as comment suggests since that would mask low performing students.</p>

Public Comments: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

9/16/14	Mike Mertens, AAEA	<p>AAEA supports the concept that parents and community members should be able to quickly and easily determine how schools are performing through a system that offers easy-to-understand and concise information. It is important to remember that each district, each school is unique. Additional indicators other than just performance should be included to provide a complete picture of achievement and improvement for each school.</p> <p>AAEA supports the following in regard to implementation of the A-F rating system:</p> <ul style="list-style-type: none"> -A rating system with multiple components, such as the current proposed model, that will provide a broader and more accurate picture of each unique school. -A rating system that will be consistent with the new standards and new assessments that are currently being transitioned into by Arkansas schools. <p>AAEA suggests one change in the proposed rules: a transition year (2014-2015) for A-F letter grades. PARCC exams will be administered in the spring of 2015. These new assessments are measuring new standards. Comparing two different assessment systems would not give the public an accurate picture of how a school is performing. The rules and cut scores will need to be re-evaluated in order to give a more accurate rating. The A-F letter grade rating system should be postponed until 2015-2016.</p>	<p><i>No substantive change made to proposed rules.</i></p> <p>Comments considered. An “A” through “F” grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. See Ark. Code Ann. § 6-15-2105. The suggested postponement would be inconsistent with the law.</p> <p><i>No change made to proposed rules.</i></p>
9/16/14	Megan Bella, KIPP Delta Public Schools	<p>In summary, feels proposed rule does not adequately grade schools based upon goal of student preparedness for post-secondary education and careers. Questions:</p> <ul style="list-style-type: none"> • Is school's grade easily understood by those in school community; • Does school's grade reflect state's vision of high quality education through its calculation; • Does school's grade provide information about student-level growth over time and reward growth of a cohort over time; • Does school's grade reflect actual outcomes of students? <p>KIPP is unable to possess confidence in its ability to determine scores for each school because certain items, particularly value-adjusted figures, were vague on how they were to be calculated and worked into the equation. Because of difficult calculations and adjustments that need be made to raw</p>	<p>Comments considered. Additional indicators were considered for high schools but were not included due to the complexity that would have been added. The grade reflects the vision of high quality education by giving a point for each proficient student and 1.25 points for each advanced student. It includes student-level growth over time by including the improvement score. The comment about weighed performance being determined by an AMO is not correct. Weighed performance is determined by student performance level (BB, Bas, Pro, Adv). The comment that ESEA Improvement Score was set with prior classes and fails to measure individual student's growth is not correct. Student level growth is measured by comparing a student's scale score change to expected scale score improvement from one grade to the next to stay on track toward proficiency by the 8th grade.</p> <p><i>No change made to proposed rules.</i></p>

Public Comments: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards

		<p>numbers, will be exceedingly difficult to provide clarity to students, families, community. If neither public nor KIPP staff understands system it does not provide value in determining school quality.</p> <p>Considering ADE's concern over college and career readiness, absence of these factors from formula is surprising and alarming; formula fails to account actual outcomes of students after graduation (e.g., examination of AP participation and/or scores, concurrent credit grades, ACT participation rate and/or scores, college-going rates or college remediation).</p> <p>Because score partially determined by weighted performance score determined by an AMO determined by prior class performance, formula fails to take into account context of current cohort of students and growth over time because Augmented Benchmark Exams and End-of-Course tests administered for AMO targets are performance-based as opposed to NWEA, MAP, or ACT exams, which measure student-level improvement. Also, adjustment for Achievement and Graduation gaps has potentially deleterious effect because it fails to capture the multiple ways a gap may be lessened that could harm the TAGG and non-TAGG groups (e.g., gap may be lessened by the non-TAGG group flat lining in achievement while the TAGG group catches up, or even more alarmingly, the TAGG and non-TAGG groups might decline with the non-TAGG group declining more rapidly; in both scenarios the school would be rewarded with a positive adjustment but achievement overall may have stayed roughly the same).</p> <p>The ESEA Improvement Score was set with prior classes and fails to measure individual student's growth. ESEA is based on previous cohort's performance and fails to account how an individual student grows and context of the student's environment. Schools should be held accountable on an absolute standard. ESEA metrics, weights, measures, and formula do not accurately reflect school performance. A school with very low achievement but able to hit its AMO targets may earn a higher letter grade, given this formula, than a school with consistently laudable outcomes for its students but fails to meet AMO targets.</p> <p>For example, KIPP Delta Collegiate High School was ranked in top 5 high schools in Arkansas in past 4 years by U.S. News and World Report, but based upon the proposed grading system would receive a "B" because it met 3 of 6 targets. A neighboring school might exceed all AMO targets and earn a score of 95 despite having poor student outcomes, having a very low college readiness index (the index used to calculate state rank), and earn a higher letter grade; this would suggest</p>	
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		<p>that the “A” school delivered better student outcomes when that was not the case.</p> <p>If schools are given a letter grade, it should be based on items that are apparent and can easily be tracked such as student growth, student performance, high school graduation rate, ACT scores and college attendance.</p>	
9/16/14	Tripp Walter, Arkansas Public School Resource Center	<p>Section 4.03. This section could be improved by specifying a date when the school’s scores shall be published and by removing the requirement to place this information on the school district’s website.</p> <p>We suggest the addition of a new Section 4.04 to read as follows: “When changes in the state assessment system or ESEA flexibility occur, the formula detailed in Appendix A will be revised within a month’s time so schools will know the ranking criteria.”</p> <p>Weighted Performance Score (Page 2, Appendix A):</p> <ul style="list-style-type: none"> • The Rule could be improved by removing the Augmented Benchmark Exam and replacing it with PARCC. • The Rule could be improved by developing a mechanism for schools to receive credit for <u>all</u> growth of students (including those scoring “Below Basic”). • The Rule could be clarified by providing an example of the formula in addition to sharing the formula. • The criteria is based only on current assessment system (i.e., Benchmark, EOC). Please add a statement of how this will work when PARCC assessment is initiated. • Will there be a set of four levels – Below Basic, Basic, Proficient, and Advanced? If not, why create a model that can be used for one year? • This portion could be improved by adding a statement that the formula will be revised based on PARCC assessment criteria. <p>Improvement Score with ESEA Options (Pages 2-4, Appendix A):</p> <ul style="list-style-type: none"> • The Rule could be clarified by providing a method of calculating new Annual Measurable Objectives under the new accountability instrument. • This portion could be improved by adding a statement that the formula will be revised based on any changes in ESEA. <p>Overall Score Calculation (Pages 5-6, Appendix A):</p>	<p>Comments considered. The Annual School Report Card is published by April 15 and posted on district websites. See Ark. Code Ann. § 6-15-1402. Suggestion to change the formula within a month of changes in the assessment system would not allow time for stakeholder input. An “A” through “F” grading system was mandated by the Arkansas General Assembly, effective with the 2014-2015 school year. See Ark. Code Ann. § 6-15-2105. The suggestion to remove the Benchmark Exam and replace it with PARCC would be a postponement inconsistent with the law. Schools can receive credit for growth of below basic students in the improvement score.</p> <p><i>No change made to proposed rules.</i></p>

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		<ul style="list-style-type: none">The Rule could be clarified by providing a numeric example in addition to the overall formula.	
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**ARKANSAS DEPARTMENT OF EDUCATION
POLICIES GOVERNING PROGRAMS FOR EDUCATOR LICENSURE
OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN ARKANSAS**
December 2014

1.0 REGULATORY AUTHORITY AND PURPOSE

- 1.01 These rules shall be known as Arkansas Department of Education Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas.
- 1.02 The State Board of Education enacts these policies pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-422, and 25-15-201 et seq.
- 1.03 It is the purpose of these policies to set forth the requirements for Arkansas Department of Education (ADE) approval of educator licensure programs offered by a college or university in Arkansas.
- 1.04 These policies are to be viewed in conjunction with and do not replace the Arkansas Department of Education Rules Governing Educator Licensure. If a conflict exists between these policies and the Rules Governing Educator Licensure, the Rules Governing Educator Licensure shall take precedence over the policies.

2.0 DEFINITIONS

For these policies the following terms are defined:

- 2.01 **Accreditation** of an institution of higher learning, professional education unit, or program of study is the official recognition granted to the institution of higher learning, professional education unit or program of study that meets the standards of quality established by the accrediting agency.
- 2.02 **ADE** is the Arkansas Department of Education.
- 2.03 **ADHE** is the Arkansas Department of Higher Education.
- 2.04 **CAEP** is the Council for Accreditation of Educator Preparation.
- 2.05 **Candidacy for Accreditation** means the status granted to a professional education unit that has met CAEP's pre-conditions for accreditation.
- 2.06 **Candidate** is an individual who has been admitted into an educator licensure program.
- 2.07 **Data Literacy** means the knowledge and skill in accessing, generating, and analyzing data from a variety of sources to facilitate instruction and decision making.

- 2.08 **Disciplinary Literacy** means the knowledge and skills in reading, writing and reasoning processes that are specific to the intellectual beliefs and methods by which scholarship is created in a content field.
- 2.09 **Disposition for Teaching** means the professional attitudes, values, and beliefs of an individual regarding instruction, student learning and development, including beliefs that all students can learn and all teachers can improve their knowledge and skills.
- 2.10 **Distance Learning Technology** means the electronic or digital learning media, including the Internet, e-mail, television, and other audio-visual communication devices used to deliver instruction where the teacher and the students are in separate physical settings.
- 2.11 **Educator Licensure** is the official recognition by the State Board that an individual has met state requirements and has been authorized to practice as a professional educator in Arkansas.
- 2.12 **Field Experiences** means the activities for students in professional education that are completed in P-12 school settings. These include observations, tutoring, assisting teachers and administrators, student teaching, pre-service teaching and internships.
- 2.13 **General Studies** means the courses and other learning experiences in the liberal arts and sciences that students in degree programs normally complete during the first two years of their higher education experience.
- 2.14 **Nontraditional Educator Licensure Program** at an institution of higher education means a graduate-level preparation program designed for individuals seeking licensure as a teacher who did not complete an undergraduate educator preparation program but which, under the Arkansas Department of Education rules for nontraditional licensure, allows them to serve as teacher of record while enrolled in a program of study.
- 2.15 **Preconditions** are fundamental requirements undergirding CAEP standards that must be met before a professional education unit is permitted to advance to candidacy for initial accreditation.
- 2.16 **Professional Education Unit** is a college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of educators and other professional school personnel; also referred to as “unit”.
- 2.17 **Program or Program of Study** means a curriculum that is aligned with the Arkansas Teaching Standards, and that requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular endorsement to an educator’s license, a licensure content area or level of licensure provided by a college or university accredited and approved under these rules.

- 2.18 **Provisional Teaching License** means a temporary, non-renewable license, which is issued by the State Board to an individual who has met certain requirements but not all of the requirements for a standard license that allows the holder to teach or work in Arkansas public schools.

- 2.19 **Specialized Professional Association (SPA)** means any of the national associations representing educators of specific subject areas, grade levels or student groups; administrators; or other school professionals that establish standards for candidates preparing for educator licensure.

- 2.20 **Standard Teaching License** means a five-year renewable license issued by the State Board that allows the license holder to teach in Arkansas public schools.

- 2.21 **Supervised Clinical Practice** means pre-service teaching or internship in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing; completed under the guidance and supervision of licensed practicing school personnel and college or university supervisory personnel.

- 2.22 **Teacher Effectiveness Support System (TESS)** is an integrated evaluation, feedback, and support system under the Department of Education Rules Governing The Teacher Effectiveness and Support System that encourages teachers to improve their knowledge and instructional skills in order to improve student learning,

- 2.23 **Teacher of Record** means an individual, or individuals in a co-teaching assignment, who has or have been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.

- 2.24 **Traditional Program for Educator Licensure** means an undergraduate program of study or graduate program of study at an institution of higher education that prepares candidates for traditional licensure as a teacher, school counselor, library media specialist, school administrator, or other school professional.

- 2.25 **Universal Design for Learning** means a scientifically valid framework for guiding educational practice that (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

3.0 APPROVAL REQUIRED

Any educator licensure program offered by a college or university in Arkansas must be approved by the Arkansas Department of Education (ADE), Office of Educator Licensure (OEL). These policies shall be effective beginning September 1, 2014, and they shall supersede any previous ADE policies pertaining to professional education programs offered

by colleges or universities in Arkansas. As often as may be necessary, these policies will be reviewed by the Professional Licensure Standards Board (PLSB) and approved by the Arkansas State Board of Education (State Board).

4.0 POLICIES FOR INSTITUTIONS OF HIGHER EDUCATION PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

- 4.01 Prior to program implementation, public institutions of higher education in Arkansas and any out-of-state institutions of higher education offering programs (including programs with online coursework) to students in Arkansas shall be approved by the Arkansas Higher Education Coordinating Board to offer certificate and degree programs leading to educator licensure in Arkansas.
- 4.02 Institutions of higher education that offer programs in Arkansas leading to educator licensure shall be accredited by a regional accrediting agency that is recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA).

5.0 POLICIES FOR PROFESSIONAL EDUCATION UNITS PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

- 5.01 A professional education unit accredited by CAEP and in compliance with all other policies set forth in this document is considered eligible by the ADE to provide professional education programs leading to educator licensure in Arkansas.
 - 5.01.1 If a unit is not yet accredited by CAEP, it shall meet all other preconditions for CAEP accreditation before the ADE can approve any of its programs for educator licensure.
 - 5.01.2 If a unit fails to achieve initial CAEP accreditation, or CAEP accreditation is discontinued, the unit and its individual programs for educator licensure shall forfeit state approval.
 - 5.01.3 The unit shall inform current and potential candidates of its standing with regard to CAEP accreditation and state approval of its licensure programs.

6.0 POLICIES FOR ALL PROGRAMS LEADING TO EDUCATOR LICENSURE (TRADITIONAL AND NONTRADITIONAL)

- 6.01 An educator licensure program proposed by a professional education unit that is CAEP accredited may be granted initial state approval upon review by the ADE in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.
- 6.02 An educator licensure program proposed by a professional education unit that has met all other requirements for candidacy for CAEP accreditation, except having a state-approved licensure program, may be granted provisional state approval until accreditation is achieved or for a period of no longer than five (5) years. If

- accreditation is not achieved within the 5-year period, the unit's professional education programs will forfeit state approval, and no new students may be admitted into the programs.
- 6.03 Continued state approval of an educator licensure program shall be granted if it attains recognition from its affiliated CAEP Specialized Professional Association (SPA), or is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program.
- 6.03.1 A program for licensure endorsement requiring less than 18 credit hours shall not be required to prepare individual program reports, but the programs must provide candidate performance data from state-required licensure assessments in the unit's documentation for CAEP accreditation.
- 6.03.2 A program having no completers or enrolled candidates during its most recent three (3) years of operation may be declared to be inactive, and therefore shall not be required to prepare a program report in conjunction with preparation for the unit's CAEP accreditation review.
- 6.04 Any revisions to an ADE-approved program of study for licensure shall be submitted to the ADE Office of Educator Licensure in accordance with the *Protocol for the Review and Approval of Programs of Study Leading to Educator Licensure or Endorsement in Arkansas*.

7.0 POLICIES FOR TRADITIONAL EDUCATOR LICENSURE PROGRAMS

- 7.01 All traditional educator licensure programs shall include curriculum that addresses requirements established by Arkansas statutes governing educator preparation and the ADE Rules Governing Educator Licensure, including without limitation, instruction in:
- 7.01.1 The Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas;
- 7.01.2 The *Code of Ethics for Arkansas Educators*;
- 7.01.3 Data literacy;
- 7.01.4 Disciplinary literacy;
- 7.01.5 Universal Design for Learning (UDL);
- 7.01.6 The Teacher Excellence and Support System, Ark. Code Ann. 6-17-2801 et seq.;
- 7.01.7 Child maltreatment, under Ark. Code Ann. § 6-61-133;

- 7.01.8 Parental involvement, Ark. Code Ann. § 6-15-1705;
 - 7.01.9 Teen suicide awareness and prevention, Ark. Code Ann. § 6-17-708; and
 - 7.01.10 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.
- 7.02 All programs that prepare candidates for licensure to teach in grades birth through kindergarten (B-K), kindergarten through grade six (K-6) or grades four through eight (4-8) shall include at least six semester hours of instruction in reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.
- 7.03 Traditional programs that prepare candidates for middle childhood licensure to teach in grades four through eight (4-8) shall require concentrations in at least two content areas to be selected by the candidates from English-language arts, mathematics, science and social studies. The concentrations shall include at least eighteen (18) semester hours of coursework in each of the selected content areas.
- 7.04 Traditional programs that prepare candidates for secondary licensure to teach in grades seven through twelve (7-12) shall require candidates to have content preparation in a teaching field equivalent to the institutional requirements for an academic major (at least 30 semester hours). Degree requirements shall be determined by the institution, but the requirements for a student seeking a teaching degree shall not be substantially different from the requirements for a student seeking a non-teaching degree in the same content field.
- 7.05 Programs that prepare candidates for standard or add-on licensure to teach special education in grades K-12, shall include a curriculum of at least twenty-one (21) semester hours in special education content and pedagogy and shall comply with standards of the Council for Exceptional Children (CEC).
- 7.06 Programs that prepare candidates for licensure as school administrators, grades P-12, shall comply with the *Standards for School Administrators in Arkansas* and Educational Leadership Constituent Council (ELCC) standards.
- 7.07 Professional education programs shall engage candidates in direct, substantial, quality participation in field experiences and supervised clinical practice.
- 7.07.1 The combination of field experiences and supervised clinical practice shall provide opportunities for a candidate for teacher licensure to teach across the entire grade of the license being sought.
 - 7.07.1.1 Field experiences and supervised clinical practice in a program of study for teacher licensure, Birth – Kindergarten (B-K), shall be divided between prekindergarten and kindergarten, with no less than 40% of the total experiences completed in either area.

- 7.07.1.2 Field experience and supervised clinical practice in a program of study for teacher licensure, grades K-6, shall be divided between grades K-3 and 4-6, with no less than 25% of the experiences completed in either grade range.
- 7.07.1.3 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-8, shall be divided between grades 4-6 and 7-8, with no less than 25% of the total experiences completed in either grade range, and shall include teaching in each area of concentration selected by the candidate.
- 7.07.1.4 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 7-12, shall be divided between grades 7-9 and 10-12 in the licensure content area(s) with no less than 25% of the total assignment completed in either grade range. If a candidate is seeking licensure in more than one content area, the field experiences and supervised clinical practice shall be divided among the content areas.
- 7.07.1.5 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades K-12, shall be divided between grades K-6 and 7-12 in the licensure content area with no less than 25% of the total experiences completed in either grade range. If no K-6 settings are available in a K-12 licensure area, candidates may complete their experiences within the 7-12 grade range.
- 7.07.2 Programs of study for the licensure of teachers shall require candidates to be engaged in supervised clinical practice for a minimum of sixty (60) complete school days (approximately 420 contact hours).
- 7.07.3 Programs of study for the licensure of building-level administrators, district-level administrators, curriculum/program administrators, school counselors, school psychologists, library media specialists, and other professional school personnel shall require candidates to complete supervised clinical practice across the grade range for each license being sought by the candidate.
- 7.07.4 Field experiences and supervised clinical practice in traditional undergraduate or graduate programs for teacher licensure areas that involve grades K-12, or in graduate programs for school administration and other non-teaching licensure areas, shall be completed in:
 - 7.07.4.1 Traditional public K-12 school settings that are accredited by the ADE; or
 - 7.07.4.2 Traditional in-state or border-state private or public school settings where Common Core and other content standards adopted by the

State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to Arkansas' TESS.

- 7.07.5 Field experiences and supervised clinical practice in a B-K licensure program shall be completed in:
 - 7.07.5.1 An early childhood education setting accredited by the Division of Child Care and Early Childhood Education of the Department of Human Services as a Better Beginnings Level 3 or higher program; or
 - 7.07.5.2 A border-state early childhood education setting having state accreditation similar to the Arkansas accreditation for a Better Beginnings Level 3 or higher program.
- 7.07.6 Field experience and internship placements for candidates in a traditional program of study for educator licensure shall not include priority schools, public schools or school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts, unless:
 - 7.07.6.1 The candidate is in an administrator licensure program and the state has replaced the administrator in the applicable priority school, public school or school district in academic distress ,or school district under administrative takeover; or
 - 7.07.6.2 Under an extreme circumstance, based on a recommendation from the Department of Education Director of Educator Licensure, the Assistant Commissioner for Licensure of the Department of Education approves the field experience or internship placement in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover.
- 7.07.7 Candidates for educator licensure may complete their supervised clinical practice in instructional settings that employ distance learning technology, but at least 75% of their clinical practice must engage them in face-to-face interaction where the candidate and the students are in the same physical setting.
- 7.07.8 Professional education faculty, including adjunct faculty, and cooperating teachers who teach and/or supervise teacher candidates must be trained in the domains and criteria of Arkansas' TESS. Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.

7.08 Programs of study for teacher licensure shall require the following of candidates before completing the program:

7.08.1 Achieve a passing score on each state-approved content assessment for the license.

7.08.2 Take the state-approved pedagogical assessment.

8.0 POLICIES FOR CANDIDATES IN TRADITIONAL PROGRAMS FOR EDUCATOR LICENSURE

8.01 Candidates in programs leading to a baccalaureate degree with educator licensure shall complete, as a minimum, a general studies curriculum similar to that required for other baccalaureate degree programs offered by the institution.

8.02 To qualify for admission as a candidate into a traditional program for first-time educator licensure:

8.02.1 An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.

8.02.2 An individual shall achieve a passing score, as determined by the ADE, for each of the state-approved basic skills assessments, except as noted below.

8.02.2.1 In lieu of the state-approved basic skills assessments, an individual seeking entry into a baccalaureate program for first time licensure for teaching may substitute:

8.02.2.1.1 A minimum composite score of 24 on the ACT and either:

8.02.2.1.1.1 A minimum score of 22 in each of the Reading, Mathematics, and combined English/Writing sections, or

8.02.2.1.1.2 For one (1) or more of the Reading, Mathematics, or combined English/Writing sections with a score lower than the minimum, a passing score on the equivalent section of the basic-skills assessment approved by the State Board; or

8.02.2.1.2 A minimum score of 1650 on combined Math and Critical Reading, and Writing, and either:

8.02.2.1.2.1 A minimum score of 510 in each of the Math, Critical Reading, and Writing sections on the Scholastic Aptitude Test (SAT), or

8.02.2.1.2.2 For one (1) or more of the Math, Critical Reading, or Writing sections with a score lower than the minimum, a passing score on the equivalent section of the basic-skills assessment approved by the State Board.

8.02.2.2 An individual seeking entry into a post-baccalaureate program for first time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessments.

8.03 A candidate for licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.

8.03.1 A candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate's program of study.

8.03.2 A candidate shall indicate, via interviews or other means determined by the candidate's program of study, an appropriate disposition for teaching.

8.04 Before entering a classroom to complete a supervised clinical practice, a candidate shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.

9.0 POLICIES FOR NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

9.01 Nontraditional educator licensure programs may be offered at the post-baccalaureate level by institutions of higher education. Such programs may be offered as degree or non-degree programs of study.

9.02 A nontraditional educator licensure program may admit and prepare candidates only for ADE-approved teacher licensure areas at the middle childhood (grades 4-8) and secondary (grades 7-12 or K-12) levels, not including special education.

9.03 A nontraditional educator licensure program shall include one of the following two tracks or both tracks:

- 9.03.1 Track 1 allows a candidate to be employed as a teacher of record with a provisional teaching license for the duration of the prescribed program of study; a candidate shall teach only in the content area(s) and grade level(s) indicated on the provisional teaching license. Candidates shall be placed only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.
- 9.03.2 Track 2 allows a candidate to complete a traditional internship (student teaching) as a culminating experience of the candidate's program of study or obtain a provisional teaching license and be employed as a teacher of record as a culminating experience of the candidate's program of study.
- 9.04 A candidate in a nontraditional educator licensure program shall complete an internship or obtain a provisional license and be employed as a teacher of record only in the area(s) which s/he has passed the state-required content assessment(s).
- 9.05 Nontraditional educator licensure programs shall include curriculum that addresses requirements established by Arkansas statutes governing preparation for nontraditional educator licensure and ADE rules governing nontraditional educator licensure, including without limitation, instruction in:
 - 9.05.1 The Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas;
 - 9.05.2 The *Code of Ethics for Arkansas Educators*;
 - 9.05.3 Data literacy;
 - 9.05.4 Disciplinary literacy;
 - 9.05.5 Universal Design for Learning (UDL);
 - 9.05.6 Arkansas' Teacher Excellence Support System (TESS) , Ark. Code Ann. 6-17-2801 et seq.;
 - 9.05.7 Child maltreatment, under Ark. Code Ann. § 6-61-133;
 - 9.05.8 Parental involvement, Ark. Code Ann. § 6-15-1705;
 - 9.05.9 Teen suicide awareness and prevention, Ark. Code Ann. § 6-17-708; and
 - 9.05.10 Information on the identification of students at risk for dyslexia and related disorders, under Ark. Code Ann. § 6-41-609.
- 9.06 Nontraditional educator licensure programs that prepare candidates to teach grades four through eight (4-8) shall include at least six (6) semester hours of instruction in

reading pedagogy. The instruction shall include theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers and disciplinary literacy as identified in the competencies for educator licensure.

- 9.07 Candidates completing a nontraditional educator licensure program in middle childhood, grades 4-8, or secondary social studies, grades 7-12, must complete a three semester hour course in Arkansas history, as required by state law, or a 45-hour professional development piece in Arkansas History through ArkansasIDEAS.
- 9.08 Nontraditional educator licensure program shall require internships or teaching service to be completed in:
 - 9.08.1 Traditional public K-12 school settings that are accredited by the ADE; or
 - 9.08.2 Traditional in-state or border-state private or public school settings where Common Core and other content standards adopted by the State Board are taught and faculty are subject to an evaluation system that uses a framework substantially similar to Arkansas' TESS.
- 9.09 Teaching and internship placements for candidates in nontraditional educator licensure programs shall not include priority schools, public school or school districts in academic distress, or school districts under administrative takeover for violations of the Standards for Accreditation of Arkansas Public Schools and School Districts.
 - 9.09.1 Under an extreme circumstance, based on a recommendation from the Department of Education Director of Educator Licensure, the Assistant Commissioner for Licensure of the Department of Education may approve the field experience or internship placement in the applicable priority school, public school or school district in academic distress, or school district under administrative takeover.
- 9.10 Candidates in nontraditional educator licensure programs may complete their teaching or internships in instructional settings that employ distance learning technology, but at least 75% of their clinical practice must engage them in face-to-face interaction where candidates and the students are in the same physical setting.
- 9.11 Professional education faculty in nontraditional educator licensure programs, including adjunct faculty, and cooperating teachers who teach and/or supervise nontraditional teacher candidates must be trained in the domains and criteria of Arkansas' TESS. Candidates shall be paired only with cooperating teachers or mentors who have received at least a *proficient* or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.

10.0 POLICIES FOR CANDIDATES IN NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

10.01 Individuals seeking admission into a nontraditional educator licensure program are subject to the following requirements:

10.01.1 An applicant shall provide an official transcript(s) documenting an earned bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. An applicant who earned a degree from an out-of-country college or university may provide an official college transcript evaluation from a nationally recognized credential evaluation agency documenting that their degree is equivalent to a four-year degree from an accredited United States institution of higher learning.

10.01.2 An applicant shall have earned a cumulative grade point average in non-remedial coursework of no less than 2.5 (4.0 scale) until Fall 2015 and 2.7 (4.0 scale) beginning in Fall 2015.

10.01.3 An applicant shall have achieved a passing score, as determined by the ADE, for each of the state-approved basic skills assessments, except as noted below:

10.01.3.1 An individual seeking entry into a post-baccalaureate program for first-time educator licensure may substitute passing scores, determined by the ADE, from the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), or the Medical College Admission Test (MCAT) in lieu of the state-approved basic skills assessments.

10.01.4 An applicant seeking licensure in middle childhood, grades 4-8, must achieve passing scores, as determined by the ADE, on at least two of the state-required content assessments required for middle childhood licensure.

10.01.5 An applicant seeking licensure in secondary teaching, grades 7-12 or K-12, must achieve a passing score, as determined by the ADE, on the state-required content assessment(s) for each level and content area in which licensure is sought.

10.02 A candidate for nontraditional licensure in teaching shall demonstrate proficiency in oral communications and shall indicate an appropriate disposition for teaching.

10.02.1 The candidate shall demonstrate proficiency in oral communications as determined by requirements in the candidate's program of study.

10.02.2 The candidate shall indicate, via interviews or other means as determined by the candidate's program of study, an appropriate disposition for teaching.

- 10.03 Before entering a classroom to complete a supervised clinical practice, a candidate for nontraditional licensure shall apply to the Identification Bureau of the Arkansas State Police for a criminal records check and to the Department of Human Services for a Child Maltreatment Central Registry check and shall successfully complete those background checks in accordance with the Department of Education Rules Governing Background Checks and Licensure Revocation.

11.0 PROGRAM AND UNIT ACCOUNTABILITY REQUIREMENTS

- 11.01 An educator licensure program having at least ten (10) program completers during its most recent three-year period shall maintain an eighty percent (80%) average candidate pass rate on all assessments required by the state for professional licensure. Programs failing to maintain a three-year average pass rate of at least 80% on the assessments will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% average pass rate is achieved within the 3-year probationary period. A program that fails to achieve an 80% average pass rate by the end of the 3-year probationary period shall forfeit its state approval.
- 11.02 A professional education unit shall maintain an eighty percent (80%) pass rate on the state-required licensure assessments among all of its candidates for licensure during its most recent three-year period. A unit that fails to maintain an 80% pass rate will be placed on probation for a period of no more than three (3) years. The probation shall end if an 80% pass rate is achieved within the 3-year period. A unit that fails to achieve an 80% pass rate by the end of the 3-year probationary period will forfeit its state approval and will no longer be eligible to offer any programs for educator licensure.
- 11.03 A professional education unit may be designated as “low performing” as defined in the *Plan for Title II Reporting Requirements of the Higher Education Act* published by the ADE. If a unit is designated as low performing for three consecutive years, state approval for the unit and its programs for licensure will be revoked, and the unit will no longer be eligible to recommend candidates for educator licensure.
- 11.04 If a program or unit is designated as “on probation” or “low performing,” current and potential candidates must be advised of the program’s or unit’s standing.

Public Comment Matrix – Proposed Rules Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas

Public Comment Period Ending: September 9, 2014

Date	Respondent	Comment	ADE Response
8/14/14	Arkansas Public School Resource Center (APSRC)	2.10 Add: additional language to include digital delivery rather than just electronic media.	Comment considered; a change has been made.
8/14/14	APSRC	2.24 Either Add: other job areas such as media specialist or Remove: counselor and special education teacher	This has been reworded to be consistent with other ADE rules.
8/14/14	APSRC	2.25 Define: specific model. Add: Common Core State Standards, next generation assessment, and TESS since all of these are legislatively mandated. Is there a statutory authority which mandates the use of the specific model UDL? If not, consider the creation of a definition for a general curriculum design model, which would allow schools to use the model that best meets their needs.	Comment considered, but no change has been made. These are well defined in established rules and law.
8/14/14	APSRC	4.0 Add: online coursework in these policy statements	Comment considered; a change has been made.
8/14/14	APSRC	6.03.2 Change: 3 years to 2 years	Comment considered; but no change has been made. The current language is consistent with CAEP accreditation.
7/28/14	Gary Bunn, UCA	7.01 Should parental involvement and suicide prevention be included as required professional development?	Yes, and changes have been made.

8/14/14	APSRC	7.07 Define “substantial” and “quality.” Clarify: which entity is meant. Add: minimum amount of field experience required. (Subsections of this item require a percentage be completed in a certain manner; however, there is no minimum requirement. This would also give consistency to programs across the state therefore giving consistency to K-12 districts when hiring new teachers from several universities.)	Comment considered, but no change has been made. These rules deal with ADE approval of higher education programs, and to do so would cause these rules to be too prescriptive. Arkansas programs and Arkansas schools need some flexibility in field experience and supervised clinical practice. Also, CAEP accreditation covers the minimum requirements for time spent in field experience and supervised clinical practice.
8/14/14	APSRC	7.07.7 and 9.10 Define and update distance learning technology to include digital learning modalities.	Comment considered, and the change to 2.10 will cover this.
8/14/14	APSRC	8.04 Define: outcomes if the candidate does not have a “clean” background check.	ADE background check rules cover this. Again these rules are for program approval, not individual licensure requirements.
8/14/14	APSRC	9.05 Add: guidance on curricular frameworks, Common Core or next generation assessments. Add: and other curriculum Design Model (including the option of UDL). Add: training on Student Privacy specifically in reference to technology	See response to 2.25 above.
8/14/14	APSRC	10.03 Define: outcome if the candidate does not have a “clean” background check.	See response to 8.04 above.
8/14/14	APSRC	11.01 and 11.02 Increase: criteria of 80% passing rate to at least above 90% Reduce: timeline of 3 years to 2 years	Comment considered, but no change was made. This is based on CAEP accreditation of the <u>unit</u> , which may encompass many different educator

			preparation programs.
8/14/14	APSRC	11.03 and 11.04 Add: Publication of the information with a definition of who reports to the public and by when. Define: “Distance Learning” and use the new definition in all sections containing the term “distance learning.”	ADE posts a yearly Educator Preparation Provider Report to the ADE Data Center each May. See https://adedata.arkansas.gov/ .

Arkansas State Review

Physical Science (7-12) Licensure Test:

Praxis™ Chemistry: Content Knowledge (5245)

Changes to the availability of the Praxis™ exam currently used for the Physical Science License require a different exam to be used. The Praxis™ Physical Science: Content Knowledge (0481) will be discontinued as of August 2014. Candidates for the Physical Science License will have the option of taking the Praxis™ Chemistry: Content Knowledge (5245) or the Praxis™ Chemistry: Content Knowledge (5265)

The Praxis™ assessment for Physics is already in use for the Physics/Math license, but the ADE has not yet adopted a content knowledge assessment for Chemistry.

The Educational Testing Service (ETS) offers the Praxis™ Chemistry: Content Knowledge (5245) assessment. The 2.5 hour assessment contains 125 selected response questions covering the following content categories:

1. Basic Principles of Matter and Energy and Thermodynamics (17 questions, 14%);
2. Atomic and Nuclear Structure (15 questions, 12%);
3. Nomenclature, Chemical Composition, and Bonding and Structure (19 questions, 15%);
4. Chemical Reactions and Periodicity (25 questions, 20%);
5. Solutions and Solubility and Acid-Base Chemistry (19 questions, 15%);
6. Scientific Inquiry and Social Perspectives of Science (15 questions, 12%); and
7. Scientific Procedures and Techniques (15 questions, 12%).

On Friday, April 18, 2014, ETS staff conducted a state test review for the purpose of studying the specifications and establishing a minimum passing score (cut score) for the Praxis™ Chemistry: Content Knowledge (5245) assessment. A panel comprised of higher education science faculty and grades 7-12 science teachers reviewed the assessment and considered possible cut scores based upon the study value generated by the review and pass rate data provided by ETS. A national report for states using the Praxis™ Chemistry: Content Knowledge (5245) is attached. This report shows the cut scores and pass rates for states using this assessment.

The ADE recommends adoption of the Praxis™ Chemistry: Content Knowledge (5245) with a minimum passing score of 150 (100 - 200 point range) effective September 1, 2015.

STATE REQUIRING PRAXIS™ CHEMISTRY: CONTENT KNOWLEDGE (5245), SREB STATE, OR CONTINGENT STATE	CUT SCORE	NATIONAL PASS RATE* AT STATE CUT SCORE (9/1/12-8/31/13)
Alabama	150	65%
Alaska	139	83%
Connecticut	151	64%
Delaware	158	48%
Florida	-	-
Georgia	-	-
Hawaii	154	57%
Idaho	139	83%
Iowa	141	80%
Kansas	152	62%
Kentucky	147	71%
Louisiana	151	64%
Maryland	153	60%
Mississippi	151	64%
Missouri	152	62%
Montana	148	69%
Nevada	151	64%
New Hampshire	153	60%
New Jersey	152	62%
North Carolina	152	62%
North Dakota	147	71%
Oklahoma	-	-
Pennsylvania	151	64%
Rhode Island	156	52%
South Carolina	152	62%
South Dakota	135	87%
Tennessee	152	62%
Texas	-	-
Utah	151	64%
Vermont	160	44%
Virginia	153	60%
Washington D.C.	152	62%
West Virginia	157	49%
Wisconsin	152	62%
Wyoming	151	64%

*This is NOT each state's pass rate. It is a pass rate of all national test takers based on a state's cut score.

BOLD: Southern Regional Education Board (SREB) states

BLUE: Contingent states to Arkansas

	AVERAGE CUT SCORE	PASS RATE
ALL STATES	150	65%
SREB STATES	152	62%
CONTINGENT STATES	152	62%
MAJORITY OF ARKANSAS EPP FACULTY	150	64%

Praxis™ Chemistry: Content Knowledge (5245)

STATE REQUIRING PRAXIS™ CHEMISTRY: CONTENT KNOWLEDGE (5245), SREB STATE, OR CONTINGENT STATE	CUT SCORE	NATIONAL PASS RATE* AT STATE CUT SCORE (9/1/12-8/31/13)
Alabama	150	65%
Alaska	139	83%
Connecticut	151	64%
Delaware	158	48%
Florida	-	-
Georgia	-	-
Hawaii	154	57%
Idaho	139	83%
Iowa	141	80%
Kansas	152	62%
Kentucky	147	71%
Louisiana	151	64%
Maryland	153	60%
Mississippi	151	64%
Missouri	152	62%
Montana	148	69%
Nevada	151	64%
New Hampshire	153	60%
New Jersey	152	62%
North Carolina	152	62%
North Dakota	147	71%
Oklahoma	-	-
Pennsylvania	151	64%
Rhode Island	156	52%
South Carolina	152	62%
South Dakota	135	87%
Tennessee	152	62%
Texas	-	-
Utah	151	64%
Vermont	160	44%
Virginia	153	60%
Washington D.C.	152	62%
West Virginia	157	49%
Wisconsin	152	62%
Wyoming	151	64%

*This is NOT each state's pass rate. It is a pass rate of all national test takers based on a state's cut score.

BOLD: Southern Regional Education Board (SREB) states

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	AVERAGE CUT SCORE	PASS RATE
ALL STATES	150	65%
SREB STATES	152	62%
CONTINGENT STATES	152	62%
MAJORITY OF ARKANSAS EPP FACULTY	150	64%